



## PE at Suffolks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Games</u> Fundamental skills working towards invasion games	<u>Dance</u> Rhythm/Funny Bones	<u>Gymnastics</u> Under over through	<u>Games</u> Fundamental skills working towards invasion games	<u>Gymnastics</u> Travelling/ Transferring weight	<u>Games</u> Fundamental skills working towards invasion games
Year 2	<u>Dance</u> Into the Forest/ Salsa Fever	<u>Games</u> Invasion games Fundamentals	<u>Gymnastics</u> Spinning/Jumping & Landing /turning	<u>Games</u> Invasion games Fundamentals	<u>Athletics</u> Running jumping throwing	<u>Games</u> Hitting and striking
Year 3	<u>Invasion Games</u> Invasion games Fundamentals	<u>Dance</u> Outer Space/ Azonte Africa	<u>Net / Wall Games</u> Directing the ball	<u>Gymnastics</u> Travelling with a change of direction/stretching and curling	<u>Striking/fielding Games</u> Rounders/cricket focus	<u>Athletics</u> Running, throwing & jumping skills
Year 4	<u>Dance</u> Create a character	<u>Invasion Games</u> Developing fundamentals	<u>Gymnastics</u> Balance/receiving body weight	<u>Net / Wall Games</u> Directing the ball	<u>Athletics</u> Running, throwing & jumping skills	<u>Striking/fielding Games</u> Rounders/cricket focus
Year 5	<u>Invasion Games</u> Skill, Development and Tactics	<u>Dance</u> Dance through the decades/ Issues and ideas	<u>Net / wall Games</u> Co-operative rallies	<u>Gymnastics</u> Flight/Bridges	<u>Striking/Fielding Games</u> Role of bowler, wicket keeper, backstop, fielder and batter. Kwik Cricket focus	<u>Athletics</u> Set targets & improve performance in running, jumping & throwing activities.
Year 6	<u>Dance</u> Visual media/ Putting on a Performance	<u>Invasion Games</u> Mastery of skill and tactics	<u>Gymnastics</u> Matching and mirroring/counter balance/tension	<u>Net / wall Games</u> Co-operative rallies	<u>Athletics 2</u> Develop technical understanding of athletic activity.	<u>Striking/Fielding Games</u> Fielding roles & tactics Batting skills & working as a team Rounders/cricket focus

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### Progression of skills

#### EYFS

#### Gymnastics

##### Over, Under and Through

##### Travelling

- Understand simple safety rules and practices Travel around, under, over and through balancing and climbing equipment
- Understand simple safety rules and practices □ Travel around, under, over and through balancing and climbing equipment
- Travel around, under, over and through balancing and climbing equipment with control and coordination.
- Describe how they feel when they are active (eg happy, excited, tired, anxious, successful)

##### Balance

- Able to balance in a variety of ways and hold the body position still Describe and point to parts of the body which are used when we are active (heart, arms and legs, lungs)
- Able to balance in a variety of ways and hold the body position still Describe what bones and muscles help us do (bones and muscles help us move)
- Able to balance in a variety of ways and hold the body position still Name and locate the heart, lungs and limbs on their own body.

#### Games

##### Throw, Catch and Kick

##### Throw

- May be beginning to show a preference for a dominant hand
- Shows increasing control over an object in pushing, patting, throwing or kicking it
- Shows a preference for a dominant hand
- Children show good control and co-ordination in large and small movements

##### Catch

- Can catch a large ball
- Shows a preference for a dominant hand
- Shows increasing control over an object in pushing, patting, throwing & catching
- Children show good control and co-ordination in large and small movements

##### Kick

- Can kick a large ball
- Can stand momentarily on one foot when shown
- Shows increasing control over an object in pushing, patting, catching or kicking it
- Children show good control and co-ordination in large and small movements

##### Run

- Runs safely on whole foot
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

#### Dance

##### Write Dance

- Move freely and with pleasure and confidence in a range of ways, slithering, shuffling, rolling, crawling, walking, running, jumping skipping sliding and hopping
- Draws lines and circles using gross motor movement
- Holds pencil between thumb and two fingers, no longer using whole hand grip. Hold pencil between first two fingers and thumb and uses it with good control.
- Experiments with different ways of moving.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risk.
- Observes the effect of the activity on their body.



