

### Whole School Curriculum Map and Progression Skills for PE

Year Group		Spring 1	Spring 2
EYFS	PPA	Table Tennis	
	PE	Tennis	
	Agility	Dinosaur Dance	
Year 1	PPA	Table Tennis	
	PE	Tennis	
	Agility	Dancing through the seasons	
Year 2	PPA	Table Tennis	
	PE	Tennis	
	Agility	Dancing plants	
Year 3	PPA	Table Tennis	
	PE	Tennis	
	Agility	Extreme Earth Dance	
Year 4	PPA	Table Tennis	
	PE	Tennis	Tennis
	Agility	Carnival of the animals	
Year 5	PPA	Table Tennis	
	PE	Tennis	
	Agility	Dance – Rainforest	
Year 6	PPA	Table Tennis	
	PE	Tennis	
	Agility	Dance through the Decades	

### Dance Skill Progression

PE Move Dance Sessions	Skills	NC Goals
EYFS Dinosaur	<ul style="list-style-type: none"> <li>• I can combine a range of dance movements.</li> <li>• I can find suitable moves to suit the music.</li> <li>• I can remember a range of movements to create a small dance.</li> <li>• I can create movements to music.</li> <li>• I can build a repertoire of dances.</li> <li>• I can create a sequence of movements or gestures in response to an experience.</li> <li>• I can confidently put my dance to suitable music</li> </ul>	<p style="color: red;">To develop balance and co-ordination</p> <p style="color: red;">To master basic movements and apply these in a range of activities.</p>
Year 1	<ul style="list-style-type: none"> <li>• show control as they travel, jump and spin;</li> <li>• identify which part of a performance may need to be improved;</li> <li>• keep to the beat of the music when performing;</li> <li>• improvise independently and adapt previous ideas to include in a dance;</li> <li>• work effectively within a group to perform in canon;</li> <li>• combine actions to create a short motif;</li> <li>• mirror the movements of a partner;</li> <li>• copy and repeat actions in time with the music;</li> <li>• describe the sequence of a barn dance;</li> <li>• shape their bodies appropriately to represent an object and respond to changes of speed;</li> <li>• suggest some ways to improve their movements.</li> </ul>	<p style="color: red;">To develop balance and co-ordination</p> <p style="color: red;">To master basic movements and apply these in a range of activities.</p>
Year 2	<ul style="list-style-type: none"> <li>• perform a range of movements in canon and unison;</li> <li>• use different movements and body shapes to represent a plant growing;</li> <li>• evaluate the performance of others by answering questions, identifying strengths independently and can improve their own performance using ideas from their partner;</li> </ul>	<p style="color: red;">To develop flexibility, strength, technique, control and balance.</p>

	<ul style="list-style-type: none"> <li>• work cooperatively in a group to create suitable movements to represent different types of seeds;</li> <li>• perform a range of movements , some at different speeds or levels, showing good body control;</li> <li>• use movements from their previous learning to create a dance based on plants;</li> <li>• perform a range of body movements and shapes and perform some of these in time with the music;</li> <li>• create and remember suitable movements to represent the different parts of a story and perform some of these at different speeds and levels.</li> <li>• talk about what they have done well in their performances and begin to show ideas on how to improve their own dances</li> </ul>	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 3	<ul style="list-style-type: none"> <li>• use movements to tell a narrative;</li> <li>• combine and link an increasing number of movement phrases and patterns;</li> <li>• create fluent movements, using precision and control;</li> <li>• show an awareness of other's movements, responding accordingly with their own movements;</li> <li>• evaluate their own performance and suggest ways to improve it.</li> </ul>	To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 4	<ul style="list-style-type: none"> <li>• Use the skill of improvisation, responding to stimuli.</li> <li>• Change their movements according to different stimuli.</li> <li>• Combine and link a small number of movement phrases and patterns.</li> <li>• Begin to understand the importance of warming up.</li> <li>• Begin to identify strengths and areas in which they could improve.</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of dance techniques, such as unison, canon, repetition etc.</li> </ul>	To develop flexibility, strength, technique, control and balance.

