

## CAMBRIDGE PARK ACADEMY PE PROGRESSION DOCUMENT



### The intention of the Physical Education Curriculum

**Inspire a lifelong positive attitude to fitness, exercise and wellbeing, through enjoyment of an inclusive, broad and balanced curriculum. Our key stage 1 and 2 curriculum is aimed to provide sensory experiences via developmental play promoting fine and gross motor skills. Students will follow a journey, given the opportunity to succeed and excel in competitive sport and other physically demanding activities. Providing students with the opportunity to become physically confident in a way in which supports their health and fitness through diverse and personalised learning. These opportunities will build character and help to embed values such as fairness and respect.**

**To explicitly teach social and emotional skills to support positive student relationships through sport. Targeting creatively to foster cross curricular links and ignite learning in a physically active way. Developing character skills that can be applied across the curriculum via team work and problem solving. Our curriculum provides students with the opportunity to understand the purpose and value of being physically active for their wider wellbeing, nurturing self-expression and communication.**

### Implementation of Physical Education Curriculum

**At Phase 1 and 2 curriculum goals to be taught on a two-year rotational programme of themed developmental play lessons focusing on how students negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**

**At phase 3 and 4 curriculum goals are taught as part of structured skills-based lessons allowing students to demonstrate balance, agility and co-ordination and begin to apply these in a range of activities. Children perform dances using simple movement patterns, copying moves as well as using their own ideas. Children begin to refine basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking / defending.**

**Phases 5 and 6 curriculum goals are taught as a sequence of structured lessons, working on previous learned skill set and specific performance objectives.**

## Physical Education Progression Map- Curriculum goals

**Phase 1**  
**Semi-formal**

**Phase 2**  
**Semi- formal**

**Phase 3**  
**Semi- formal**

**Phase 4**  
**Formal**

**Phase 5**  
**Formal**

**Phase 6**  
**Formal**

<p style="text-align: center;"><b>PE sticky Knowledge</b></p>	<p>Kicks large ball.          Pulling themselves up on climbing equipment.          Runs around on whole foot.          Catching large balls          Moving freely (travelling under and over, running, jumping, skipping, slithering and hopping)          Climbing up and down equipment, stairs          Movement to music</p>	<p>Throwing smaller balls Catching smaller balls          Kicking using different parts of the foot          Static balances          Jumping off an object          Initiates combination to music          Move confidently on equipment.          Explore pushing and rolling          Combine pushing and rolling</p> <p>Introduce sending with control          Introduce aiming with accuracy          Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills          Combine sending and receiving skills</p>	<p>Develop movement skills including; agility, balance and coordination individually and pairs and groups.</p> <p>Experience subject specific language such as tactics, skills, and health</p> <p>Begin to understand how to perform simple tasks safely</p> <p>Perform basic moves and sequences.</p> <p>Begin to develop teamwork and communication.</p> <p>Experience water-based activities</p> <p>Begin to show some understanding of modified games</p>	<p>To develop some knowledge of being safe in and around water</p> <p>Remember some basic movements and sequences</p> <p>To build on communication</p> <p>Begin to follow simple routes and direction with adult support</p> <p>Begin to experience subject specific language such as game, player, tactics, performer, rules, competition and participation</p> <p>To begin to understand what their personal best is</p>	<p>To develop some knowledge of being safe in and around water</p> <p>Remember some basic movements and sequences</p> <p>To build on communication</p> <p>Begin to follow simple routes and direction with adult support</p> <p>Begin to experience subject specific language such as game, player, tactics, performer, rules, competition and participation</p> <p>To begin to understand what their personal best is</p>	<p>Begin to understand and apply more advanced tactics of attacking, defending and teamwork</p> <p>Practise and refine and apply more advanced techniques</p> <p>To further deepen knowledge of rules and regulations of sports and activities and know the importance of self-discipline and fair play</p> <p>Name the major muscles in the body and link them to sporting actions</p> <p>To understand and apply problem solving skills in a range of environments both indoor and outdoor adventurous tasks</p> <p>Attempt to analyse own and other performances</p> <p>To show some understanding the need for effective communication</p> <p>Know why it is important to take part in regular exercise and understand the physical and mental benefits.</p>
	<p><b>Key Vocabulary</b></p>	<p>Movement Throw Catch Run          Skip Hop Balance Jump</p>	<p>Movement Throw Catch Run          Skip Hop Balance Jump</p>			