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		<p>dance</p> <ul style="list-style-type: none"> <li>• Suggest ways they could improve</li> </ul>			<p>comment, using appropriate vocabulary, showing an understanding of style</p> <ul style="list-style-type: none"> <li>• Suggest ways to improve their own and other people's work</li> </ul>	<p>and terminology and an awareness of artistic intention</p>
<p>Healthy and Social me (Affective domain)</p>	<ul style="list-style-type: none"> <li>• Works well with a partner</li> <li>• Describe how their lungs and heart work when dancing</li> <li>• Demonstrate the difference between squeezing and relaxing actions they choose themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how dancing affects their body and make the link between being active</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of warming up and cooling down safely and how they are linked to good health</li> </ul>	<ul style="list-style-type: none"> <li>• Show a clear understanding of how to warm up and cool down safely</li> </ul>	<ul style="list-style-type: none"> <li>• Organise their own warm-up and cool down exercises</li> <li>• Show an understanding of safe exercising</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up and cool down independently</li> <li>• Understand how dance helps keep the healthy</li> </ul>
<p><b><u>Invasion Games</u></b> Physical me (Psychomotor domain)</p>	<ul style="list-style-type: none"> <li>• use basic underarm, rolling and hitting skills and sometimes use overarm skills</li> <li>• intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</li> <li>• sometimes catch a beanbag and a medium-sized ball and track equipment sent to them moving in line to collect</li> </ul>	<ul style="list-style-type: none"> <li>• perform basic skills of rolling, striking and kicking with more confidence</li> <li>• apply these skills in a variety of simple games</li> </ul>	<p>throw and catch with control to keep possession and score 'goals'</p>	<ul style="list-style-type: none"> <li>• play games with some fluency and accuracy, using a range of throwing and catching techniques</li> <li>• find ways of attacking successfully when using other skills</li> <li>• use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score</li> </ul>	<ul style="list-style-type: none"> <li>• pass, dribble and shoot with control in games</li> <li>• mark opponents and help each other in defence</li> </ul>	<ul style="list-style-type: none"> <li>• use different techniques for passing, controlling, dribbling and shooting the ball in games</li> <li>• use marking, tackling and/or interception to improve their defence</li> <li>• play effectively as part of a team</li> </ul>
<p>Thinking me (Cognitive domain)</p>	<ul style="list-style-type: none"> <li>• choose different ways of hitting, throwing, striking or kicking the ball</li> <li>• throw, hit and kick a</li> </ul>	<ul style="list-style-type: none"> <li>• show awareness of opponents and teammates when playing games</li> <li>• make choices about</li> </ul>	<ul style="list-style-type: none"> <li>• be aware of space and use it to support teammates and cause problems for the opposition</li> </ul>	<ul style="list-style-type: none"> <li>• know the rules of the games</li> <li>• understand that they need to defend as well as attack</li> </ul>	<ul style="list-style-type: none"> <li>• identify and use tactics to help their team keep the ball and take it towards the opposition's goal</li> </ul>	<ul style="list-style-type: none"> <li>• apply basic principles of team play to keep possession of the ball</li> <li>• know what position they are playing in and how</li> </ul>

