



Progression overview to support planning the Physical Education programme

Introduction:

This document, produced by the Enfield PE Team, is for PE subject leaders and staff in primary schools. It provides guidance on progression and sequencing of content for planning the delivery of skills, knowledge and vocabulary in Physical Education from Early Years to Year 6. The guidelines exemplify what most children are expected to be able to do, know, understand and verbalise in all aspects of physical education, including health and safety.

Vocabulary is subject specific and does not address all vocabulary a pupil should know at a particular age. The vocabulary should be viewed as building from year to year and so there is no repetition in this guidance from one year to the next; ie. when viewing the vocabulary for Yr3 it is assumed the pupils will have grasped the vocabulary in Years 1 and 2.

It is important to note that these are guidance materials and it is for schools to interpret how the information best suits their situation and the prior learning, needs and development rates of their pupils, and to adapt them accordingly. As well as acquiring new skills, knowledge and vocabulary they should of course continue to practice and perform learning mastered in previous years.

The progression overviews should be used in conjunction with the Borough schemes of work and curriculum plans which provides information on when the units could be taught throughout the school year from Foundation to Year 6, ensuring a progressive, broad and balanced PE curriculum.

The curriculum map reflects the Health Related Exercise learning opportunities that were identified by the Enfield PE Team in 2015 and further development in this important area has been made in 2020. In addition, learning opportunities in safe practice in PE have been incorporated as the Association for Physical Education (afPE) revised its national safe practice publication in 2020 and strengthened their guidance in teaching safely and teaching safety. In line with their advice, each activity area now addresses the teaching of safe practice to enable students experience opportunities where they take responsibility for risk assessment and setting up safe areas and activities for themselves and others.

The following table shows how each progression document addresses health and safe practice and also the link to relevant schemes of work which exemplify potential learning.

| Area of PE | Safety Issues, Health Benefits, Exercise Effects and Promoting Physical Activity and Sport through Teaching and Learning in Physical Education | Scheme of work reference |
|------------|--|---|
| Athletics | <p>The role of physical activity in achieving energy balance</p> <p>The importance of safety rules and procedures</p> <p>Planning to be Active</p> <p>Planning to be Active</p> | <p>Yr 4 Summer 2</p> <p>Yr 3 Summer 2</p> <p>Yr 4 Summer 2</p> <p>Yr 6 Summer 2</p> |
| Dance | <p>How the Body Responds to Physical Activity</p> <p>The Physical Health Benefits of Being Active</p> | <p>Yr 1 Autumn 2</p> <p>Yr 2 Autumn 2</p> |
| Games | <p>Safe Warming Up and Cooling Down</p> <p>How to get Involved in physical activity</p> <p>The psychological, mental and social benefits of an active lifestyle</p> <p>The role of physical activity in achieving energy balance</p> | <p>Yr 1 Summer 2</p> <p>Yr 3 Spring 1</p> <p>Yr 6 Autumn 1</p> <p>Yr 6 Summer 2</p> <p>Yr 4 Autumn 2</p> <p>Yr 6 Spring 1</p> |
| Gymnastics | <p>Safe warming up and cooling down</p> <p>Safe exercise practice</p> <p>Learning about Energy</p> <p>Back care</p> <p>- safe lifting and carrying</p> | <p>Yr 1 Autumn 1</p> <p>Yr 1 Spring 2</p> <p>Yr 2 Autumn 1</p> <p>Yr 3 Autumn 2</p> <p>Yr 5 Spring 1</p> |
| OAA | <p>How to assess and manage risk</p> <p>The Physical Health Benefits of Being Active</p> | <p>Yr 4 Autumn 1</p> <p>Yr 5 Spring 1</p> |
| Swimming | Water safety | KS2 |

Pink = units that cover both healthy active lifestyles and safe practice in PE

Brown = Units that cover safe practice in PE

Green = units that cover healthy active lifestyles

Principles of First-Aid could be delivered as part of the PSHE curriculum or through Junior Citizens events. Further guidance is available on the RSHE curriculum document Relationships Education and Health Education.pdf – see p32.

It is also worth considering first aid during wet weather provision.

KS1 Curriculum Plan (incorporating health and safe practice)

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---------------|--|---|---|---|---|--|
| YEAR 1 | <p>Gymnastics Travelling <i>(Safe warming up/ cooling down)</i></p> <p>Games Bouncing and catching</p> | <p>Dance <i>Simple movement patterns (Body's response to physical activity)</i></p> <p>Games Travelling with the ball</p> | <p>Games Sending and receiving</p> <p>Dance <i>Exploring gesture and formation. Creating short dances</i></p> | <p>Dance <i>Exploring patterns and pathways</i></p> <p>Gymnastics Taking weight on different parts <i>(Safe exercise)</i></p> | <p>Gymnastics <i>Transferring weight from one body part to another</i></p> <p>Games Developing hand-eye co-ordination</p> | <p>Games <i>Healthy ABCs (Being active, being healthy, being safe)</i></p> <p>Dance <i>Telling a story through dance</i></p> |
| YEAR 2 | <p>Games Dribbling</p> <p>Gymnastics Balance <i>(Learning about energy)</i></p> | <p>Dance <i>Communicating moods, feelings and ideas (Benefits of being active)</i></p> <p>Games Throwing and catching</p> | <p>Gymnastics Parts high and low</p> <p>Dance <i>Using dynamics to develop the dance</i></p> | <p>Games <i>Developing sending and receiving skills</i></p> <p>Gymnastics Jumping and landing</p> | <p>Dance <i>Performing different styles of cultural dance</i></p> <p>Games Hitting and striking</p> | <p>Gymnastics Spinning and turning</p> <p>Games <i>Running jumping and hopping</i></p> |

Early Years/Foundation stage: There are planning and support resources available as separate documents on www.enfieldpeteam.co.uk.