<p><b>Team Games</b></p>	<p>Kicks large ball.</p> <p>Passes equipment from one hand to the other and passes to another person.</p> <p>Enjoys attempting to kick, throw and catch balls.</p> <p>Develops a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p>	<p>I can take part in a team game</p> <p>I am aware of turn-taking in a simple game against a classmate</p>	<p>Throw an object underarm</p> <p>Catch various items relevant to physical abilities</p> <p>Take part in a competitive situation with adult support</p> <p>Use different parts of the body to strike an object with amended equipment and adult support</p> <p>Experience moving and travelling at different speeds attempting to develop coordination</p> <p>Begin to develop skills of throwing and catching and retrieving objects</p>	<p>To begin to know the name of a variety of team and individual games</p> <p>To use simple modified equipment such as cones, bean bags, and balls to aim at a target</p> <p>To develop understanding of a basic scoring system where their maths ability allows them to.</p>	<p>To begin to vary speed to outwit opponents</p> <p>To change direction to outwit opponents in range of games activities</p> <p>Begin to show control when kicking, hitting or striking an object</p> <p>Take part a competitive situation within a modified game</p> <p>Develop basic shooting, dribbling, passing and controlling over a short distance</p> <p>Build on communication of speaking and listening when working with adults and peers</p> <p>Develop basic maths skills using counting, playing to a time limit and basic measuring</p>	<p>Apply tactics to a range of team games</p> <p>Use advanced techniques to perform a range of games activities</p> <p>Be able to perform different positions associated with team games</p> <p>Develop skills of passing and control, dribbling and shooting</p> <p>Develop knowledge of a defender and an attacker</p> <p>With adult support take on the role of a sporting official such as a referee</p>
<p><b>Key Vocabulary</b></p>	<p>Throw, catch, Team, Play</p>	<p>Participate, taking turns</p>	<p>Travel, aiming</p>	<p>Catching Throwing Running Passing</p>	<p>Catching Throwing Running Passing Opponent</p>	<p>Possession Rules Space Tactics Striking and fielding</p>
<p><b>Athletics</b></p>	<p>Locomotion: Walking/Jumping Explore/develop jumping Sustain walking</p>	<p>Locomotion: Running/Jumping Explore running</p> <p>Running for speed: Acceleration Explore running in a team Develop jumping</p>	<p>Locomotion: Jumping</p> <p>Consolidate jumping</p> <p>Apply jumping into a game</p> <p>Explore jumping combinations</p> <p>Develop jumping combinations</p>	<p>Throw overarm</p> <p>Run at fast and slow pace</p> <p>Take part in a relay with adult support</p> <p>Perform 2 feet to 2 feet jump</p>	<p>Throw a range of objects such as balls, turbo javelins, bean bags</p> <p>Jump from 1 foot to 2 feet</p> <p>Run at maximum speed over a range of short distances</p>	<p>Begin to develop greater balance when jumping when taking off and landing</p> <p>Run at a steady pace over a greater distance</p> <p>Sprint at full speed over a distance between 50-100m</p>

