

Tall Oaks Academy Trust Progression Map for PE

AUTUMN TERM	EYFS	1	2	3	4	5	6
National Curriculum		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: 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</p>	<p>Pupils should progress fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: 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</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually</p>
Term 1	<p>Introduction to PE - Unit 1.</p> <p>I can demonstrate balance.</p> <p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I use movement skills with developing balance and co-ordination.</p>	<p>Fundamental skills</p> <p>I can change direction</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can select my own actions in response to actions.</p> <p>I can show hopping and jumping movements</p>	<p>Fundamental skills</p> <p>I am beginning to provide feedback using key vocabulary.</p> <p>I am beginning to turn and jump using an individual skipping rope.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show hopping, skipping and jumping movements with some control.</p> <p>I am beginning to understand simple tactics</p>	<p>Football</p> <p>I can dribble, pass, receive and shoot the ball with some control. - I can find space away from others and near to my goal.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can track an opponent to slow them down.</p> <p>I can describe how my body feels during exercise.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I can provide feedback using key vocabulary.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I am beginning to use simple tactics</p>	<p>Tag rugby</p> <p>I can pass and receive the ball with increasing control.</p> <p>I can help my team keep possession and score tries when I play in attack.</p> <p>I can delay an opponent and help prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I share ideas and work with others to manage our game.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can use simple tactics to help my team score or gain possession.</p>	<p>Hockey</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can often make the correct decision of who to pass to and when.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p>	<p>Netball</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team.</p> <p>I can use marking, and/or interception to improve my defence.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these</p>
Term 1	<p>Introduction to PE - Unit 2</p> <p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I understand the rules and can explain why it is important to follow them.</p> <p>I use movement skills with developing balance and co-ordination.</p>	<p>Ball skills</p> <p>I am beginning to catch with two hands.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can track a ball that is coming towards me.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can work co-operatively with a partner.</p> <p>I can say when someone was successful.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I am beginning to understand simple tactics</p>	<p>Ball skills</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can track a ball and collect it.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I am beginning to provide feedback using key words.</p> <p>I can describe how my body feels during exercise.</p>	<p>Netball</p> <p>I can pass, receive and shoot the ball with some control.</p> <p>I can communicate with my team and move into space to support them.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can defend an opponent and try to win the ball.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I am beginning to use simple tactics</p>	<p>Swimming</p>	<p>Swimming</p>	<p>QAA</p> <p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can reflect on when and how I was successful at solving challenges and alter my methods in order to improve.</p> <p>I am inclusive of others, can share job roles and lead when necessary</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>I can orientate a map efficiently to navigate around a course</p>
Skills / Knowledge	<p>Gymnastics Unit 1:</p> <p>I am confident to try new challenges.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>Gymnastics</p> <p>I can link two or more actions to make a sequence</p> <p>I can show contrasts (e.g. small / tall, straight / curved, wide / narrow)</p> <p>I can stretch and curl to develop flexibility</p> <p>I am confident to perform in front of others.</p> <p>I can climb safely on low level equipment.</p> <p>I can recognise changes in my body when I complete exercise.</p>	<p>Gymnastics</p> <p>I can plan and repeat simple sequences and actions.</p> <p>I can use shapes when performing other skills.</p> <p>I can travel by rolling forwards, backwards and sideways</p> <p>I can climb safely on large equipment and I can work safely with others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can describe how my body feels during exercise.</p>	<p>Gymnastics</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions within increasing balance and control.</p> <p>I can perform in unison with others.</p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I understand why it is important to warm up.</p>	<p>Gymnastics</p> <p>I can plan and perform sequences with a partner.</p> <p>I can safely perform balances, individually and with a partner.</p> <p>I understand music groups using gymnastic activities.</p> <p>Explain what happens in my body when I warm up.</p>	<p>Gymnastics</p> <p>I can plan and perform sequences on apparatus.</p> <p>I can use canon, synchronisation and judge how it affects a performance.</p> <p>I can explain counter balances and counter tensions and show examples with a partner.</p> <p>I can use this feedback to improve my work.</p> <p>I can lead a partner through a warm up routine</p>	<p>Gymnastics</p> <p>I can combine gymnastic movements. Shapes and balances with control and fluency.</p> <p>I can create and plan sequences using compositional devices to improve the quality.</p> <p>I can perform a sequence in a group.</p> <p>I can use appropriate language to evaluate and refine my own and others work.</p> <p>I can lead a short group through a warm up routine</p>
