

# Whole School Curriculum Map and Progression Skills for PE

Year Group		Autumn 1	Autumn 2
EYFS	PPA	Gross Motor assessments and Tag Rugby	Tag Rugby Lower Primary Field Skills and Drills 1-3
	PE	Netball "Net Level"	
	Agility	Circuit Training PE Move 1	
Year 1	PPA	Tag Rugby Lower Primary Field Skills and Drills 2-5	
	PE	Netball "Net Level"	
	Agility	Circuit Training PE Move 1	
Year 2	PPA	Tag Rugby Lower Primary Field Skills and Drills 4-7	
	PE	Netball "Net Level" progressing to "Set"	
	Agility	Circuit Training PE Move 2	
Year 3	PPA	Tag Rugby Middle Primary Field Skills and Drills 1-4	
	PE	Netball "Set Level"	
	Agility	Circuit Training PE Move 3	
Year 4	PPA	Tag Rugby Middle Primary Field Skills and Drills 3-7	
	PE	Netball Set Level	Netball "Set Level"
	Agility	Circuit Training PE Move 4	
Year 5	PPA	Tag Rugby Upper Primary Field Skills and Drills 1-4	
	PE	Netball "Go Level"	
	Agility	Circuit Training PE Move 5	
Year 6	PPA	Tag Rugby Middle Primary Field Skills and Drills 4-7	
	PE	Netball "Go Level"	
	Agility	Circuit Training PE Move 6	

### Circuit Training Skill Progression

PE Move Sessions	Skills	NC Goals
PE Move 1	<ul style="list-style-type: none"> <li>*Begin to change the speed of travel to go around an obstacle</li> <li>*Perform a jump, landing on one foot</li> <li>*Hop and jump a short distance to complete a circuit activity</li> <li>*Talk about how they feel after exercise</li> <li>*Move a short distance while remaining balanced on a straight line</li> <li>*Balance a bean bag on a part of their body for a short period.</li> <li>* Begin to show some control over the path of a ball when rolling it over the ground</li> <li>*Bounce and catch a ball, moving forwards inbetween bounces</li> <li>*Complete activities modelled to them by a partner and record a score with help</li> <li>* Identify their highest and lowest scores.</li> <li>* Tell a partner what they are doing well in their performance with support.</li> </ul>	<p>To develop balance and co-ordination</p> <p>To master basic movements and apply these in a range of activities.</p>
PE Move 2	<ul style="list-style-type: none"> <li>*change the direction of their movements;</li> <li>• identify an activity they are good at;</li> <li>• perform more than one type of jump correctly;</li> <li>• answer some questions about how they feel after exercise;</li> <li>• perform an underarm throw towards a target;</li> <li>• identify similarities between their own performance and that of someone else;</li> <li>• combine skills within an activity which has been slightly modified;</li> <li>• identify which skills are needed for a particular activity with support;</li> <li>• complete activities modelled to them by a partner;</li> <li>• identify their highest and lowest scores;</li> <li>• tell a partner what they are doing well in their performance;</li> <li>• talk about their scorecard with support.</li> </ul> <p><b>Extended goals :</b></p> <ul style="list-style-type: none"> <li>• use a controlled pivot movement to change direction quickly;</li> <li>• identify what they need to do to improve their performance in a particular activity</li> <li>• perform different types of jumps with control and use more than one type of jump in an activity;</li> <li>• explain how they feel after exercise;</li> <li>• show some control and accuracy when rolling a ball and aiming for a target;</li> <li>• identify similarities and differences between their own performance and that of someone else;</li> <li>• combine skills within an activity;</li> <li>• identify which skills are needed for a particular activity;</li> <li>• complete activities independently and record their scores;</li> <li>• suggest some ways that a partner can improve their performance;</li> <li>• identify improvements shown on their scorecard.</li> </ul>	<p>To develop balance and co-ordination</p> <p>To master basic movements and apply these in a range of activities.</p>