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	<p>ball in a variety of ways, depending on the needs of the game</p> <ul style="list-style-type: none"> <li>• decide where to stand to make it difficult for their opponent</li> <li>• describe what they and others are doing</li> </ul>	<p>appropriate targets, space and equipment</p> <ul style="list-style-type: none"> <li>• use a variety of simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>• keep possession with some success</li> <li>• say when a player has moved to help others and apply this knowledge to their own play</li> <li>• know and use rules fairly to keep games going</li> </ul>	<ul style="list-style-type: none"> <li>• watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</li> </ul>	<ul style="list-style-type: none"> <li>• pick out things that could be improved in performances and suggest ideas and practices to make them better</li> </ul>	<p>to contribute when attacking and defending</p> <ul style="list-style-type: none"> <li>• recognise their own and others' strengths and weaknesses in games</li> <li>• suggest ideas that will improve performance</li> </ul>
<p>Healthy and Social me (Affective domain)</p>	<ul style="list-style-type: none"> <li>• describe how their body feels during games</li> <li>• explain why being active is good for their heart</li> </ul>	<ul style="list-style-type: none"> <li>• work well with a partner and in a small group to improve their skills</li> <li>• describe how their bodies work and feel when playing games</li> </ul>	<ul style="list-style-type: none"> <li>• explain why it is important to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>• understand how strength, stamina and speed can be improved by playing invasion games</li> <li>• lead a partner through short warm-up routines</li> </ul>	<ul style="list-style-type: none"> <li>• know and carry out warm-up activities that use exercises helpful for invasion games</li> </ul>	<ul style="list-style-type: none"> <li>• plan practices and warm ups to get ready for playing safely</li> </ul>
<p><b>Gymnastics</b> Physical me (Psychomotor domain)</p>	<ul style="list-style-type: none"> <li>• show basic control and coordination when travelling and when remaining still</li> </ul>	<ul style="list-style-type: none"> <li>• move smoothly between the shapes and actions</li> <li>• perform the basic gymnastic actions with coordination, control and variety</li> </ul>	<ul style="list-style-type: none"> <li>• show control and accuracy in a range of gymnastic actions</li> </ul>	<p>Create and perform a sequence of at least SIX elements with control</p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</li> <li>• Adapt their own movements to include a partner in a sequence</li> <li>• Understand that strength and suppleness can be improved</li> <li>• Lead a partner through short warmup routines</li> </ul>	<p>Create and perform a partner sequence with at least EIGHT elements</p> <ul style="list-style-type: none"> <li>• Practise and refine the sequences to include changes in level, direction and speed</li> <li>• Choose actions, body shapes and balances from a wider range of themes and ideas</li> <li>• Adapt their performance to the demands of a task, using their knowledge of composition</li> </ul>	<p>Create and perform a sequence that includes at least EIGHT to TEN elements for an audience</p> <ul style="list-style-type: none"> <li>• Include changes of direction, level and speed</li> <li>• Develop their own solutions to a task by choosing and applying a range of compositional principles</li> <li>• Combine and perform gymnastic actions, shapes and balances</li> </ul>

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Thinking me (Cognitive domain)				<ul style="list-style-type: none"> <li>Recognise criteria that lead to improvement, eg changing a level</li> </ul>		
Thinking me (Cognitive domain)	<ul style="list-style-type: none"> <li>Link at least two or more elements with a start and a finish shape</li> <li>Remember and repeat these actions accurately and consistently</li> <li>describe what they do in their movement phrases</li> <li>use words such as rolling, travelling, balancing, climbing</li> </ul>	<ul style="list-style-type: none"> <li>show contrasts in shape</li> <li>Create and perform a sequence of at least FOUR elements with a clear starting position</li> <li>Repeat the simple sequence</li> <li>describe what they and others have done</li> <li>Say what they think gymnastic actions are being performed well</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a sequence of at least FIVE elements using a greater number of their own ideas</li> <li>Choose and plan sequences of contrasting actions</li> <li>Adapt sequences to suit different types of apparatus and their partner's ability</li> <li>Compare and contrast gymnastic sequences, commenting on similarities and differences</li> <li>With help, recognise how performances could be improved</li> </ul>	<ul style="list-style-type: none"> <li>Watch, describe and suggest possible improvements to others' performances</li> <li>Suggest improvements to their own performance</li> </ul>	<ul style="list-style-type: none"> <li>use basic set criteria to make simple judgements about performances and suggest ways they could be improved</li> </ul>	<ul style="list-style-type: none"> <li>Show clarity, fluency, accuracy and consistency in their movements</li> <li>Show an awareness of factors including the quality of a performance and suggest aspects that need improving</li> </ul>
Healthy and Social me (Affective domain)	<ul style="list-style-type: none"> <li>listen and respond to an increasing range of simple instructions</li> <li>show 'control' when copying simple warmup activities</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe how they feel after working in gymnastics lesson</li> </ul>	<ul style="list-style-type: none"> <li>Explain how strength and suppleness affect performance</li> <li>Suggest warm-up activities</li> </ul>	<ul style="list-style-type: none"> <li>understand that strength and suppleness can be improved</li> <li>identify muscles groups used in gymnastic activities</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for warming up and working on body strength, tone and flexibility</li> <li>identify the location of muscles which support the back</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, prepare a sequence to be performed to an audience</li> <li>Understand the importance of warming up and cooling down</li> </ul>