Term 2	<p>Gymnastics Unit 2:</p> <p>I am confident to try new challenges.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>Fitness</p> <p>I use co-ordination to turn a skipping rope.</p> <p>I show co-ordination when trying hula hoop skills.</p> <p>I can change direction when running.</p> <p>I can run at different speeds.</p> <p>I can show hopping and jumping movements.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I work with others to turn a rope.</p> <p>I try my hardest to keep working over longer periods of time.</p>	<p>Fitness</p> <p>I can describe how my body feels during exercise.</p> <p>I can link different hoop skills to create a routine.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I persevere with new challenges.</p> <p>I show determination to continue working over a longer period of time.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I work with others to turn a rope and</p>	<p>Fitness.</p> <p>I can collect and record personal fitness data and I can recognise my strengths.</p> <p>I can complete exercises with control. - I can persevere when I find a challenge is hard.</p> <p>I can provide feedback using key words.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work safely with others.</p> <p>I show balance when changing direction.</p> <p>I understand the benefits of exercise</p>	<p>Swimming</p>	<p>Swimming</p>	<p>Basketball</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can create and use space to help my team.</p> <p>I understand that there are different styles of defence in game situations.</p> <p>I understand that when to use different areas of fitness and how this helps me in different activities.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game honestly and consistently.</p>

Tall Oaks Academy Trust Progression Map for PE

SPRING TERM	EYFS	1	2	3	4	5	6	
National Curriculum		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: 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</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: 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</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually</p>	
		<p>Dance: Unit 1 I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>Dance I show some sense of dynamic and expressive qualities in my dance. I choose appropriate movements for different dance ideas. I can copy, remember and repeat actions. I can move confidently and safely to music. I recognise changes in my body when I do exercise. I describe what I liked about someone else's performance. I can work with others to share ideas and select actions. I am beginning to use counts.</p>	<p>Dance I can show a character and idea through the actions and dynamics I choose. I can copy, remember and perform a series of actions with some control and co-ordination. I show confidence with my performance. I can describe how my body feels during exercise. I am beginning to provide feedback using key vocabulary. I can work with a partner using mirroring and unison in our actions. I can use the music to change the rhythm, speed and direction of my dance.</p>	<p>Dance I improve freely, translating ideas from a stimulus into movement. I create short dance phrases that communicate the idea. I can repeat, remember and perform a dance phrase. I understand the benefits of exercise. I can provide feedback using key vocabulary. I can work with a partner and in a small group, sharing ideas. I can use counts to keep in time with a partner and group.</p>	<p>Dance I can use changes in timing and spacing to develop a dance. I can choose actions and dynamics to convey a character or idea. I can respond imaginatively to a range of stimuli relating to character and narrative. I can copy and remember set choreography. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using appropriate language relating to the lesson. I can use simple movement patterns to structure fluent dance phrases on my own, with a partner and in a group. I can use counts to keep in time with others and the changing music effectively.</p>	<p>Dance I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can choreograph phrases individually and with others considering actions and dynamics. I can accurately copy and repeat set choreography. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can identify how different activities can benefit my physical health. I can suggest ways to improve my own and other people's work using key terminology. I can use observations to enhance my work. I can lead a group through short warm-up routines. I can use counts when choreographing to stay in time with others and the music.</p>	<p>Fitness I can change my running technique to adapt to different distances. I understand the different components of fitness and ways to test and develop them. I understand that there are different areas of fitness and how this helps me in different activities. I can collect, record and analyse data to identify areas where I have made the most improvement. I encourage and motivate others to work to their best. I can work with others to organise, manage and record information at a station. I work to my maximum consistently when presented with challenges.</p>
Curriculum Areas covered	Skills / Knowledge	<p>Invasion games I am beginning to dribble a ball with my hands and feet. I can send and receive a ball with hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I move my feet to stay with another player when defending. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>Invasion games I can dribble a ball with my hands and feet with increasing control. I can send and receive a ball with increasing consistency with hands and feet. I can move with a ball towards my goal. I can find space away from others when playing games. I can stay close to another player to try to stop them from getting the ball. I can describe how my body feels during exercise. I understand the rules and can use them to keep a game going. I understand what to do when I am an attacker and a defender. I am beginning to provide feedback using</p>	<p>Yoga I can work with others to create a flow including a number of poses. I can provide feedback using key words. I can describe how yoga makes me feel. I can copy and link yoga poses together to create a short flow. I show some stability when holding my yoga poses. I can move from one pose to another in time with my breath.</p>	<p>Swimming</p>	<p>Swimming</p>	<p>Swimming</p>	<p>Dodgeball I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I understand that there are different areas of fitness and how this helps me in different activities. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. • I can use a wider range of skills with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can work in collaboration with others so that games run smoothly. I can officiate and help to manage a game by refereeing.</p>