KS2 Curriculum Plan (incorporating health and safe practice)

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---------------|--|---|---|--|--|--|
| YEAR 3 | <p>Dance <i>Linking dance actions</i></p> <p>Outdoor and Adventurous Activities <i>Using simple trails/diagrams</i></p> | <p>Invasion Games <i>Passing</i></p> <p>Gymnastics <i>Travelling with a change of direction (Back care)</i></p> | <p>Gymnastics <i>Stretching and curling</i></p> <p>Invasion Games <i>Creating space (Safe warming up/cooling down)</i></p> | <p>Net/Wall Games <i>Directing the ball</i></p> <p>Dance <i>Exploring cultural dance</i></p> | <p>Athletics x 2 sessions <i>Running, throwing, jumping (Safety rules & procedures)</i></p> | <p>Striking/fielding Games <i>Developing striking & fielding skills</i></p> <p>Athletics <i>Running, throwing and jumping</i></p> |
| YEAR 4 | <p>Net/Wall Games <i>Applying tactics</i></p> <p>Outdoor and Adventurous Activities <i>Following plans and solving problems (Assess & manage risk)</i></p> | <p>Invasion Games <i>Controlling and receiving (Psychological & social benefits)</i></p> <p>Dance <i>Re-telling a story</i></p> | <p>Gymnastics <i>Balance</i></p> <p>Invasion Games <i>Keeping possession of the ball</i></p> | <p>Dance <i>Characterisation.</i></p> <p>Invasion Games <i>Marking and tackling</i></p> | <p>Striking/fielding Games <i>Fielding as a team</i></p> <p>Gymnastics <i>Receiving Body Weight</i></p> | <p>Athletics x 2 <i>Developing running, throwing and jumping techniques (Planning to be active & energy balance)</i></p> |
| YEAR 5 | <p>Net/Wall Games <i>Developing individual shots</i></p> <p>Dance <i>Formations in historical dance</i></p> | <p>Invasion Games <i>Support play and positioning</i></p> <p>Gymnastics <i>Flight</i></p> | <p>Gymnastics <i>Bridges (Back care)</i></p> <p>Outdoor and Adventurous Activities <i>Responding to challenges (Benefits of being active)</i></p> | <p>Dance <i>Communicating issues through dance</i></p> <p>Invasion Games <i>Shooting and keeping</i></p> | <p>Athletics <i>Set targets & improve performance in running, jumping and throwing activities</i></p> <p>Striking/fielding Games <i>Role of batter, bowler, wicketkeeper/backstop & close/deep fielder</i></p> | <p>Striking/fielding Games <i>Developing range of roles and positional play</i></p> <p>Athletics <i>Using timekeeping & measuring to set targets</i></p> |
| YEAR 6 | <p>Net/Wall Games <i>Developing game play (Safe warming up/cooling down)</i></p> <p>Gymnastics <i>Counter balance/ counter tension</i></p> | <p>Dance <i>Visual media</i></p> <p>Invasion Games <i>Attacking and defending play</i></p> | <p>Gymnastics <i>Matching and mirroring</i></p> <p>Invasion Games <i>Tactics (The energy journey)</i></p> | <p>Invasion Games <i>Teamwork and formations</i></p> <p>Dance <i>Putting on a dance performance</i></p> | <p>Striking/fielding Games <i>Tactical play and officiating (Getting involved in physical activity)</i></p> <p>Outdoor and Adventurous Activities <i>Effective group working</i></p> | <p>Athletics x 2 <i>Developing technical understanding (Planning to be active)</i></p> |

Progression in Athletics

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In KS2, pupils will develop athletics skills focusing on the basics of running, jumping and throwing. By the time they reach Yr 6 they should be using refined techniques in a range of running, jumping and throwing events and activities and able to demonstrate a good understanding of the principles of effective athletic performance. **Safe Practice in Physical Education, School Sport and Physical Activity (2020)** is the mandatory guidance that has shaped the content relating to healthy and safe- practice teaching through athletics.

| Scheme of work reference | Skills | Knowledge | Vocabulary |
|--|--|---|---|
| Year 3 Running, throwing, jumping | Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with some fluency, control and consistency. | Take part in a relay activity, remembering when to run and what to do; Throw a variety of objects, changing their action for accuracy and distance. Assess and reduce risk that can impact on safe participation in PESSPA activities. Understand the need to adhere to simple safety rules and practices. Understand when the body uses more energy. | Run, catch, hop, skip, step, sideways, forwards, backwards, throw high, low, near, straight, aim, drop, bounce, fast, medium, slow, pace, safely. Listening, instructions, rules, risk, hygiene, body temperature. Energy, easy, moderate, energetic, body fuel. |
| Year 4 Developing running, throwing and jumping techniques | Understand and demonstrate the difference between sprinting and running for sustained periods. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into a target area. Perform a range of jumps, showing consistent technique and sometimes using a short run-up. | Play different roles in small groups – such as timekeeper; judge/official/ coach Compare and contrast performances Using appropriate language. Identify what working safely means in athletics. Understand the importance of energy balance. How the energy balance can be achieved. Learn how to get involved in healthy physical activity – local opportunities. | Sprint, jog – steady. Throwing action – sling, push, overarm, pull. Run-up, take off, landing, position of feet on last stride. Pacing, stamina, strength, speed, power, suppleness/flexibility. Safety and rules. Relay. Time, measure, record. Hazards, boundaries/activity space, safe surface, behaviour, dangerous, implements. Making energy, energy balance, efficient working of body, sedentary, healthy body composition. |