PE Move 3	<ul style="list-style-type: none"> <li>• begin to travel using a sidestep action, with support and encouragement;</li> <li>• begin to travel in different ways;</li> <li>• change direction while travelling;</li> <li>• change speed while travelling;</li> <li>• throw a ball underarm;</li> <li>• use their feet to move a ball;</li> <li>• hold a balance with control, with support and encouragement;</li> <li>• begin to coordinate different body parts;</li> <li>• follow advice from friends or teachers when completing exercises;</li> <li>• practise exercises and look for improvement over time</li> </ul> <p><b>Extended goals :</b>  <b>perform a sidestep and a lunge with control;</b></p> <ul style="list-style-type: none"> <li>• <b>travel confidently in different ways, maintaining a good speed while doing so;</b></li> <li>• <b>efficiently change direction, speed and level when travelling;</b></li> <li>• <b>confidently change between different levels and direction when travelling;</b></li> <li>• <b>throw a ball underarm, controlling both the accuracy and direction of the throw;</b></li> <li>• <b>use their feet to control the movement of a ball around a series of cones;</b></li> <li>• <b>show excellent balance and coordination when moving;</b></li> <li>• <b>use body parts to coordinate agile movements;</b></li> <li>• <b>give advice to friends on how to complete exercises; • understand how to alter their movements to improve their performance over time</b></li> </ul>	<p>To develop flexibility, strength, technique, control and balance.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PE Move 4	<p>follow instructions and act on advice to complete a set of exercises;</p> <ul style="list-style-type: none"> <li>• identify the way they feel after exercise;</li> <li>• identify the parts of the upper body and participate in simplified exercises that use their upper body muscles;</li> <li>• identify the parts of the lower body and participate in simplified exercises that use their lower body muscles;</li> <li>• identify the core muscles and participate in simplified exercises which use these muscles;</li> <li>• participate in a range of simplified exercises;</li> <li>• with discussion, set own targets for improvement;</li> <li>• keep score and notice how they are progressing towards their personal targets</li> </ul> <p><b>Extended goals :</b>  <b>*give advice to others on how to complete a set of exercises;</b></p> <ul style="list-style-type: none"> <li>• <b>explain the different effects of aerobic and anaerobic exercise; • identify the parts of the upper body and participate in more challenging exercises that use their upper body muscles;</b></li> <li>• <b>identify the parts of the lower body and participate in more challenging exercises that use their lower body muscles;</b></li> <li>• <b>identify the core muscles and participate in more challenging exercises which use these muscles;</b></li> <li>• <b>participate in a range of more complex exercises;</b></li> <li>• <b>set their own realistic targets for improvement, considering how they can improve in each exercise;</b></li> <li>• <b>notice how they are progressing towards their personal targets and develop specific plans to attempt to reach them</b></li> </ul>	<p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

PE Move 5	<p>Know what circuit training involves and can follow instructions to complete a range of different 'mild' exercises;</p> <ul style="list-style-type: none"> <li>• Can give at least one reason why we warm up before exercise and cool down after exercise;</li> <li>• Can set a challenge based on thinking about achieving 'one more';</li> <li>• Can join in a competition with a classmate of a similar ability;</li> <li>• Can identify speed, agility and quickness in different activities;</li> <li>• Can identify the muscle groups used in different exercises;</li> <li>• Can select exercises from a bank to form a varied circuit.</li> </ul> <p>Extended goals:</p> <p>Know what circuit training involves and can follow instructions to complete a range of different 'spicy' exercises;</p> <ul style="list-style-type: none"> <li>• Can confidently explain the importance of helping the body to prepare for and recover from exercise and how this should be done;</li> <li>• Can confidently set appropriate challenges that are tricky but achievable;</li> <li>• Can confidently demonstrate the qualities of a good sportsperson, showing respect and encouragement when winning or losing;</li> <li>• Can recognise how they have developed their own speed, agility and quickness;</li> <li>• Can use they're own and others' strengths to benefit their team;</li> <li>• Can plan differentiated exercises to form a varied circuit.</li> </ul>	To develop flexibility, strength, technique, control and balance.
PE Move 6	<ul style="list-style-type: none"> <li>• understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises;</li> <li>• identify two or more ways to exercise safely and follow these examples;</li> <li>• use the talk test to measure exercise intensity;</li> <li>• create a personal target, work towards it and can express how this feels;</li> <li>• identify which muscle groups are targeted in different exercises;</li> <li>• give instructions to complete four exercises, with simple adaptations for ability;</li> <li>• select exercises to suit particular needs.</li> </ul> <p>Extended goals:</p> <p>understand what circuit training involves and can follow instructions to complete a range of different 'spicy' exercises;</p> <ul style="list-style-type: none"> <li>• confidently explain ways to exercise safely and can follow these examples in their own training;</li> <li>• use pulse rate to measure exercise intensity;</li> <li>• create a personal target and can work towards it, as well as express how this feels and how this can boost a person's confidence;</li> <li>• identify how different exercises make specific muscles stronger and can explain this is important;</li> <li>• give instructions to complete four exercises with thoughtful adaptations for ability;</li> <li>• clearly explain why they have chosen exercises to suit particular needs.</li> </ul>	To develop flexibility, strength, technique, control and balance.