		<p>Fundamental skills: Unit 1 I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I use movement skills with developing balance and co-ordination when playing games.</p>	<p>Yoga I can work with others to create poses. I can say what I liked about someone else's flow. I can recognise changes in my body when I do exercise. I can remember and repeat actions, linking poses together. I show an awareness of space when travelling.</p>	<p>Yoga I can work with others to create simple flows showing some control. I am beginning to provide feedback using key words. I can describe how my body feels during exercise. I can copy, remember and repeat yoga flows. I can use clear shapes when performing poses. I can move from one pose to another thinking about my breath.</p>	<p>Dodgeball I am learning the rules of the game and I am beginning to use them to play honestly. I understand the benefits of exercise. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I work cooperatively with my group to self-manage games. I understand the aim of the game.</p>	<p>OAA I can accurately follow and give instructions. I can confidently communicate my ideas and listen to others. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group. I can identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>Football I can dribble, pass, receive and shoot the ball with some control under pressure. I understand there are different skills for different situations and I am beginning to apply this. I can communicate with my team and move into space to keep possession and score. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I know what position I am playing in and how to contribute when attacking and defending.</p>	<p>Yoga I am confident to lead others, demonstrating poses and teaching them my flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I choose poses which link easily from one to the other to help my sequence flow. I can use yoga poses to improve my flexibility, strength and balance. I can use my breath to transition from one pose to another with control</p>
	<p>Fundamental skills: Unit 2 I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and</p>	<p>Net and Wall I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can use a ready position to move to the ball. I can task balls and other equipment sent to me. I recognise changes in my body when I do exercise. I know how to score points. I show honesty and fair play when playing against an opponent.</p>	<p>Net and Wall I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing</p>	<p>OAA I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group. I am developing map reading skills.</p>	<p>Hockey I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession</p>	<p>Volleyball I am developing a wider range of skills and I am beginning to use these under some pressure. I understand there are different skills for different situations and I am beginning to use these. I understand the rules of the game and I can apply them honestly most of the time. I understand the need for tactics and can identify when to use them in different situations. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work co-operatively with others to manage our game.</p>	<p>Tag Rugby I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can create and use space to help my team. I can tag opponents individually and when working within a unit. • I understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	

Tall Oaks Academy Trust Progression Map for PE

SUMMER TERM	EYF5	1	2	3	4	5	6
National Curriculum		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: 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.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: 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.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. 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Curriculum Areas covered	Ball skills: Unit 1 I can make independent choices. I can negotiate space safely with consideration for myself and others. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.	Athletics I am beginning to link running and jumping movements. I can run at different speeds. I am beginning to show balance and co-ordination when changing direction. I understand the difference between a jump and a hop and can choose which allows me to jump the furthest. I am developing over arm throwing. I am able to throw towards a target. I can work with others and make safe choices.	Athletics I can link running and jumping movements with some control and balance. I show balance and co-ordination when running at different speeds and in different directions. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I can identify good technique.	Athletics I can use key points to help me to improve my sprinting technique. I can take part in a relay activity, remembering when to run and what to do. I am developing jumping for distance and height. I can use different take off and landings when jumping. I can throw a variety of objects, changing my action for accuracy and distance. I can work with a partner and in a small group, sharing ideas. I can identify when I was successful. I understand why it is important to warm up	Athletics I can demonstrate the difference in sprinting and jogging techniques. I can jump for distance and height with balance and control. I can throw with some accuracy and power towards a target area. I support and encourage others to work to their best. I can identify when I was successful and what I need to do to improve. I can explain what happens in my body when I warm up. I show determination to improve my personal best. I can demonstrate the difference in sprinting and jogging techniques	Athletics I can choose the best paces for a running event. I can use feedback to improve my sprinting technique. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I show accuracy and power when throwing for distance. I can take on the role of coach, official and timer when working in a group. I can identify good athletic performance and explain why it is good. I can understand how stamina and power help people to perform well in different athletic activities.	Athletics I can select and apply the best paces for a running event. I can perform jumps for height and distance using good technique. I show accuracy and good technique when throwing for distance. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best. I can complete within the rules showing fair play and honesty.
