ACE Learning Progression Grid : PE

Lesson Objectives link to the following areas, and whilst not always specifically worded in the individual lesson plans, all areas are covered during different elements of the lesson.

Acquire & Develop: The ability to acquire and develop skills is an ongoing process. Fundamental skills are introduced to the younger ages groups whilst trickier and more complex skills can be acquired later in the ladder. It is important to support the introduction to skills at the appropriate time. To acquire and develop is to develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing accuracy and fluency.
Select & Apply: Students begin to improve their ability to select and apply from KS1. This could be as simple as putting throwing and catching skills into a 2v1 situation, or creating a gymnastics sequence. As they get older, students are expected to have a wider knowledge base and therefore be able to develop a more specific ability to select, link and apply skills, tactics and compositional ideas.
Improve & Evaluate: Early stages of improvement come from the simple 'what worked? Try again and make it better', to the more complex 'for you to improve your execution of the skill, stronger technique would help because…' – a full range of ideas. Evaluating the performance of others improves as students develop their confidence to communicate with others. This is a social benefit of sport. Children are also more open to feedback when realising that it is to help them improve rather than as a negative criticism. PE also allows you to improve observation skills and the ability to describe and make simple judgements on their own and others work. Being able to use their observations and judgements to improve their performance shows them as being reflective learners.
Knowledge & Understanding of Health: This strand is referred to in every lesson; through class discussion and ongoing plenaries (e.g. after a warm up/ main activity/ cool down) at an age-appropriate level. Health, exercise and fitness is also taught within our PSHE and Science programmes of study. Links are made where possible across the subjects to ensure any abstract concepts are made more concrete.

The following skills are covered in units across the year. The colour code will tell you which unit teaches which skill.

Athletics *Fundamentals* *Gymnastics* *Invasion Games* *Net Wall Games* *Target Games* *Dance* *Striking & Fielding*

Non highlighted statements are covered in cross curricular links and across multiple units in the year.

	Foundation	***Year 1***	***Year 2***	***Year 3***	***Year 4***	***Year 5***	***Year 6***
BASIC MOVEMENT	Move in a variety of ways in and out cones and obstacles. Jump 1 foot to 2 feet Jump 2 feet to 2 feet Jump with both feet leaving the ground. Hop Stop on command Sprint Run	Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the ground Jump 1 foot to 2 feet Jump 2 feet to 2 feet Hop Stop on command Sprint Run Skip without a rope Jump for height	Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the ground. Jump 1 foot to 2 feet Jump 2 feet to 2 feet Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance	Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the ground. Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance Be able to vary their speed when moving.	Combine the skills from previous years in sporting situations.	Combine the skills from previous years in competitive sporting situations	Choose and apply effectively appropriate skill for competitive game situations for
BALANCE	Develop stillness Explore and develop different ways of jumping and landing safely Explore different ways to	Strengthen and develop balance skills. Perform balances using a variety of points of contact.	Perform a greater variety of balances using different parts of the body. Critically evaluate	Can bounce a ball on the spot with consistency Can perform basic log, egg, shoulder and	Can bounce a ball on the spot with consistency Can perform a basic log, egg, shoulder and forward roll.	Can bounce a ball on the spot with consistency Responds imaginatively and with control and coordination	Can bounce a ball on the spot with consistency Responds imaginatively and with control and coordination Uses different body parts

	move the body Join simple movements together on apparatus	Perform balances as part of a group. Begin to show good posture when balancing	others performance. Can move from one position to another smoothly.	forward roll.	Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements	Uses different body parts Can vary dynamics, speed, direction and level of their movements Can travel whilst bouncing a ball, showing control Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll. Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.	Can travel whilst bouncing a ball, showing control Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement. Using either hand can dribble showing changes of speed and direction. Perform a range of rolls consistently including a backward roll. Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency. Can incorporate different dynamics and develop new actions with a partner and in a group
AGILITY & *COORDINATION*	Be able to change direction and move into space safely when walking. *Be able to throw and catch a large ball – over arm and under arm* *Roll a ball to an end target* *Kick a ball*	To be able to change direction whilst jogging. To be able to change directions quickly off of both feet. *Be able to throw and catch a large ball – over arm and under arm* *Roll a ball to an end target* *Kick a ball with increasing accuracy to an end target* *Dribble a ball* *Balance a ball on a racket* *Two handed strike*	To understand how they can maximize their speed. To be able to change direction whilst using a piece of sporting equipment. *Be able to throw and catch a medium sized ball accurately* *Kick a ball* *Balance a ball on a bat* *Dribble a ball in and out of a set of obstacles.* *Hit a ball with some accuracy using a racket or bat*	To be able to throw with greater accuracy over arm and underarm. To be able to catch a ball with greater consistency. Be able to change direction without losing speed. *To hold and use a variety of equipment effectively in a controlled situation.* *To be able to perform skills whilst moving and not just in isolation.*	To be able to throw with greater accuracy over arm and underarm. To be able to catch a ball with one or two hands. To be able to demonstrate agility in a controlled sporting situation. *To perform skills whilst moving and with increasing accuracy.* *To be able to identify strengths and weaknesses in others performances.*	To be able to throw and catch whilst on the move. To be able to explain what agility is and how it is used in a sporting context. To demonstrate agility in a game situation. *To know how their body works to produce the best movement.*	To be able to explain what agility is and how it is used in a sporting context. To complete the Illinois agility test in under ……? To understand how you can improve your agility. *To be able to choose the most appropriate throw in game situations.* *To apply learnt skills in a competitive environment*

