



PE at Suffolks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Prepping for PE - outdoor learning.	Prepping for PE - outdoor learning.	Introduction to PE unit 1	Dance unit 1	Fundamentals unit 1	Ball skills unit 1
Reception	Prepping for PE - outdoor learning.	Introduction to PE unit 2	Dance unit 2	Fundamentals unit 2	Gymnastics unit 1	Ball skills unit 2
Year 1	Fundamentals	Gymnastics	Dance	Ball skills	Invasion	Athletics
Year 2	Dance	Gymnastics	Ball skills	Invasion	Net and wall	Athletics
Year 3	Gymnastics	Dance	Fundamentals	Ball skills	Athletics	Cricket
Year 4	Dance	Gymnastics	Basketball	Netball	Athletics	Tennis
Year 5	Swimming	Swimming	Gymnastics	Tennis	Athletics	Cricket
Year 6	Dance	Gymnastics	Netball	Basketball	Athletics	Tennis

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Each week, children receive 2 hours of Physical Education which is made up of a 1 hour PE lesson and x5 15 minute take 10 skill sessions.

Progression of knowledge

EYFS: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> ● I am beginning to use counts. ● I can copy, remember and repeat actions. ● I can move confidently and safely. ● I can use different parts of the body in isolation and together. ● I can work with others to share ideas and select actions. ● I can choose appropriate movements for different dance ideas. ● I can say what they enjoyed about another person's performance. ● To show dynamic and expressive qualities in their dance. 	<ul style="list-style-type: none"> ● I am beginning to provide feedback using keywords. ● I can copy, remember, repeat and create dance phrases. ● I can describe how their body feels during exercise. ● I can show a character and idea through the actions and dynamics they have chosen. ● I can use counts to stay in time with the music. ● I can work with a partner using mirroring and unison in their actions. ● I can show confidence in their performances. 	<ul style="list-style-type: none"> ● I am respectful of others when watching them perform. ● I can provide feedback using key words. ● I can repeat, remember and perform a dance phrase. ● I can use counts to keep in time with a partner and group. ● I can use dynamic and expressive qualities in relation to an idea. ● I can work with a partner and in a small group, sharing ideas. ● I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> ● I can choose actions and dynamics to convey a character or idea. ● I can copy and remember set choreography. ● I can provide feedback using appropriate language relating to the lesson. ● I can respond imaginatively to a range of stimuli relating to character and narrative. ● I can use changes in timing and spacing to develop a dance. ● I can use counts to keep in time with others and the music. ● I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. ● I show respect for others when working as a group and watching others perform. 		<ul style="list-style-type: none"> ● I can choreograph a dance and work safely using a prop. ● I can lead a small group through a short warm-up routine. ● I can perform dances confidently and fluently with accuracy and good timing. ● I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. ● I can use appropriate language to evaluate and refine my own and others' work. ● I can use feedback provided to improve the quality of my work. ● I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
Gymnastics	<ul style="list-style-type: none"> ● I am confident to perform in front of others. 	<ul style="list-style-type: none"> ● I am beginning to provide feedback using key words. 	<ul style="list-style-type: none"> ● I can adapt sequences to suit different types of apparatus. 	<ul style="list-style-type: none"> ● I can explain what happens to my body when I exercise and how 	<ul style="list-style-type: none"> ● I can create and perform sequences using apparatus, individually and with a partner. 	<ul style="list-style-type: none"> ● I can combine and perform gymnastic actions, shapes and