### Net Set Go Netball Skill Progression

Age group / Programme Stage	Skills	NC Goals
Net : EYFS, Year 1 and Year 2	<p>Movement :</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Jump/leap/hop and landing (1 foot / 2 feet)</li> <li>• Pivot – outside turn</li> <li>• Sprint</li> <li>• Side step</li> <li>• Take off and sprint</li> </ul> <p>Ball :</p> <ul style="list-style-type: none"> <li>• Catch • Chest pass • Shoulder pass</li> </ul> <p>Attacking</p> <p>Straight lead • Single dodge • Change of direction</p> <p>Defending</p> <ul style="list-style-type: none"> <li>• Shadow movement • Shadow defence</li> </ul> <p>Shooting</p> <p>Basic shooting action</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending</p>
Set : Year 2, Year 3, Year 4	<p>Movement :</p> <ul style="list-style-type: none"> <li>• Sprint, decelerate and stop • Jump off right and left foot and both feet simultaneously • Land and balance on right or left foot and both feet</li> </ul> <p>Ball :</p> <ul style="list-style-type: none"> <li>• Bounce Pass • Lob</li> </ul> <p>Attacking:</p> <ul style="list-style-type: none"> <li>• Lead, pivot &amp; pass</li> </ul> <p>Defending:</p> <p>Hands over the ball</p> <p>Shooting and Strategy:</p> <ul style="list-style-type: none"> <li>• Basic centre pass attack options • WA/GA sides &amp; swap • Basic centre pass defence options •</li> </ul>	<p>♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

	GD/WD inside of GA/WD • Defending C with hands over	
Go Year 5 and Year 6	<p>Movement :</p> <ul style="list-style-type: none"> <li>• Sprint, decelerate and stop • Jump off right and left foot and both feet simultaneously • Land and balance on right or left foot and both feet</li> </ul> <p>Ball :</p> <ul style="list-style-type: none"> <li>• Bounce Pass • Lob</li> </ul> <p>Attacking:</p> <ul style="list-style-type: none"> <li>• Lead, pivot &amp; pass <ul style="list-style-type: none"> <li>• Two leads</li> </ul> </li> </ul> <p>Defending:</p> <p>Hands over the ball</p> <ul style="list-style-type: none"> <li>• Recovery to 0.9 metre (three feet) • Defence of shot (lean</li> </ul> <p>Shooting and Strategy:</p> <ul style="list-style-type: none"> <li>• Basic centre pass attack options • WA/GA sides &amp; swap • Basic centre pass defence options • GD/WD inside of GA/WD • Defending C with hands over</li> </ul> <p>Rebounding</p>	<p>♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

## Tag Rugby Skill Progression and Programme Overview

Age group / Programme Stage	Skills	NC Goals
Lower Primary : EYFS, Year 1 and Year 2	<p>Movement :</p> <ul style="list-style-type: none"> <li>• Pass and catch a Rugby ball with a partner or team mates in :               <ol style="list-style-type: none"> <li>1. A static position</li> <li>2. A jogging movement</li> </ol> </li> <li>• Run and dodge defenders in Games (Octopus or Bugs and Spiders)</li> </ul> <p>Understanding :</p> <ul style="list-style-type: none"> <li>• Identify physical and emotional changes when you play the Rugby games               <ul style="list-style-type: none"> <li>• Compare passing and catching to running and kicking a rugby ball, talk about which skills are harder and easier</li> </ul> </li> </ul> <p>Working cooperatively with a team Reflect on your performance</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending</p>
Middle Primary: Year 3, Year 4	<p>Movement :</p> <ul style="list-style-type: none"> <li>• Run and dodge between marker cones with a ball in two hands before placing the ball over a try line               <ul style="list-style-type: none"> <li>• Demonstrate movement concepts and strategies in small groups to get past defenders to score a try</li> </ul> </li> </ul> <p>Understanding :</p> <ul style="list-style-type: none"> <li>• Identify physical and emotional changes when you play the Rugby games               <ul style="list-style-type: none"> <li>• Demonstrate acceleration and deceleration of movement in games of Rugby Octopus and/or Rugby end ball</li> </ul> </li> </ul> <p>Select a modified Rugby game and outline how you could make changes to ensure everyone is included in the game</p>	<p>♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

Upper Primary Year 5 and Year 6	<p>Movement :</p> <ul style="list-style-type: none"> <li>• Kick a Rugby ball during game play, chase after it and either pick it up or kick it again</li> <li>• Design a sequence of passes between team mates to maintain possession of the ball</li> <li>• Demonstrate defensive and offensive play</li> </ul> <p>Understanding :</p> <ul style="list-style-type: none"> <li>• Describe the health related and skill related aspects of fitness in relation to Rugby</li> <li>• Develop strategies that exploit the playing space</li> </ul> <p>Select a modified Rugby game and outline how you could make changes to ensure everyone is included in the game</p>	<p>♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
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