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| <p>Year 5 Unit 1. Set targets & improve performance in running, jumping and throwing activities</p> <p>Unit 2: Using timekeeping & measuring to set targets</p> | <p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance.</p> | <p>Understand how stamina and power help people to perform well in different athletic activities. Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Take increasing responsibility for working safely when running, jumping and throwing</p> <p>Know the UK Physical Activity guidelines for their age to set a personal target and understand the need to eat a balanced diet to remain healthy.</p> | <p>Relay take-over area. Incoming and out-going runner. Set targets.</p> <p>Explain, safety rules, potential hazards, safety checks, precautions, judgement, acting responsibly, behaviour standards.</p> <p>United Kingdom Physical Activity Guidelines, Department of Health, Personal target, healthy weight and balanced diet.</p> |
| <p>Year 6 Develop technical understanding (Planning to be active)</p> | <p>Use sound basic techniques in a range of running, jumping and throwing activities and events.</p> | <p>Apply a good knowledge of basic principles to specific events.</p> <p>Analyse the impact of their behaviour in meeting health and safety expectations in athletics. Identify the energy intake the body needs to remain healthy. How to get involved in healthy physical activity.</p> | <p>Angle of release.</p> <p>Identify, analyse, safe exercise practice in running, jumping and throwing events.</p> <p>Dieting, excessive exercising, damage to health, healthy weight, balanced diet.</p> |
| <p>Cross Curricular links:</p> | <p>Red = Science/Maths PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: The role of physical activity in achieving energy balance The importance of safety rules and procedures Health links</p> | | |

Progression in Dance

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age-related expectation, as well as continuing to practice and perform learning mastered in previous years.

In Foundation and Early Years, pupils will be expected to move with some control and co-ordination and respond in movement to a musical stimulus. They will have learnt a repertoire of dance like activities i.e. Action Rhymes and Dancing Stories. This will help establish awareness of personal and interpersonal space, sequential and repeating patterns of movement and develop their social skills. As they move through KS1 they will be creating their own movement sequences in response to their imagination, moods and feelings and displaying greater ability to maintain a rhythm. KS2 focuses on using a wide range of stimuli in order to create and perform dances. The curriculum offers opportunities for pupils to learn dances from different cultures and genre. By the time they reach Yr5 they should be able to demonstrate how to prepare themselves for physical activity and use a range of compositional devices in their dance compositions. By Y6 the pupils should be able to talk knowledgeably about dance using correct vocabulary i.e. appreciate the choreographer's artistic intention and the performers' techniques. They will also have participated in dance productions. **Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe- practice in PE.**

| Scheme of work reference | Skill | Knowledge | Vocabulary |
|--|---|---|--|
| Foundation stage EYFS Unit 1 and 4 Early Years Dancing Games | Copy and explore basic actions. Begin to combine movements using different parts of the body. Practise moving expressively and clearly. Show some rhythmic intention in their movements. | Recognise a beginning and ending of a sequence. Recognise and participate in simple action rhymes and dance stories. Show an awareness of self and others; recognise changes in their bodies when active. | Small, tall, wide, narrow, lift, carry, crawl, slide, feet, hands, toes, fingers, head, elbows, tummy, shoulders, bottom. |
| Year 1 Unit 1. Simple movement patterns Unit 2. Exploring gesture & formation Unit 3. Exploring patterns & pathways Unit 4. Telling a story through dance | Perform basic body actions Perform a sequence with clear beginning, middle and end. Use different parts of the body singly and in combination. | Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Talk about dance. Remember and repeat short dance phrases and simple dances. Recognise how daily physical activity can improve their health Talk about what happens to the body when it is active. To understand how being active is healthier than sitting still. | Words to describe actions: gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, directions: forwards, backwards, sideways space: near, far, in and out, on the spot, own. moods and feelings (expressive qualities), e.g. jolly, stormy nature of movement (dynamic qualities), e.g. fast, strong, gentle, fast, slow formation: star, arches, circles, square, long set change direction, clockwise and counter-clockwise physical activity improving health: muscles, joints, bones, being active, hearts, lungs Being active: tired, hot, sweaty, heart rate. |