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	<ul style="list-style-type: none"> ● I can link simple actions together to create a sequence. ● I can make my body tense, relaxed, stretched and curled. ● I can recognise changes in my body when I do exercise. ● I can remember and repeat actions and shapes. ● I can say what I liked about someone else's performance. ● I can use apparatus safely and wait for my turn. 	<ul style="list-style-type: none"> ● I am proud of my work and confident to perform in front of others. ● I can perform the basic gymnastic actions with some control and balance. ● I can plan and repeat simple sequences of actions. ● I can use directions and levels to make my work look interesting. ● I can use shapes when performing other skills. ● I can work safely with others and apparatus. 	<ul style="list-style-type: none"> ● I can choose actions that flow well into one another. ● I can choose and plan sequences of contrasting actions. ● I can complete actions with increasing balance and control. ● I can move in unison with a partner. ● I can provide feedback using key words. ● I use a greater number of my own ideas for movements in response to a task. ● With help, I can recognise how performances could be improved. 	<p>this helps to make me healthy.</p> <ul style="list-style-type: none"> ● I can identify some muscle groups used in gymnastic activities. ● I can plan and perform sequences with a partner that include a change of level and shape. ● I can provide feedback using appropriate language relating to the lesson. ● I can safely perform balances individually and with a partner. ● I can watch, describe and suggest possible improvements to others' performances and my own. ● I understand how body tension can improve the control and quality of my movements. 	<ul style="list-style-type: none"> ● I can lead a partner through short warm-up routines. ● I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. ● I can use feedback provided to improve my work. ● I can use set criteria to make simple judgments about performances and suggest ways they could be improved. ● I can use strength and flexibility to improve the quality of a performance. ● I can work safely when learning a new skill to keep myself and others safe. 	<p>balances with control and fluency.</p> <ul style="list-style-type: none"> ● I can create and perform sequences using compositional devices to improve the quality. ● I can lead a small group through a short warm-up routine. ● I can use appropriate language to evaluate and refine my own and others' work. ● I can work collaboratively with others to create a sequence. ● I understand how to work safely when learning a new skill. ● I understand what counter balance and counter tension is and can show examples with a partner.
Ball skills	<ul style="list-style-type: none"> ● I am beginning to catch with two hands. ● I am beginning to dribble a ball with my hands and feet. ● I am beginning to understand simple tactics. ● I can roll and throw with some accuracy towards a target. ● I can say when someone was successful. ● I can track a ball that is coming towards me. 	<ul style="list-style-type: none"> ● I am beginning to provide feedback using key words. ● I am beginning to understand and use simple tactics. ● I can dribble a ball with my hands and feet with some control. ● I can roll and throw a ball to hit a target. ● I can send and receive a ball using both kicking and throwing and catching skills. 	<ul style="list-style-type: none"> ● I can catch different sized objects with increasing consistency with two hands. ● I can dribble a ball with control. ● I can persevere when learning a new skill. ● I can provide feedback using key words. ● I can show a variety of throwing techniques. 			

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	<ul style="list-style-type: none"> ● I can work cooperatively with a partner. 	<ul style="list-style-type: none"> ● I can track a ball and collect it. ● I can work cooperatively with a partner and a small group. 	<ul style="list-style-type: none"> ● I can throw with accuracy and increasing consistency to a target. ● I can track the path of a ball that is not sent directly to me. 			
Invasion games	<ul style="list-style-type: none"> ● I am beginning to dribble a ball with my hands and feet. ● I can change direction to move away from a defender. ● I can recognise space when playing games. ● I can send and receive a ball with hands and feet. ● I can use simple rules to play fairly. ● I move to stay with another player when defending. ● I recognise changes in my body when I do exercise. ● I understand when I am a defender and when I am an attacker. 	<ul style="list-style-type: none"> ● I can describe how my body feels during exercise. ● I can dodge and find space away from the other team. ● I can move with a ball towards goal. ● I can sometimes dribble a ball with my hands and feet. ● I can stay with another player to try and win the ball. ● I know how to score points and can remember the score. ● I know who is on my team and I can attempt to send the ball to them. 				
Net and wall		<ul style="list-style-type: none"> ● I can defend space on my court using the ready position. ● I can describe how my body feels during exercise. ● I can hit a ball over the net and into the court area. ● I can throw accurately to a partner. ● I can use simple tactics to make it difficult for an opponent. 				