	Ball skills: Unit 2 I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.	Team Building I can follow instructions. I can communicate simple instructions. I can suggest ideas to solve tasks. I can listen to others' ideas. I understand the rules of the game. I can work with a partner and a small group. I can follow a simple diagram/map	Team Building I can follow instructions carefully. I can share my ideas and listen to others to help to solve tasks. I can say when I was successful at solving challenges. I understand the rules of the game. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.	Cricket I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills. I am learning the rules of the game and I am beginning to use them honestly. I am developing an understanding of tactics and I am beginning to use them in game situations. I understand the benefits of exercise. I can provide feedback using key words. I work cooperatively with my group to self-manage games. I understand the aim of the game and this shows in my performance.	Rounders I am able to bowl a ball with some accuracy, and consistency. I am beginning to strike a bowled ball. I can use overarm and underarm throwing and catching skills with increasing accuracy. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve.	OAA I can use critical thinking skills to approach a task. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I am inclusive of others and can share job roles. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. I can navigate around a course using a map. I can orientate a map confidently.	Volleyball I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I understand that there are different areas of fitness and how this helps me in different activities. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.
Skills / Knowledge	Games: Unit 1 I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy.	Striking and Fielding I can catch a baseball and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I understand the rules and I am beginning to use these to play fairly. I can recognise changes in my body when I do exercise. I say what I think about someone else's performance. I show honesty and fair play when playing	Striking and Fielding I am developing underarm and overarm throwing skills. I can roll a ball to hit a target. I can sometimes hit a ball using a racket. I can track a ball and collect it. I understand the rules of the game and can use these to play fairly in a small group. - I can use simple tactics. I can describe how my body feels during exercise. I am beginning to provide feedback using key words.	Rounders I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I can use overarm and underarm throwing and catching skills. I am learning the rules of the game and I am beginning to use them. I am developing an understanding of tactics and I am beginning to use them in game situations. I understand the benefits of exercise. I can provide feedback using key words. I work cooperatively with my group to self-manage games. I understand the aim of the game	Cricket I am able to bowl a ball with some accuracy, and consistency. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game.	Cricket I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can strike a bowled ball with increasing consistency. I understand there are different skills for different situations and I am beginning to use this. I understand the rules of the game and I can apply them honestly most of the time. I understand the need for tactics and can identify when to use them in different situations. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work collaboratively with others to score runs.	Tennis I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I understand that there are different areas of fitness and how this helps me in different activities. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can work in collaboration with others so that games run smoothly. I can select the appropriate action for the situation and make this decision quickly. I can play cooperatively with a partner.
	Games: Unit 2 I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.	Sending and Receiving I am beginning to send and receive a ball using a piece of equipment. I am beginning to send and receive a ball with my feet. I can catch a ball after one bounce. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner. I can recognise changes in my body when I do exercise.	Sending and Receiving I am beginning to trap and cushion a ball that is coming towards me. I can accurately kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can accurately throw a ball to a partner. I can track a ball and stop it using my hands and feet. I am beginning to provide feedback using key words. I can work safely to send a ball towards a partner using a piece of equipment. I can describe how my body feels during exercise.	Basketball I can dribble, pass, receive and shoot the ball with some control. - I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can track an opponent to slow them down. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. I can provide feedback using key words. I understand my role as an attacker and as a defender. I am learning the rules of the game and am beginning to use them honestly. I am beginning to use simple tactics.	Tennis I can sometimes play a continuous game. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I understand the benefits of exercise. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game. I can use a range of basic racket skills. I can return to the ready position to defend my own court	Golf (Outside agency) Rounders I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I understand and can apply some tactics in the game as a batter, bowler and fielder. I understand that there are different areas of fitness and how this helps me in different activities. I recognise my own and others' strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can work in collaboration with others so that games run smoothly. I can work collaboratively with others to get batters out	