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| <p>Year 2 Unit 1. Communicating different mood, feelings & ideas Unit 2. Using dynamics Unit 3. Performing a style of dance</p> | <p>Perform body actions with control (set counts) and coordination. Link actions and remember and repeat dance phrases of two or more specific steps.</p> | <p>Choose movements with different dynamic qualities to create a dance phrase that expresses an idea, mood or feeling. Describe their movements and feelings using simple dance vocabulary. Show some awareness of the health benefits of being active. To understand the role of physical activity in achieving energy balance, and why energy balance is part of being healthy.</p> | <p>Words to describe: body parts, body actions, directions and levels relationships: near/far; meeting/parting; advancing/retreating; leading/following; mirroring/matching Pathways e.g. curved, zigzag. moods, ideas and feelings e.g. happy, angry, calm, excited, sad, lonely A forest i.e. creepy shadowy, swaying, under and over, wrapped around, through, tangled, entwining, hanging, creepers, stillness, silence, supporting. salsa poise and posture body focus steps: - basic, pivot, turn, beats and pulse, expression rhythm exaggeration, artistry areography, choreography, dynamics, synchronised, simultaneous, How it feels to dance or watch dance. Benefits of being active: heart, skeleton, oxygen, stretch, muscles, stamina, heart rate recovery, warm-up, cool down.</p> |
| <p>Year 3 Unit 1. Linking dance actions Unit 2. Exploring cultural dance</p> | <p>Use dynamic, rhythmic and expressive qualities clearly and with control.</p> | <p>Improvise freely, translating ideas from a stimulus into movement. Suggest and share improvements to their own and others dancing using dance vocabulary. Show some understanding of the short-term effects of physical activity on the body.</p> | <p>Words to describe: Actions, dynamics, space and relationships. group formations, e.g. square, circle, line, partner, copy, follow, lead, unison, canon, repeat structure, motif, dance phrase, improvisation, explore, rhythmic chants, e.g. high, low, sequence, movement phrase, counts, beats, pattern, stomping, clapping, jumping, heavy, sinking; into the ground, energetic movements, narrative movements. Short term effects of exercise: breathing, heart rate, temperature, muscles, oxygen, energy.</p> |

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| <p>Year 4 Unit 1. Re-telling a story Unit 2. Characterisation</p> | <p>Use “contrasts” to create and extend movement phrase. Pay attention to the transition from one dance movement to another to link movement phrases clearly and fluently. Display and demonstrate awareness of spatial qualities in dance. Can repeat their own conditional phrase in a warmup.</p> | <p>Respond imaginatively to a range of stimuli related to character and narrative. Can portray a mood through movement Understand how physical activity should feel for health benefits.</p> | <p>Words to describe: dance style, technique, formation, pattern, pathway, gesture, counts and rhythm, motif, phrase, sequence variation, narrative, dynamics, shape e.g. tall, long, wide, narrow, direction e.g. up, down, forwards, level e.g. high, low, stretch tension, extension, relaxation. Physical activity benefits: energetic, moderate, intensity, 60 minutes a day.</p> |
| <p>Year 5 Unit 1. Formations in historical dance Unit 2. Communicating issues</p> | <p>Respond to the phrasing of music. Perform different styles of dance clearly, rhythmically and fluently. Can undertake own warm up and cool down in a dance session.</p> | <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance . Understand the long-term health benefits of physical activity.</p> | <p>Dance vocabulary to describe and appreciate other dance works. compose, perform and appreciate dance style: traditional, contemporary; morris, pavane technique: poise, lilt, precision formation, Long set, Processional, circle gesture; rhythm, motif, variation Specific dance steps: slip step, single, double, pivot Long term benefits of physical activity: mental health, social health and psychological well-being, strength, stamina and flexibility.</p> |
| <p>Year 6 Unit 1. Visual media Unit 2. Putting on a performance</p> | <p>Demonstrate how to prepare themselves for a dance session. Use compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phrase. Perform dances fluently and with control.</p> | <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. Perform to an accompaniment expressively and sensitively. Understand the effects of exercise on the body.</p> | <p>Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention dynamics: unison, canon, action, reaction; stillness, question and answer, interpret, explore Effects of exercise: components of fitness, monitor, muscular strength, muscle tone, posture, flexibility, conditioning.</p> |
| <p>Cross curricular links:</p> | <p>Purple = English, Red = Science, Blue = Maths, Yellow = Humanities, Pink = Computing PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: How the body responds to physical activity The physical health benefits of being active Health links.</p> | | |

Progression in GAMES

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In Foundation and Early Years, pupils will be expected to develop basic ball skills as an individual followed by mastering throwing, catching and moving with the ball as they progress through KS1. As they move into KS2, pupils will be able to throw and catch in isolation and in combination with others. They develop playing competitive games, selecting and refining skills to improve accuracy, control and consistency. By the time they reach Yr6 they should be able to identify and use tactics to help their team to keep the ball and take it towards the opposition goal. *Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe- practice in PE.*

| Scheme of work reference | Skills | Knowledge | Vocabulary |
|--|---|--|--|
| Foundation stage Early years - Unit 2 'Throw, catch, kick' | Use a small range of underarm throwing and rolling skills Use a small range of collecting and receiving skills. | Show some awareness of the space available and a basic awareness of others around the space. Choose and use a small range of basic skills and ideas in a simple game. <i>Understand physical activity starts with a gentle warm-up and finishes with a calming cool-down.</i> <i>Understand when, where and how they can be active while in school.</i> | Throw, catch, kick, roll, bounce, space, beanbag, ball, cone, quoit, bat, hands, feet, play. Stretch, breathing, muscles, joints, energetic, calming down, heart rate. Making up games, safety and safely. |
| Year 1 Unit 1. Bouncing & catching Unit 2. Travelling with the ball Unit 3. Sending and receiving Unit 4. Developing hand-eye co-ordination Unit 5. Healthy ABCs | Use basic underarm rolling and hitting skills. Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. Sometimes catch a beanbag and a medium-sized ball. | Track balls and other equipment sent to them, moving in line with the ball to collect it. Throw, hit and kick a ball in a variety of ways, depending on the needs of the game. Control their body and limbs well. <i>Understand what it means to feel safe in physical education lessons and at playtimes.</i> <i>Understand how being active is healthier than sitting still.</i> | Avoid, track (a ball), strike, overarm, free space, own space, opposite, racket, send, receive, pairs, hit, game, target, aim. Feeling safe/unsafe. |

