



Physical Education Intent: At Aston and Cote CE Primary our high-quality PE curriculum is designed to inspire all pupils to develop and excel in a wide range of physical activities. It promotes a healthy and active lifestyle through engaging in competitive sports and other physically demanding activities, which allows the children to aspire to work to their full potential, both physically and mentally. Opportunities to compete in sports and other physical activities also form part of our Christian ethos by enabling children to become the people God created them to be by growing their talents in sports and physical activity.

Substantive Concept/ Strand- Skills

Skills	<p>Personal- Unit 1 I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>Social- Unit 2 I can involve others and motivate those around me to perform better.</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>Applying Physical- Unit 5 I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>I can use a combination of skills confidently in sport-specific contexts. I can perform a range of skills fluently and accurately.</p> <p>Cognitive- Unit 3 I can review analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different game situations as they develop.</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.</p>
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	<p>Creative- Unit 4 I can effectively disguise what I am about to do next. I can use a variety and creativity to engage an audience.</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>Health and Fitness- Unit 6 I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.</p> <p>I can self-select and perform appropriate warm-up and cool-down activities. I can identify possible dangers when planning an activity.</p>			
	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Sticky Knowledge/ Retrieval		<p>Personal- I try several times if at first I don't succeed I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help.</p> <p>Social- I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.</p> <p>Applying Physical- I can perform a range of skills with some control and consistency.</p>	<p>Personal- I know where I am with my learning I have begun to challenge myself.</p> <p>Social- I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p> <p>Applying Physical- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p>Cognitive- I can understand the simple tactics of attacking and defending.</p>	<p>Personal- I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p>Social- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities I can guide a small group through a task.</p> <p>Applying Physical- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>

Aston and Cote Church of England School- Progression Map- Physical Education



		<p>I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together I can move confidently in different ways.</p> <p>Cognitive- I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well. I can understand and follow simple rules. I can name some things I am good at. I can follow simple instructions.</p> <p>Creative- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements. I can observe and copy others.</p> <p>Health and Fitness- I can say how my body feels before, during and after exercise.</p>	<p>I can explain what I am doing well. I have begun to identify areas for improvement.</p> <p>Creative- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music. I can recognise similarities and differences in movements and expression.</p> <p>Health and Fitness- I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</p>	<p>Cognitive- I can understand ways (criteria) to judge performance. I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p>Creative- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p>Health and Fitness- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>
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		I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.		
Skill				
Vocabulary				
Substantive Concept/ Strand- Fundamental movement skills				
	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Units	1, 2, 3, 6	1, 2, 3, 6		
Skills 1-4	Static balance- 1 leg- 1. Stand still for 10 seconds. Seated- 1. Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.	Static balance- 1 leg- 1. Stand still for 30 seconds. 2. Complete 5 mini-squats. Seated- 1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side. Floorwork- 1. Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in miniback support. Stance- 1. Stand on low beam with good stance for 10 seconds.	Static balance- 1 leg- 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions. Seated- 1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds. Floorwork- 1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support. Stance- 1. Receive a small force from various angles.	Static balance- 1 Leg 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed. Seated- 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds. Floorwork- 1. Transfer tennis ball on and off back in a front support.

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	Floorwork- 1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support. Stance- 1. Stand on line with good stance for 10 seconds.		2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.	2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support. Stance- 1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body.
Sticky Knowledge/ Retrieval				
Skill				
Vocabulary				
Substantive Concept/ Strand- Fundamental movement skills				
	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Unit	2, 3, 4	2, 3, 4		
Skill 5-8	Dynamic Balance- On a line- 1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble.	Dynamic Balance- On a line- 1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom. Jumping and landing- 1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	Dynamic Balance- On a line- 1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing. Jumping and landing-	Dynamic Balance- On a line- 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle.

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	<p>Jumping and landing-</p> <ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet forwards, backwards and side to-side. <p>Counter Balance-</p> <p>In pairs-</p> <ol style="list-style-type: none"> 1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side. <p>Coordination-</p> <p>Sending & receiving-</p> <ol style="list-style-type: none"> 1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. 	<p>Counter Balance-</p> <p>In pairs-</p> <ol style="list-style-type: none"> 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. <p>Coordination-</p> <p>Sending & receiving-</p> <ol style="list-style-type: none"> 1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally. 	<ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction. <p>Counter Balance-</p> <p>In pairs-</p> <ol style="list-style-type: none"> 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed. <p>Coordination-</p> <p>Sending & receiving-</p> <ol style="list-style-type: none"> 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning. 	<ol style="list-style-type: none"> 4. Complete all red challenges with eyes closed <p>Jumping and landing-</p> <ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing. <p>Counter Balance-</p> <p>In pairs-</p> <ol style="list-style-type: none"> 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot. <p>Coordination-</p> <p>Sending & receiving-</p> <ol style="list-style-type: none"> 1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions.
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	3. Throw large ball and catch the rebound with 2 hands.			
Sticky Knowledge/ Retrieval				
Vocabulary				
Substantive Concept/ Strand- Fundamental movement skills				
	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Unit	1, 2, 4, 5, 6	1, 2, 4, 5, 6		
Skill 9-12	Coordination Ball skills- 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands. Footwork-	Coordination Ball skills- 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. Footwork- 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). Agility- Ball chasing- 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in	Coordination Ball skills- In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times. Footwork- 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards. Agility- Ball chasing- 1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.	Coordination Ball skills- In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. Footwork- 1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.

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	<p>1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip.</p> <p>Agility- Ball chasing- 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</p> <p>Reaction and response- From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from</p>	<p>balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p> <p>Reaction and response- From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.</p>	<p>2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.</p> <p>Reaction and response- From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p>	<p>3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p> <p>Agility- Ball chasing- 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p> <p>Reaction and response- From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p>
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	shoulder height after 1 bounce.					
Sticky Knowledge/ Retrieval						
Vocabulary						
Substantive Concept/ Strand-						
	EYFS	Key stage 1	Lower key stage 2		Upper key stage 2	
Unit						
Skill						
Sticky Knowledge/ Retrieval						
Vocabulary						
Substantive Concept/ Strand-						
	EYFS	Key stage 1	Lower key stage 2		Upper key stage 2	
Unit						
Skill						
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