		Explore how jumping affects our bodies			Combine running and jumping over small obstacle	Combine running and jumping over larger obstacles such as a hurdle  Show an increased stamina when running over a greater distance of 200m or more  Combine a run up with a throw
<b>Key Vocabulary</b>	Walk, Jump, Go, Stop	Run, Fast, Slow	Ball, Throw, Catch, Move	Jump, Hop, Run Throw, Start Stop	Pace, Shot Put, Hurdle, Sprint Speed	Lap, Change Over, Distance, Evaluation, Personal Best
<b>Dance</b>	Claps and stamps to music  Skips, hops, stands on one leg and holds a pose for a game e.g. musical statues	Responds in movement to words and music  Creates their own movement	Begins to explore movement to music  Explore dances using simple movements to include performance of own dance moves and copying and simulating others dance moves with adult support  Share basic movements safely and begin to show awareness of space with support from adults	With adult support perform simple dance routines to a range of simple tempo's matching the movements to the speed of the song  Begin to show some independence when simulating and performing a basic movement  Begin to develop coordination when moving different body parts  Attempt to use dance to show feelings	Attempt to copy faster/slower dance routines that require more control  Perform basic dances in pairs and groups and begin to share ideas  Begin to change the tempo of dances to match the rhythm of the music with more independence	Choreograph own individual and group dance routines to a variety of music and dance genres  Perform dances in front of an audience  Make changes to routines based on critical feedback  Observe others performance and offer verbal feedback
<b>Key Vocabulary</b>	Clap, Music, Listen, Hop	Movement, Words,	Freestyle, create, practice	Perform, Movement	Perform Movement Sequence	Rhythm Movement Sequences
<b>OAA Outdoor adventurous activities</b>	N/A	N/A	Taking turns/keeping the score Understanding and playing by the rules	Follow a basic route Follow a map in an area familiar to them. Begin to identify dangers of being outdoors Begin to work as part of a group to solve tasks	Attempt OAA challenges such as following a simple route on looking at a map Experience learning in outdoor environment Further develop working together as a team to solve problems Use basic clues to navigate a route	Work effectively as part of a group to solve tasks Work effectively as an individual to solve problems Locate objects and places on a map Recognise some symbols on a map Explore natural resources and exercise in the outdoors

<b>Key Vocabulary</b>			Score, Rules	Orienteering, Symbol	Map, Route, Out of Bounds	Navigate Ordnance Survey symbols Compass
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<b>Gymnastics</b>	Pushes chest up with straight arms.					
	Sits on a push-along wheeled toy, use a scooter or ride a tricycle.					
	Rolls over: from front to back, then back to front.	Fits self into spaces, like tunnels, dens and large boxes, and move around in them.	Perform basic shapes and different ways of moving such as walking, hopping, twisting and turning	Begin to develop flexibility and balance relevant to physical and cognitive capabilities	Link balances and various movements whilst using apparatus	Perform shapes and add to routines using counter balance and counter tension
	Crawls in different ways and directions.	Gains control of whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking	Perform basic jumps, and explore simple balances	Further develop strength to perform various shapes using different points of contact	Show some control whilst moving	Link moves such as rolls with complex balances that vary points of contact and invert the body's natural shape
	Matches developing physical skills to tasks and activities in the setting. E.g., decide whether to crawl, walk or run across a plank, depending on its length and width.		Add simple movements to basic balances	Use more types of apparatus such as boxes, tables, and springboards	Attempt to plan, perform and evaluate basic gymnastic routines with adult support	Show good control when performing movements

<b>Key Vocabulary</b>	Front, Back, Spin, Jump	Roll, Crawl, Big, Small	Hopping, Shape, Turn	Balance, Shape, Position	Mirroring, Performance, Routine	Control, Counter Balance
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## LONG TERM PLAN

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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<b>Key Stage 1 Year 1</b>	Developmental Hands skills	Developmental Feet Skills	Developmental High, low under over	Developmental Body Parts gymnastics	Developmental Agility, balance, coordination	Games for understanding
<b>Key Stage 2 Year 1</b>	Developmental Ball skills (hands)	Developmental Ball Skills (Feet)	Developmental High, low under over	Developmental Body Parts gymnastics	Developmental Agility, balance, coordination	Games for understanding Ball skills
<b>Key Stage 3 Year 1</b>	Invasion Games Football	Invasion Games Basketball	Health and wellbeing	OOA/Gymnastics	Cricket/ Net games	Athletics Striking games
<b>Key Stage 3 Year 2</b>	Invasion Games Football	Invasion Games Basketball	Health and Wellbeing	OOA/Gymnastics	Cricket / Net games	Athletics Striking Games
<b>Key Stage 4 Year 1</b>	Invasion Games Hockey	Invasion Games Tag Rugby	Health and wellbeing	OOA/Gymnastics	Cricket / Net Games	Athletics Striking games
<b>Key Stage 4 Year 2</b>	Invasion Games Hockey	Invasion Games Tag Rugby	Health and Wellbeing	OAA/ Gymnastics	Cricket / Net games	Athletics Striking games