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| <p>Year 2 Unit 1. Dribbling Unit 2. Throwing & catching Unit 3. Developing sending and receiving skills Unit 4. Hitting & striking Unit 5. Running, jumping & hopping</p> | <p>Perform basic skills of rolling, striking and kicking with more confidence. Catch and throw in simple movement games.</p> | <p>Show awareness of opponents and teammates when playing games. Apply skills in a variety of simple games.</p> <p>Recognise differences in how they feel before and after warming-up.</p> | <p>Rebound, speed, direction, pass, control, shoot, score, grids, lines, opponent, teammate, aim, pass, accurate, strike.</p> <p>Breathing rate, body temperature, heart pumping, muscles and joints.</p> |
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| INVASION GAMES | | | |
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| <p>Year 3 Unit 1. Passing Unit 2. Creating space</p> | <p>Throw and catch with control to keep possession and score 'goals'. Keep possession with some success when using equipment that is not used for throwing and catching skills e.g. a hockey stick.</p> | <p>Make effective decisions when they have the ball. Be aware of space and use it to support team mates and cause problems for the opposition. Decide quickly where and when to pass the ball, showing good awareness of what is going on around them</p> <p>Understand the purposes of warming up and cooling down. Understand how warming up and cooling down is linked to health.</p> | <p>Possession, goal, hockey, shield, width, depth, support, mark, cover, rules, rugby, netball, invasion.</p> <p>Mobiliser, pulse raiser, flexibility.</p> |
| <p>Year 4 Unit 1. Controlling & receiving Unit 2. Keeping possession of the ball Unit 3. Marking and tackling</p> | <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques. Use a small number of basic tactics for attacking.</p> | <p>Find ways of attacking successfully when using other skills. Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.</p> <p>Understand what it means to feel safe and talk about their emotions when playing games.</p> | <p>Tactics, tackle, goal-side, intercept, attack, defend, position, referee.</p> <p>Violent/reckless play, rules and officials.</p> |
| <p>Year 5 Unit 1. Support play & positioning Unit 2. Shooting & keeping</p> | <p>Pass, dribble and shoot with control in games. Mark opponents and help each other in defence.</p> | <p>Identify and use tactics to help their team keep the ball and take it towards the opposition goal.</p> <p>Evaluate the effectiveness of the warm-up and cool-down.</p> | <p>Support, formations, basketball, official, pitch, court</p> <p>Effective, criteria, breathing faster, breathing slower</p> |

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| <p>Year 6 Unit 1. Attacking & defending play Unit 2. Tactics Unit 3 Teamwork and formations</p> | <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games. Apply basic principles of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending.</p> | <p>Play effectively as part of a team. Know what position they are playing in and how to contribute when attacking and defending. Play in a number of positions and understand attacking and defending positions well.</p> <p>Understand that different physical activities can provide different health benefits. Understand the energy equation.</p> | <p>Principle, strategy,</p> <p>Feeling good psychologically.</p> |
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NET/WALL GAMES

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| <p>Year 3 Directing the ball</p> | <p>Keep up a continuous game, using a range of throwing and catching skills and techniques. Use a small range of basic racket skills.</p> | <p>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. Change the pace, length and direction of their throws/shots to outwit the opponent. Identify practices to help them improve.</p> <p>Monitor activity levels.</p> | <p>Technique, racket, assess, pace, badminton, tennis, table-tennis, squash, volleyball.</p> <p>Health benefits, energetic, 60minutes per day.</p> |
| <p>Year 4 Applying tactics</p> | <p>Use a wide range of throwing, catching and hitting skills, on both sides of their body with accuracy and consistency. Change the pace, length and direction of their shots, with control to outwit their opponent and defend their court.</p> | <p>Select and practice a range of simple tactics for sending the ball in different ways to outwit their opponent and defend their court. Use and interpret rules fairly.</p> <p>Understand how physical activity benefits social and emotional health</p> | <p>Outwit, backhand, forehand, practice, ready position</p> <p>Physical, social and emotional wellbeing.</p> |
| <p>Year 5 Developing individual shots</p> | <p>Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important.</p> | <p>Identify strengths and weaknesses in their own and others play and suggest practices that will lead to improvement. Use the skills they prefer with competence and consistency.</p> <p>Perform warm-up and cool-down exercises with safe and effective technique.</p> | <p>Volley, overhead, rally, singles</p> <p>Preparing to take part and recovering from exercise, technique, correct joint alignment, high impact</p> |