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			<ul style="list-style-type: none"> <li>describe safe lifting, carrying and placing technique</li> </ul>	<ul style="list-style-type: none"> <li>lead a partner through a short warm up</li> </ul>	<ul style="list-style-type: none"> <li>recall how to perform simple resistance exercises and the purpose of doing them</li> <li>lead small groups in warm-up activities</li> </ul>	<ul style="list-style-type: none"> <li>Say, in simple terms, why activity is good for their health, fitness and wellbeing</li> </ul>
<p><b><u>Net/Wall</u></b></p> <p>Physical me (Psychomotor domain)</p>	Games	Games	<ul style="list-style-type: none"> <li>keep up a continuous game, using a range of throwing and catching skills and techniques</li> <li>use a small range of basic racket skills</li> </ul>	<ul style="list-style-type: none"> <li>keep up a continuous game, using a range of throwing and catching skills and techniques</li> <li>develop the range of basic racket skills with some consistency</li> </ul>	<ul style="list-style-type: none"> <li>use forehand, backhand and overhead shots increasingly well in the games they play</li> <li>use the volley in games where it is important</li> <li>use the skills they prefer with competence and consistency</li> <li>play cooperatively with a partner</li> </ul>	<ul style="list-style-type: none"> <li>choose and use combinations of skills with confidence, accuracy and consistent quality</li> </ul>
Thinking me (Cognitive domain)			<ul style="list-style-type: none"> <li>choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent</li> <li>adapt and refine rules</li> <li>understand the point of the game</li> <li>be able to apply rules fairly</li> <li>talk about what they do well</li> </ul>	<ul style="list-style-type: none"> <li>select and practice a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; explain why they are doing this</li> <li>choose and use a range of simple tactics for defending their own court</li> <li>make up their own net games</li> <li>keep rules effectively and fairly</li> <li>talk about what they do well and recognise things they could do better</li> </ul>	<ul style="list-style-type: none"> <li>start to choose and use some tactics effectively</li> <li>understand the need for tactics</li> <li>apply rules consistently and fairly</li> <li>pick out what they and others do well and suggest ideas for practices</li> </ul>	<ul style="list-style-type: none"> <li>use a sound understanding of the principles of play when planning their approach to the game</li> <li>work effectively to choose and put into practice tactics for attacking and defending</li> <li>identify the main aspects of a good performance</li> <li>recognise weaknesses and suggest how a performance could be improved</li> </ul>

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Healthy and Social me (Affective domain)			<ul style="list-style-type: none"> <li>• recognise how net games make the body work</li> </ul>	<ul style="list-style-type: none"> <li>• explain how net games make the body work</li> </ul>	<ul style="list-style-type: none"> <li>• identify appropriate exercises and activities for warming up</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and explain the importance of getting ready for the game</li> </ul>
<b>Striking and fielding Games Y1&amp;2</b> Physical me (Psychomotor domain)	<ul style="list-style-type: none"> <li>• use basic underarm, rolling and hitting skills and sometimes use overarm skills</li> <li>• intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</li> <li>• sometimes catch a beanbag and a medium-sized ball and track equipment sent to them moving in line to collect</li> <li>• choose different ways of hitting, throwing, striking or kicking the ball</li> <li>• throw, hit and kick a ball in a variety of ways, depending on the needs of the game</li> <li>• decide where to stand to make it difficult for their opponent</li> <li>• describe what they and others are doing</li> </ul>	<ul style="list-style-type: none"> <li>perform basic skills of rolling, striking and kicking with more confidence</li> <li>• apply these skills in a variety of simple games</li> <li>• show awareness of opponents and teammates when playing games</li> <li>• make choices about appropriate targets, space and equipment</li> <li>• use a variety of simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of skills, eg throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency</li> <li>• choose and vary skills and tactics to suit the situation in a game</li> </ul>	<ul style="list-style-type: none"> <li>• strike a bowled ball</li> <li>• use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• hit with control and accuracy</li> <li>• bowl with increasing accuracy and an awareness of the field placement</li> <li>• field effectively and return the ball to an appropriate base position</li> </ul>
Thinking me (Cognitive domain)			<ul style="list-style-type: none"> <li>• choose, apply and practise skills and simple tactics to suit the situation in a game</li> <li>• carry out tactics successfully</li> <li>• describe what they</li> </ul>	<ul style="list-style-type: none"> <li>• set up small games;</li> <li>• know rules and use them fairly to keep games going</li> <li>• explain what they need to do to get ready to play games</li> </ul>	<ul style="list-style-type: none"> <li>• use and apply the basic rules consistently and fairly</li> <li>• understand and implement a range of tactics in games</li> <li>• identify their own</li> </ul>	<ul style="list-style-type: none"> <li>• select their shot based on where the ball is bowled and with the intention of avoiding the fielders</li> <li>• read the game and react to situations as</li> </ul>