	<ul style="list-style-type: none"> <li>• Combine and link an increasing number of movement phrases and patterns.</li> <li>• Respond and react accordingly to their partners/groupmember's dance movements.</li> </ul>	
Year 5	<p>select from different movements and add their own ideas to create a short dance inspired by the layers of the rainforest; • use different levels in a dance and begin to use these to represent ideas; • use prompts to improvise movements inspired by rainforest weather; • select movements and perform them, making choices about the length of their dance; • use different speeds in a dance and begin to use these to represent ideas; • join their own movement phrases of different speeds in a chosen order, to create a dance that is inspired by the animals of the rainforest; • use suggested dance vocabulary; • evaluate their dance and give ideas for ways to improve their performance; • perform a combination of suggested movements and own actions, to represent features of the rainforest; • begin to consider the order in which to perform their chosen movements; • link movement phrases with some success by considering the order in which to perform them; • use suggested dance vocabulary to evaluate their dance performance</p>	To develop flexibility, strength, technique, control and balance.
Year 6	<ul style="list-style-type: none"> <li>• perform simple dance movements based on The Twist and begin to try some more complex versions, such as combined arm and foot movements; • adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by The Twist; • perform simple dance movements based on disco moves, and begin to combine arm and side-to-side hip movements; • adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by 1970s disco moves; • perform simple dance movements based on hip-hop moves, and begin to coordinate limb movements, moving them</li> </ul>	To develop flexibility, strength, technique, control and balance.

	<p>at the same time; • adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by 1980s hip-hop moves; • adapt some simple dance movements and perform them in unison, to create a dance that shows it has been inspired by elements of 90s dance moves; • adapt some simple dance movements, performing actions that are linked to the lyrics of the song, to create a dance that shows it has been inspired by elements of 90s dance moves; • combine and perform dance movements, taking inspiration from dance elements from different decades; • adapt some simple dance movements and perform them in unison, with some elements linked together well and incorporating some joined moves that may be popular in a dance and could become a dance craze; • combine and perform some complex movements from social media viral dances from the 2010s; • adapt some simple dance movements and perform them in unison, showing consideration for the types of movements that may be popular on social media and</p>	
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### Tennis

Age group / Programme Stage	Skills	NC Goals
EYFS Year 1	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>• To be able to perform a forehand technique.</li> <li>• To perform a back hand technique</li> <li>• To be able to demonstrate the correct technique when performing a shot.</li> <li>• To defend a ball from hitting a target               <ul style="list-style-type: none"> <li>- To develop skills of bouncing and catching</li> <li>- To catch and bounce a ball to yourself</li> </ul> </li> </ul>	<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>

Year 2	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>-To be able to use a back hand technique to push the ball forwards in a static position.</li> <li>-To be able to demonstrate the correct technique when holding on to a racket.</li> <li>-To catch a ball that has rebounded from a target</li> <li>-To catch a ball on the move</li> <li>-Score points against opposition over a line/net.</li> <li>-Move towards a moving ball to return with hand or bat</li> <li>-Understand where to stand when receiving.</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>
Year 3,4,5,6		<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>

Table Tennis

Age group / Programme Stage	Skills	NC Goals
Lower Primary : EYFS, Year 1 and Year 2	<ul style="list-style-type: none"> <li>• To be able to control the ball on the bat</li> <li>• To be able to bounce and catch a ball to themselves</li> <li>• To be able to demonstrate the ready position</li> <li>• To be able to show the correct grip whilst holding the bat</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>• To be able to demonstrate the ready position in a game situation</li> <li>• To be able to demonstrate the forehand grip</li> <li>• To be able to react quickly to hit the ball</li> <li>• To be able to hit the ball at a target</li> <li>• Demonstrate good sportsmanship</li> </ul>	
Year 3	<p>To practise balls skills eg bouncing the ball on one side of the bat, both sides of the bat, on the side of the bat etc</p> <ul style="list-style-type: none"> <li>- Practise skills on the Table Tennis table eg roll the ball to each other, aiming to keep the ball straight, tap the ball to each other with one bounce in between etc</li> <li>- To have a basic understanding of the correct grip, stance and footwork</li> <li>- To learn a forehand drive</li> <li>- To learn a backhand drive</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>
Year 4	<ul style="list-style-type: none"> <li>- Refine grip, stance and footwork</li> <li>- Develop forehand and backhand drive</li> <li>- Build on consistency and accuracy (target games)</li> <li>- To learn a backhand push</li> <li>- To learn a forehand push</li> <li>- To be able to rally with a partner</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>
Year 5	<p>Develop 4 main skills (forehand and backhand drive, backhand and forehand push)</p> <ul style="list-style-type: none"> <li>- To be able to learn to serve and return a serve</li> <li>- Understand the basic rules of a match and how to score 1 v 1</li> <li>- To begin basic match play</li> <li>- Start to show some tactical awareness</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>

	- Demonstrate good sportsmanship	
Year 6	<p>Refine fundamental skills</p> <ul style="list-style-type: none"> <li>- Learn how to topspin/slice the ball</li> <li>- Be able to show tactical awareness in a match</li> <li>- Can adapt match play 1 v 1 and 2 v 2</li> <li>- Children should be able to self-assess their own strengths and weaknesses</li> <li>- To be able to referee a match</li> <li>- To host a table tennis tournament for a younger year group</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>