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| <p>Year 6 Developing game play</p> | <p>Choose and use combinations of skills with confidence, accuracy and consistent quality. Use these skills and techniques fluently and precisely.</p> | <p>Choose, apply, and practice skills and simple tactics to suit the situation in a game. Decide how to improve different aspects of performance. <i>Design effective warm-ups and cool-downs.</i></p> | <p>apply, doubles. Dynamic and static stretching, personal training programme.</p> |
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| <p align="center">STRIKING/FIELDING GAMES</p> | | | |
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| <p>Year 3 Developing striking & fielding skills</p> | <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. Carry out tactics successfully.</p> | <p>Choose, apply and practise skills and simple tactics to suit the game. Play games well using a variety of skills and equipment. <i>Monitor activity levels.</i></p> | <p>Rounders, cricket, baseball, softball, out, field, bat, run. Health benefits, energetic, 60mins per day.</p> |
| <p>Year 4 Fielding as a team</p> | <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency. Choose and vary skills and tactics to suit the situation in a game.</p> | <p>Collect, stop and intercept a ball with increasing efficiency and decide where to direct it. Set up small games. Know rules and use them fairly to keep games going. <i>Understand which activities they enjoy, and that individuals have different feelings about the types and amounts of activity they do.</i></p> | <p>Base, long barrier, cover play. Healthy physical activities and barriers to taking part.</p> |
| <p>Year 5 Unit 1. Role of batter, bowler, wicketkeeper/ backstop & close/ deep fielder Unit 2. Develop range of roles and positional play</p> | <p>Strike a bowled ball. Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency</p> | <p>Play a range of roles in a fielding team. Understand and implement a range of tactics in games. <i>Understand how different physical activities benefit social/emotional health.</i></p> | <p>Over, innings, boundary, bowl, stump, wicket, Physical, social and emotional wellbeing.</p> |

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| <p>Year 6 Tactical play and officiating</p> | <p>Select their shot based on where the ball is bowled and with the intention of avoiding the fielders. Hit with control and accuracy. Bowl with increasing accuracy and an awareness of the field placement. Field effectively and return the ball to an appropriate base position.</p> | <p>Read the game, selecting tactics and team strategies which suit the situation. Use initiative to work on aspects where they need to improve their own and others performance. Take an active and thoughtful part in the games. Apply rules and take on the role of umpire.</p> <p>Know how to access information about physical activity opportunities in and outside of school, and how to incorporate them into their lifestyle.</p> | <p>Stance, crease, home base, pitch, umpire.</p> <p>Activity preference, CMO recommendations, activity schedule, cardio-vascular and muscular-skeletal system</p> |
| <p>Cross curricular links</p> | <p>PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: Safe warming up and cooling down The psychological, mental and social benefits of an active lifestyle How to get involved in physical activity. Health links.</p> | | |

Progression in Gymnastics

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In Foundation and Early Years, pupils will be expected to move with some control and co-ordination and begin to associate basic gymnastic actions with words, signs and symbols. As they move into KS2, pupils will be selecting and linking like actions and able to remember, practice and repeat these actions. They can create and perform a sequence of 5 elements, adapting their sequence to suit different types of apparatus. By the time they reach Yr6 they should be able to create and perform a sequence that includes 8 to 10 elements, including changes of direction, level and speed. *Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe practice in PE.*

| Scheme of work reference | Skill | Knowledge | Vocabulary |
|--|---|--|--|
| Foundation stage | Travel around under, over and through balancing and climbing equipment. | Begin to associate basic gymnastic actions with words, signs and symbols. <i>Understand how to use space properly and develop control of their body.</i> | Small, tall, wide, narrow, lift, carry, crawl, slide, feet, hands, toes, fingers, head, elbows, tummy, shoulders, bottom. Control, stoppable, flinging (arms). |
| Year 1 Unit 1. Travelling <i>Unit 2. Taking weight on different body parts</i> Unit 3. Transferring weight | 2 elements. Two ways of travelling link them together to make a movement phrase. Start and finish shapes. <i>E.g. walk on all fours, bunny hops.</i> | Understand how to use space and apparatus safely. Choose and link like actions Remember and repeat. Show control and co-ordination when travelling and when still. <i>Understand how to exercise muscles and joints safely.</i> <i>Learning to lift and carry apparatus in a safe manner.</i> <i>Warm-up safely and effectively and understand how warming-up is part of being healthy.</i> <i>Learn how to monitor, describe and compare simple changes that happen to their breathing and heart when they are active and when they are sitting still.</i> | Rolling, travelling, balancing, climbing, tense, relaxed, curled, jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, direction, tension, extension, slow, stop, still, mat, bench. Describe what they do in their movement phrases including start and finish positions. Posture, spine, muscles squeezing and relaxing, joints. |