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			<ul style="list-style-type: none"> <li>and others do that is successful</li> <li>• suggest what needs practicing</li> </ul>		<ul style="list-style-type: none"> <li>strengths and suggest practices to help them improve</li> </ul>	<ul style="list-style-type: none"> <li>they develop</li> <li>• identify their strengths and weaknesses</li> <li>• take decisions about what to work on</li> </ul>
Healthy and Social me (Affective domain)			<ul style="list-style-type: none"> <li>• demonstrate a range of striking and fielding activities in which they can take part in at playtime</li> <li>• explain how they can play safely at playtime and help others</li> </ul>	<ul style="list-style-type: none"> <li>• compare how they feel before and after a warm-up</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively in pairs, group activities and small-sided games</li> </ul>	<ul style="list-style-type: none"> <li>• take an active and thoughtful part in the games</li> </ul>
<b>Athletics</b> Physical me (Psychomotor domain)	Games	Games	<ul style="list-style-type: none"> <li>• throw a variety of objects, changing their action for accuracy and distance</li> <li>• run at fast, medium and slow speeds, changing speed and direction</li> <li>• link running and jumping activities with some fluency, control and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• understand and demonstrate the difference between sprinting and running for sustained periods</li> <li>• know and demonstrate a range of throwing techniques</li> <li>• throw with some accuracy and power into a target area</li> <li>• perform a range of jumps, showing consistent technique and sometimes using a short run-up</li> </ul>	<ul style="list-style-type: none"> <li>• show control at take off in jumping activities</li> <li>• show accuracy and good technique when throwing for distance</li> </ul>	<ul style="list-style-type: none"> <li>• use sound basic techniques in a range of running, jumping and throwing activities and events</li> </ul>
Thinking me (Cognitive domain)			<ul style="list-style-type: none"> <li>• make up and repeat a short sequence of linked jumps</li> <li>• take part in a relay</li> </ul>	<ul style="list-style-type: none"> <li>• play different roles in small groups - such as timekeeper; judge/ official/ coach</li> </ul>	<ul style="list-style-type: none"> <li>• choose the best pace for a running event, so that they can sustain their running</li> </ul>	<ul style="list-style-type: none"> <li>• apply a good knowledge of basic principles to specific events</li> </ul>

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			activity, remembering when to run and what to do	<ul style="list-style-type: none"> <li>compare and contrast performances using appropriate language</li> </ul>	and improve on a personal target <ul style="list-style-type: none"> <li>organise and manage an athletic event well</li> <li>identify good athletic performance and explain why it is good, using agreed criteria</li> </ul>	<ul style="list-style-type: none"> <li>pace their effort to meet targets they have set for themselves</li> <li>identify and describe elements of performance and technique which are effective</li> <li>explain what needs to be practised and improved</li> </ul>
Healthy and Social me (Affective domain)			<ul style="list-style-type: none"> <li>demonstrate and explain that being active involves moving large body parts eg arms and legs</li> </ul>	<ul style="list-style-type: none"> <li>describe how physical activity should feel to gain physical health benefits</li> </ul>	<ul style="list-style-type: none"> <li>understand how stamina and power help people to perform well in different athletic activities</li> </ul>	<ul style="list-style-type: none"> <li>in small groups, prepare a safe warm up</li> <li>understand the importance of warming up and cooling down</li> <li>Say, in simple terms, why activity is good for their health, fitness and wellbeing</li> </ul>
<b><u>Swimming Y4,5 &amp; 6</u></b>						
Physical me (Psychomotor domain)				<b><u>Non Swimmers</u></b> Swim 9 metres confidently <ul style="list-style-type: none"> <li>Hold star floats for 5 seconds</li> </ul> <b>Swimmers</b> <ul style="list-style-type: none"> <li>Swim 25 metres starting in deep water confidently</li> <li>Jump into shallow water</li> <li>Tread water confidently in deep water</li> <li>Be able to scull either head first or feet first</li> <li>Demonstrate at least 2 different floating positions</li> </ul>		

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Thinking me (Cognitive domain)				<ul style="list-style-type: none"><li>• Demonstrate rolls tubs or somersaults in water</li><li>• Able to hand stand and/ or retrieve objects of pool floor</li><li>• Basic idea of front crawl breathing</li><li>• Create a circular shape for breaststroke and an undulating movement for fly</li><li>• Swim on back with either a sculling or backstroke movement of the arms</li><li>• Understand and perform a reach rescue</li></ul> <p><u>Swimmers</u></p> <ul style="list-style-type: none"><li>• Suggest activities and practices to improve performance</li><li>• Answer questions on water safety</li></ul>
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