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		<ul style="list-style-type: none"> ● I know how to score points and can remember the score. ● I show good sportsmanship when playing against an opponent. 				
Athletics	<ul style="list-style-type: none"> ● I am able to throw towards a target. ● I am beginning to show balance and coordination when changing direction. ● I am developing overarm throwing. ● I can recognise changes in my body when I do exercise. ● I can run at different speeds. ● I can work with others and make safe choices. ● I try my best. ● I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 	<ul style="list-style-type: none"> ● I can describe how my body feels during exercise. ● I can identify good technique. ● 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 show balance and coordination when running at different speeds. ● I try my best. 	<ul style="list-style-type: none"> ● I am developing jumping for distance. ● I can identify when I was successful. ● I can take part in a relay activity, remembering when to run and what to do. ● I can throw a variety of objects, changing my action for accuracy and distance. ● I can use different take off and landings when jumping. ● I can use key points to help me to improve my sprinting technique. ● I can work with a partner and in a small group, sharing ideas. ● I show determination to achieve my personal best. 	<ul style="list-style-type: none"> ● I can demonstrate the difference in sprinting and jogging techniques. ● I can explain what happens in my body when I warm up. ● I can identify when I was successful and what I need to do to improve. ● I can jump for distance with balance and control. ● I can throw with some accuracy and power to a target area. ● I show determination to improve my personal best. ● I support and encourage others to work to their best. 	<ul style="list-style-type: none"> ● I can choose the best pace for a running event. ● I can identify good athletic performance and explain why it is good. ● I can perform a range of jumps showing some technique. ● I can show control at take-off and landing in jumping activities. ● I can take on the role of coach, official and timer when working in a group. ● I can use feedback to improve my sprinting technique. ● I persevere to achieve my personal best. ● I show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> ● I can compete within the rules showing fair play and honesty. ● 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 can perform jumps for distance using good technique. ● I can select and apply the best pace for a running event. ● I can show accuracy and good technique when throwing for distance. ● 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.
Fundamentals	<ul style="list-style-type: none"> ● I can change direction when moving at speed. 		<ul style="list-style-type: none"> ● I am able to jump and turn a skipping rope. ● I can change direction quickly. 			

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	<ul style="list-style-type: none"> ● I can recognise changes in my body when I do exercise. ● I can run at different speeds. ● I can select my own actions in response to a task. ● I can show hopping and jumping movements. ● I can work cooperatively with others to complete tasks. ● I show balance and coordination when static and moving at a slow speed. 		<ul style="list-style-type: none"> ● I can identify when I was successful. ● I can link hopping and jumping actions. ● I demonstrate balance when performing other fundamental skills. ● I understand how the body moves differently at different speeds. ● I understand why it is important to warm up. 			
Cricket			<ul style="list-style-type: none"> ● I am able to bowl a ball towards a target. ● I am beginning to strike a bowled ball after a bounce. ● I am developing an understanding of tactics and I am beginning to use them in game situations. ● I am learning the rules of the game and I am beginning to use them honestly. ● I can persevere when learning a new skill. ● I can provide feedback using key words. ● I can use overarm and underarm throwing and catching skills.] ● I work cooperatively with my group to self-manage games. 		<ul style="list-style-type: none"> ● I am developing a wider range of fielding skills and I am beginning to use these under some pressure. ● I can identify when I was successful and what I need to do to improve. ● I can strike a bowled ball with increasing consistency. ● I can work cooperatively with others to manage our game. ● I understand the need for tactics and can identify when to use them in different situations. ● I understand the rules of the game and I can apply them honestly most of the time 	

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					<ul style="list-style-type: none"> I understand there are different skills for different situations and I am beginning to use this. 	
Basketball				<ul style="list-style-type: none"> I can delay an opponent and help to prevent the other team from scoring. 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 provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 		<ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. 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 understand when to use different styles of defence in game situations.
Netball				<ul style="list-style-type: none"> I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. 		<ul style="list-style-type: none"> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the

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				<ul style="list-style-type: none"> ● I can move to space to help my team to keep possession and score goals. ● I can pass, receive and shoot the ball with increasing control. ● I can provide feedback using key terminology and understand what I need to do to improve. ● I can use simple tactics to help my team score or gain possession. ● I share ideas and work with others to manage our game. ● I understand the rules of the game and I can use them often and honestly. 		<p>situation and make this decision quickly.</p> <ul style="list-style-type: none"> ● I can use marking and/or interception to improve my defence. ● 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 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.
Tennis				<ul style="list-style-type: none"> ● 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 can return to the ready position to defend my own court. ● I can sometimes play a continuous game. ● I can use a range of basic racket skills. 	<ul style="list-style-type: none"> ● I am developing a wider range of skills and I am beginning to use these under some pressure. ● 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 cooperatively with others to manage our game. ● I understand the need for tactics and can identify 	<ul style="list-style-type: none"> ● 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 crest tactics with my team and evaluate the effectiveness of these. ● I can work in collaboration with others so that games run smoothly.

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				<ul style="list-style-type: none">• I share ideas and work with others to manage our game.• I understand the rules of the game and I can use them often and honestly.	<p>when to use them in different situations.</p> <ul style="list-style-type: none">• I understand the rules of the game and I can apply them honestly most of the time.• I understand there are different skills for different situations. and I am beginning to apply this.	<ul style="list-style-type: none">• 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.
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