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| <p>Year 2 Unit 1. Balance Unit 2. Parts high & low Unit 3. Jumping & landing Unit 4. Spinning & turning</p> | <p>Up to 4 elements. A clear starting position and that moves smoothly between shapes and actions. <i>e.g. balance, roll, jump, body shape.</i></p> | <p>Perform with control, co-ordination and variety. Use wide range of gymnastic abilities and actions confidently on floor and apparatus.</p> <p>Show contrasts in shape, combining stretched and tucked shapes and dish and arch shapes.</p> <p>Show good posture when performing in gymnastics. Explain how taking in too much or too little food and drink can affect a person's health.</p> | <p>Control, hang, swing, sequence, copy, upside down, take off, smooth, turn, backwards, sideways, twist, high, medium, low, zigzag, angular, circular, under, over, through, towards, in front, behind.</p> <p>Posture, muscles, body tension, body shapes, stretch, arch, dish, tuck.</p> |
| <p>Year 3 Unit 1. Travelling with a change of direction Unit 2. Stretching & curling</p> | <p>5 elements. Contrasting actions and shapes. Show extension when balancing and flow when transferring your weight. <i>e.g. three jumps and two balances.</i></p> | <p>Show contrast in shape and change of direction. Adapt sequences to suit different types of apparatus and a partner's ability. Recognise how strength and suppleness affect quality of performance.</p> <p>Perform sequences showing a range of body shapes, maintaining good posture throughout. Recognise the risks of high impact activities. Lift, lower and carry safely and effectively and understand how this is linked to health.</p> | <p>Inverted, contrasting, extension, flow, combinations, half turn, sustained, explosive, stretched.</p> <p>Suggest ways a performance can be improved including smooth, fluent transitions and controlled movements.</p> <p>Strengthening muscles, increasing flexibility, postural muscles, joint mobility.</p> <p>High impact, force, absorbing impact.</p> |
| <p>Year 4 Unit 1. Balance Unit 2. Receiving body weight</p> | <p>6 elements. Teach your sequence to a partner, and then perform it so that both of you start and finish at the same time. <i>e.g. four twisted shapes and two ways of travelling.</i></p> | <p>Plan, perform and repeat longer sequences that include changes of speed, level, clear shapes and quality of movement. Demonstrate exercises that strengthen major muscle groups.</p> <p>Understand the short- and long-term risks associated with lifting, carrying and lowering with poor technique.</p> | <p>rotation, 90°, 180°, 270°; spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, across, similar and contrasting.</p> <p>Say which joints are affected by specific stretches. Alignment of joints</p> |

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| <p>Year 5 Unit 1. Flight Unit 2. Bridges</p> | <p>Partner or small group. 8 elements. Include changes of direction and level, and incorporate mirroring or matching shapes or balances. <i>e.g. a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions.</i></p> | <p>Adapt performance to the demands of a task, using their knowledge of composition. Judge the strengths and weaknesses of performances and choose a focus for improvement.</p> <p><i>Develop and maintain control in their own movements and evaluate others' technique.</i> <i>Recall and show safe technique when carrying and placing equipment.</i></p> | <p>Asymmetry, symmetry, display, matching, flight, feet apart, feet together, crouch, inclined.</p> <p>Control of body including ligaments, tendons and joint alignment.</p> |
| <p>Year 6 Unit 1. Counter balance/tension Unit 2. Matching & mirroring</p> | <p>8 to 10 elements – twisting turning, flight, changes of direction and speed, and contrasting shapes and balances. <i>E.g. start on the floor, move onto apparatus, finish on the floor.</i></p> | <p>Show an awareness of factors influencing the quality of performance and suggest aspects that need improving. Arrange own apparatus safely to suit the needs of the task. Use own criteria to judge performances.</p> <p><i>Develop and maintain correct joint alignment in their own and others' performances/technique.</i></p> | <p>Match, mirror, obstacle, straddle over, aesthetic, judgement, level, <i>e.g. High, low, medium</i>, counter balance, counter tension Explain using appropriate language how activity improves health, fitness and well-being.</p> <p>Risks of hyperextending/hyper flexing, ligaments, tendons, joints, technique.</p> |
| <p>Cross curricular links:</p> <p>Blue = Maths Red = Science PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: Back care Safe warming up and cooling down Safe exercise practice Health links.</p> | | | |

Progression in Outdoor and Adventurous Activities

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age related expectation, as well as continuing to practice and perform learning mastered in previous years.

In KS2, pupils will develop OAA skills focusing on the basics of teamwork, problem solving and the outdoor environment. By the time they reach Yr6 they should be applying techniques and skills with quality and consistency in familiar and unfamiliar (off site) environments. *Safe Practice in Physical Education, School Sport and Physical Activity (2020) is the mandatory guidance that has shaped the content relating to healthy and safe- practice in PE.*

| Scheme of work reference | Skills | Knowledge | Vocabulary |
|---|--|--|---|
| Year 3 Using simple trails/ diagrams | Use simple plans and diagrams to help them follow a short trail and go from one place to another. | Respond to a challenge or problem they are set. Work and behave safely and co-operatively with others, discussing how to follow trails and solve problems. <i>Comment on how they tackled tasks and followed safety advice.</i> | Map, locate, route, compass, direction, trail, remember, obstacle, objects, symbol, control card, co-operate, teamwork. Safety advice, rules and procedures, danger. |
| Year 4 Following plans and solving problems | Use maps and diagrams to orientate themselves and to travel around a simple course. Respond when the task or environment changes and the challenge increases. | Plan sensible responses to physical challenges or problems, talking and working with others in their group. <i>Conduct simple risk assessments.</i> <i>Understanding how to keep safe.</i> Identify parts of the work that were successful and respond to feedback on how to go about their work differently. | Communicate, discuss, include, treasure, plan, feature, sticker, challenge, photograph, number, arrow, jigsaw, puzzle, follow, wristband, obstacle. Hazard, risk assessment, harm, safety check. |