			Throw a beanbag into a given target				
TEAM GAMES	Be able to participate in a game with an opposing side. Be able to control equipment with in a game setting. Use hands of feet to control a ball. Be able to follow a simple set of rules. Be able to play in a game or group.	Be able to participate in a game with an opposing side Be able to control a ball within a game setting Use hands to control a ball with increasing accuracy Be able to play a game following a set of rules Begin to show sportsmanship.	Be able to participate in a game with an opposing side Be able to control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates Work as a team in order to score goals. Control a ball accurately Use both hands and feet in order to control a ball. Start to use the space effectively.	Participate in team games Develop simple tactics for attacking and defending. Succeed and excel (in competitive sport) and other physically demanding activities.	Participate in team games Develop simple tactics for attacking and defending Play competitive games, modified where appropriate. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations	Participate in team games Play competitive games, modified where appropriate through team and individual games. Develop simple tactics for attacking and defending Apply basic principles suitable for attacking and defending Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations Use space effectively in a game situation.	Participate in team games Play competitive games, modified where appropriate through team and individual games Use a range of tactics and strategies to overcome opponents in direct competition Apply basic principles suitable for attacking and defending Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations Develop an understanding of how to improve in different physical activities and sports. Begin to show a degree of sportsmanship.
MOVEMENT PATTERNS	Dance to link in with learning theme Copy a dance pattern Link 2 dance movements together	Dance to link in with learning theme Copy a dance pattern Move to a beat Link 2 dance movements together Begin to make use of space	Dance to link in with learning theme Copy a dance pattern Move to a beat Link a short series of dance sequences together	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed, level and direction. Apply basic compositional	Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance

					phrases with a partner and in a small group	ideas to create dance phrases with a partner and in a small group. Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions	phrases with a partner and in a small group. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. Compare, develop and adapt movement motifs to create longer dances. From observations of others can you describe constructively how to refine, improve and modify performance? Refine own performance in response to others and self-analysis.
TOPIC LINK TO OTHER SUBJECTS		OAA – Geography, Map Reading Dance – Topic. Science – Human Body Maths – Team work, points scoring	OAA – Geography, Map Reading Dance – Topic. Science – Human Body Maths – Team work, points scoring	OAA – Geography, Map Reading Dance – Topic. Science – Human Body Maths – Team work, points scoring	OAA – Geography, Map Reading Dance – Topic. Science – Human Body Maths – Team work, points scoring	OAA – Geography, Map Reading Dance – Topic. Science – Human Body Maths – Team work, points scoring	OAA – Geography, Map Reading Dance – Topic. Science – Human Body Maths – Team work, points scoring
SKILLS/SUBJECT KNOWLEDGE VOCABULARY	For a more detailed look at the key vocabulary that needs to be covered throughout the primary school sports journey, please see the Key Words document as this breaks them down per year group and topic.						
SOCIALISATION/ SPORTSMANSHIP SKILLS	Cooperation Communication Supporting and encouraging others Always do your best	Honesty and fair play Managing emotions (learning to win and lose)	If you lose, don't make up excuses. If you win, don't rub it in.	Show respect for yourself, your team and the officials of the game.	Avoid arguing – focus your energy on the game rather than anger towards teammates or adults.	Encourage teammates when they are finding things tough and praise them when they do well.	Everyone should have the chance to play. Some people have a lot of tactical ideas, they may be very useful for the team, even if they aren't technically the best.

Swimming

We follow the National Teaching Plan for swimming. We aim to ensure that, by the end of KS2, our children are able to do the following:

- **Perform safe self-rescue in different water based situations**
- **Swim competently, confidently and proficiently over a distance of at least 25 metres**
- **Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.** ***(National Curriculum, Swimming and water safety, 2014)***

Children who perform competently at this level, meeting all stage 7 criteria, are then moved on to swimming competitively stages (8, 9 and 10).

