

Ampney Crucis C of E Primary School Progression Map

Subject: Physical Education

Intent:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Autumn	Maple (Reception)		Willow (Year 1 and 2)		Chestnut (Year 3 & 4)		Oak (Year 5 & 6)	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	Negotiate space and obstacles safely		Invasion Games <ul style="list-style-type: none"> • Rounders • Hockey 		Invasion Games <ul style="list-style-type: none"> • Hockey • Football • Swimming 		Invasion Games <ul style="list-style-type: none"> • Handball • Hockey • Swimming 	
Skills			<i>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</i> ♣ <i>participate in team games, developing simple tactics for attacking and defending</i>		<i>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</i>		<i>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</i>	

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Spring	Maple (Reception)		Willow (Year 1 and 2)		Chestnut (Year 3 & 4)		Oak (Year 5 & 6)	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	Demonstrating strength, balance and co-ordination		Indoor <ul style="list-style-type: none"> • Dance • Gymnastics • Swimming 		Indoor <ul style="list-style-type: none"> • Dance/Gymnastics • Netball 		Indoor / wall games <ul style="list-style-type: none"> • Table tennis • Gymnastics • Basketball 	
Skills			<i>perform dances using simple movement patterns</i> <i>developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i>		<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>perform dances using a range of movement patterns</i>		<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>perform dances using a range of movement patterns.</i>	

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Summer	Maple (Reception)		Willow (Year 1 and 2)		Chestnut (Year 3 & 4)		Oak (Year 5 & 6)	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Knowledge	Move energetically such as running, jumping, dancing, hopping, skipping and climbing		Athletics and outdoor pursuits <ul style="list-style-type: none"> • Athletics 		Athletics and outdoor pursuits <ul style="list-style-type: none"> • Orienteering and teamwork skills • Athletics 		Athletics and outdoor pursuits <ul style="list-style-type: none"> • Cricket / Rounders • Athletics / Outdoor pursuits 	
Skills			<i>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.</i>		<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>		<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	

Impact (end points)							
Maple (Reception)		Willow (Year 1 & 2)		Chestnut (Year 3 &4)		Oak (Year 5 &6)	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Children to be able to		<p><i>By the end of KS1, children will know the basic balances and rolls in gymnastics. They will understand how important exercise is and the impact on their body. They will know how to play a variety of games. They can move in response to music planning a dance sequence</i></p>		<p><i>By the end of LKS2, children can take part in invasion games starting to use skills to attack and defend when appropriate. Children have developed their balance, coordination and strength through yoga, dance, circuits and gymnastics.</i></p> <p>Children will through the partnership with Kingshill all have taken part in a Team competition.</p>		<p><i>By the end of UKS2, children would have experienced a wide range of physical activities, with a deeper understanding of their enjoyment levels, strengths and development points.</i></p> <p>Children will through the partnership with Kingshill all have taken part in a Team competition.</p>	