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| <p>Year 5 Responding to challenges</p> | <p>Choose and perform skills and strategies effectively.</p> <p>Find solutions to problems and challenges.</p> | <p>Plan, implement and refine the strategies they use and adapt the strategies as necessary.</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</p> <p>Identify what they do well and suggest ways to improve.</p> <p>How to assess and reduce risk.</p> <p>Understand the social and emotional health benefits of physical activity when developing teamwork and experiencing different environments.</p> | <p>Navigate, exercise, control marker, master map, swamp, improve, listen, succeed, orientate, guide, blindfold, orienteering, strategy, distance, time, journey.</p> <p>Hazard, harm, safety advice, rules, procedures.</p> |
| <p>Year 6 Effective group working</p> | <p>Apply techniques and skills with consistency and quality in familiar environments and with some success in unfamiliar ones (visits to local parks/venues or residential trips).</p> | <p>Recognise alternative approaches and respond quickly to challenges.</p> <p>Show initiative in responding to tasks.</p> <p>Conduct dynamic risk assessments.</p> <p>Understand how to keep safe from danger when giving help to others</p> | <p>Trust, communication, confidence, emergency, assess, assemble, clock relay, cardinal cones, instruction.</p> <p>On-going, dynamic risk assessment.</p> |
| <p>Cross curricular links:</p> | <p>Red = Science Blue = Maths Yellow = Geography PSHE/PE = Health and well-being/health and safety. Students should have opportunities to explore and learn about aspects of safe practice in PE to include: How to assess and manage risk Principles of First-Aid Health links</p> | | |

Progression in Swimming

The purpose of this document is to illustrate how skills, knowledge and vocabulary can build progressively from one year to the next. Pupils are working towards achieving their age-related expectations, as well as continuing to practice and perform learning mastered in previous years.

In KS2, pupils will develop swimming skills focusing on the basics of floating, stroke technique and personal survival, including safe self-rescue. **Safe Practice in Physical Education, School Sport and Physical Activity (2020)** is the mandatory guidance that has shaped the content relating to water safety. Some of this can be covered in an initial water safety talk and can be referred to by teachers at any point as appropriate in other curriculum areas. During swimming lessons students will learn about the dangers of water and how to be safe and risk assess potential hazards

| Scheme of work reference | Skills | Knowledge | Vocabulary |
|--------------------------|---|--|---|
| Non swimmers 1 | Enter and exit pool safely from the side or ladder. Submerge and blow bubbles. Swim with floats or armbands creating a fast up and down leg movement on front and back. Swim up to 5 metres without aids or support. | Know the dangers of slipping or falling in. | Submerge, float, kick, sink, swim, exit, enter, fast, slow, shallow, deep. Safety, dangers, armbands, floats, supports. |
| Non swimmers 2 | Float or swim with face in the water. Start to swim without aids. Learn to swim at least 5 metres on back as well as front. | Understand the dangers of diving. Explore freely how to move in and under water. | Distance, dive, leg kick, bottom. |
| Non swimmers 3 | Swim at least 9 metres without aids on front and back. Star float front and back without aids. Rotate from front to back while floating. | Identify activities they are confident with in water. Know and adhere to pool rules. | Star float, rotate, lie on front and back. Safety: no running, pushing or ducking. Costume, instructions, rules, hygiene. |
| Swimmers 1 | Swim between 10 and 20 metres unaided. Submerge fully. Tread water and float without aids. Roll from front to back while swimming. Push and glide from the wall. Demonstrate sculling and swimming in clothes whilst practising safe self-rescue skills. | Make a sequence of floats without standing. Recognise how the temperature of the water makes their body feel Know how to signal for help | Push and pull with the arms, breathe Underwater, in water, on water, mushroom float, pike float, roll, glide, retrieve, propel, scull, rescue. Temperature, signal. |

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| Swimmers 2 | Swim between 10 and 20 metres using front crawl and/or back crawl. Swim underwater for a distance. Roll swimming front crawl over to back crawl. Push and glide on front and back. | Identify and describe different arm and leg actions. Understand how the actions work to propel themselves through water. Work on their own in the water using different practices to enhance stroke technique. Understand the dangers of water and how to act responsibly when playing in or near different water environments. Explain the water safety code. | Stroke, technique, Front crawl, back crawl. Lie flat, streamlined, water safety code, relax, signal. Danger, acting responsibly. Water Safety Code. |
| Swimmers 3 | Swim 25 metres starting in deep water confidently. Jump safely into shallow water. Tread water confidently in deep water. Be able to scull either head first or feet first Demonstrate at least 2 different floating positions. Demonstrate rolls, tubs or somersaults in water. Perform a hand stand and/or retrieve objects off the pool floor. Demonstrate the basic idea of front crawl breathing. Create a circular shape for breaststroke and an undulating movement for butterfly. Swim on back with either a sculling or backstroke movement of the arms. | Suggest activities and practices to improve performance Understand and perform a reach rescue. Explain the differences between swimming in open water and a heated swimming pool Explain how strong swimmers can get into difficulties when the water is cold, unpredictable and deep. Know how to perform the Heat Escape Lessening Position (HELP) and the Huddle position. Recognise national swimming flags and warning signs. | Scull, tub, rescue, tread water, somersault, breathing, breast stroke, butterfly, surface diving, hazard, heat loss, wetsuit, lifeguard, windsock. Open water, unpredictable, strong currents. HELP and Huddle positions. National swimming flags. |
| Cross Curricular links: | <p>Red = Science Blue = Maths PSHE/PE = Health and well-being/health and safety. Aspects of safe practice in swimming could be delivered through the water safety talk or by teachers in other curriculum areas such as geography; e.g. open water swimming and national swimming flags.</p> | | |

Notes

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