Stage 1	1. Enter the water safely 2. Move forwards for a distance of 5 metres 3. Move backwards for a distance of 5 metres 4. Move sideways for distance of 5 metres 5. Scoop the water and wash face 6. Be at ease with water showered from overhead 7. Move into a stretched floating position using aids, equipment or support 8. Regain an upright position from on the back, with support 9. Regain an upright position from on the front with support 10. Push & glide in a horizontal position to or from a wall 11. Take part in a teacher led partner orientated game 12. Demonstrate an understanding of pool rules 13. Exit the water safely
Stage 2	1. Jump in from poolside safely 2. Blow bubbles a minimum of 3 times rhythmically with nose and mouth submerged 3. Regain upright position from the back without support 4. Regain an upright position from the front without support 5. Push from wall & glide on the back 6. Push from wall & glide on the front

	7. Travel on the back for 5 metres, aids or equipment may be used 8. Travel on the front for 5 metres, aids or equipment may be used 9. Perform a rotation from the front to the back to gain an upright position 10. Perform a rotation from the back to the front to gain an upright position
Stage 3	1. Jump in from poolside and submerge (min depth. 0.9) 2. Sink, push away from wall on side and maintain a streamlined position 3. Push & glide on the front with arms extended and log roll onto the back 4. Push & glide on the back with arms extended and log roll onto the front 5. Travel on the front, tuck to rotate around the horizontal axis to return on the back 6. Fully submerge to pick up an object 7. Answer correctly 3 questions on the Water Safety Code 8. Travel 10 metres on the back 9. Travel 10 metres on the front
Stage 4	1. Demonstrate an understanding of buoyancy 2. Perform a tuck float for 5 seconds 3. Perform a sequence of changing shapes (minimum of 3) whilst floating at the surface 4. Push & glide from the wall to the pool floor 5. Kick 10 metres Backstroke 6. Kick 10 metres Front Crawl 7. Kick 10 metres Butterfly on the front or on the back 8. Kick 10 metres Breaststroke on the back 9. Kick 10 metres Breaststroke on the front 10. Perform on the back a head first sculling action for 5 metres in a horizontal position 11. Travel on the back and roll in one continuous movement onto front 12. Travel on the front and roll in one continuous movement onto back

	13. Swim 10 metres, choice of stroke is optional
Stage 5	1. Perform a horizontal stationary scull on the back 2. Perform a feet first sculling action for 5 metres whilst horizontal on the back 3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation 4. Tread water for 30 seconds 5. Perform 3 different shaped jumps into deep water 6. Swim 10 metres Backstroke 7. Swim 10 metres Front Crawl face in the water 8. Swim 10 metres Breaststroke 9. Swim 10 metres Butterfly 10. Perform a handstand and hold for a minimum of 3 seconds 11. Perform a forward somersault, tucked, in the water 12. Demonstrate an action for getting help
Stage 6	1. Demonstrate an understanding of preparation for exercise 2. Sink, push off on side from the wall, glide, kick and rotate into Backstroke 3. Sink, push off on side from the wall, glide, kick and rotate into Front Crawl 4. Swim 10 metres with clothes on 5. Swim Front Crawl to include at least six rhythmical breaths 6. Swim Breaststroke to include at least six rhythmical breaths 7. Swim Butterfly to include at least three rhythmical breaths 8. Swim 25 metres, choice of stroke is optional 9. Perform a 'shout & signal' rescue 10. Perform a surface dive 11. Exit the water without using steps
Stage 7	1. Swim 25 metres Backstroke

	2. Swim 25 metres Front Crawl 3. Swim 25 metres Breaststroke 4. Swim 25 metres Butterfly 5. Perform a movement sequence of 1 minute duration, in a group of 3 or more, incorporating a number of the following skills: Sculling, Rotation, Floating, Eggbeater 6. Perform a sitting dive 7. Swim 50 metres continuously using one stroke 8. Swim 100 metres, using a minimum three different strokes 9. Tread water using egg beater action for 30 seconds 10. Complete an obstacle course (using minimum of 4 objects) with feet off the bottom throughout

Curriculum end points- what are we trying to achieve?

We know that there are many benefits to developing healthy, active children! But also, by doing so, we aim to develop their problem solving and interpersonal skills so that they can communicate and respond positively with others; develop and raise the level of their personal expectations; instill confidence and clarity on development and progress and develop positive attitudes by exhibiting such personal qualities as perseverance, self-worth, well- being and humility, showing understanding and appreciation of fair play and good team-work!

EYFS (linked to ELG number)	**KS1**	**KS2**
• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (3) • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (3) • Be confident to try new activities and show independence, resilience and • perseverance in the face of challenge (4) • Explain the reasons for rules, know right from wrong and try to behave • accordingly (4) • Work and play cooperatively and take turns with others (5) • Negotiate space and obstacles safely, with consideration for themselves and others (6) • Demonstrate strength, balance and coordination when playing (6) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (6)	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • 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 • participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.