



Queens Road Academy Physical Education Progression

| | EYFS | Year 1 | Year 2 |
|--------------------|---|---|--|
| Invasion games KS1 | <p>Send & receive a ball by rolling from hand & striking with foot</p> <p>Aim & throw object underarm</p> <p>Catch balloon/bean bag/scarf & sometimes a bouncing ball</p> <p>Move and stop safely in a specific area</p> <p>Play a passing & target game alone and with a partner</p> | <p>Throw underarm, bounce & catch ball by self & with partner</p> <p>Kick/stop a ball using a confident foot while static</p> <p>Run straight and on a curve and sidestep with correct technique</p> <p>Begin to follow some simple rules</p> | <p>Perform some dribbling skills with hands and feet using space</p> <p>Pass a ball accurately (hands & feet) over longer distances to a team mate</p> <p>Combine stopping, pick up/collect & send a ball accurately to other players</p> <p>Make simple decisions about when /where to move in game to receive a ball</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|--|---|--|--|
| Invasion Games- Netball | <p>Make a series of passes to team mates moving towards a scoring area.</p> <p>Show some signs of using a chest pass and shoulder pass.</p> <p>Show a target to indicate where I'd like to pass to.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> | <p>Use a chest pass and shoulder pass to support team in scoring.</p> <p>Make decisions regarding which is the best type of pass to use.</p> <p>Begin to use a bounce pass, which only bounces once.</p> <p>Identify space to move into and show a clear target to receive a pass.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p> | <p>Use all three passes (chest, shoulder & bounce) correctly.</p> <p>Use a range of speeds within a game to support a team in scoring.</p> <p>Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions (snatch & catch) when playing as a team.</p> | <p>Know which pass is best to use and when in a game.</p> <p>Use a range of square & straight passes to change direction of the ball.</p> <p>Use landing foot to change direction to lose a defender.</p> <p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|--|--|---|--|
| Invasion Games- Football | <p>Begin to dribble a ball making small touches</p> <p>Begin to send a football to someone on team.</p> <p>Keep a ball under control.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> | <p>Dribble with small touches into space.</p> <p>Send a football to someone on the team, using different parts of foot.</p> <p>Keep a ball under control when receiving a range of passes from team.</p> <p>Understand where the space is and can move into it.</p> <p>Mark another player and begin to attempt interceptions.</p> | <p>Dribble making small touches into space with speed.</p> <p>Send a football to someone on the team, using different parts of foot accurately.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</p> <p>See space, and use it effectively.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions for team.</p> | <p>Dribble making small touches into space with speed, to beat defenders.</p> <p>Make decisions regarding how and when to send a football to someone in team.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Know how space changes within a game and when and how to move into changing spaces.</p> <p>Draw defender away to create space.</p> <p>Position body to defend effectively, making successful interceptions.</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|---|---|--|--|
| Invasion Games- Hockey | <p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass to another team mate.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of an approaching a player to tackle and cause pressure.</p> <p>Begin to attempt to score a goal from anywhere.</p> | <p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing stick back and causing more power).</p> <p>Use speed to dribble the ball into space.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Attempt to score inside a designated scoring area.</p> | <p>Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side line causing them difficulty.</p> <p>Successfully score while in the scoring area.</p> | <p>Use speed, changing of direction and Indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|---|--|--|---|
| Invasion Games- Tag Rugby | <p>Move holding a rugby ball</p> <p>Know where to score a try and how to position the ball to score a try</p> <p>Move into spaces to avoid defenders</p> <p>Make a backward pass to team mates, using the direction most comfortable</p> <p>Know to tag team mates when to defend</p> | <p>Move with speed (and change of) with the ball and without</p> <p>Use speed and space to avoid defenders</p> <p>Pass backwards and in both directions and sometimes on the move</p> <p>Tag the person who has the ball, but can mark a player who doesn't have the ball</p> <p>Begin to make a high pop pass to avoid a defender</p> | <p>Be able to evade and tag opponents.</p> <p>Be able to pass and receive a pass at speed.</p> <p>Be able to pass and receive a pass at speed in a game situation.</p> <p>Refine attacking and defending skills.</p> <p>Develop tactics as a team.</p> <p>Apply learned skills in a game of tag rugby.</p> | <p>Be able to evade and tag opponents.</p> <p>Running at speed, changing direction at speed.</p> <p>Play effectively in attack and defence</p> <p>Score points against opposition</p> <p>Support player with the ball</p> |

STRIKING AND FIELDING GAMES

| | EYFS | Year 1 | Year 2 |
|-------------------------------|---|---|---|
| Striking & Fielding Games-KS1 | <p>Aim & throw object underarm</p> <p>Catch balloon/bean bag/scarf & sometimes a bouncing ball</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area</p> <p>Begin to use a bat to hit a ball or bean bag</p> | <p>Show some different ways of hitting, throwing and striking a ball</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</p> <p>Play as a fielder and get the ball back to a STOP ZONE</p> <p>Begin to follow some simple rules (carrying the bat, not over taking someone)</p> | <p>Send a ball off a tee using a bat or a racket</p> <p>Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</p> <p>Stop moving when the 'bowler' has the ball</p> <p>Play as a fielder and pass the ball back to the bowler to make the runner stop</p> <p>Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------------|---|---|---|---|
| Striking and Fielding Games- Cricket | <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team.</p> <p>Play in a tournament and work as team, using tactics in order to beat another team</p> | <p>Develop the range of Cricket skills they can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and in a game context</p> <p>Consolidate existing skills and apply with consistency</p> | <p>Link together a range of skills and use in combination</p> <p>Collaborate as a team to choose, use and adapt rules in games</p> <p>Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</p> | <p>Apply with consistency standard cricket rules in a variety of different styles of games</p> <p>Attempt a small range of recognised shots in isolation and in competitive scenarios</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|--|--|--|---|
| Striking and Fielding Games- Rounders | <p>Be able to play simple rounders games Apply some rules to games</p> <p>Develop and use simple rounders skills</p> | <p>Develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context</p> <p>Identify different positions in rounders and the roles of those positions</p> | <p>Link together a range of skills and use in combination. Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively.</p> <p>Learn batting control.</p> <p>Learn the role of backstop.</p> <p>Use Skills/Tactics in game</p> | <p>Apply consistently rounders rules in conditioned games Play small sided games using standard rounders pitch layout</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---|--|--|--|
| Striking and Fielding Games- Tennis | <p>Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)</p> <p>Tap the ball back and forth to partner</p> <p>Stand in a ready position holding racquet correctly</p> <p>Change from a ready position before tapping the ball to a partner</p> <p>Begin to know what it means by a forehand and backhand position</p> <p>Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p> | <p>Tap the ball back and forth to a partner over a small space</p> <p>Begin to tap a ball over a net allowing for a bounce, hit technique</p> <p>Move from a ready position into a forehand position/backhand position quickly</p> <p>Bring racquet to meet the ball for a forehand and backhand hit</p> <p>Know to use two hands for an effective backhand</p> <p>Move racquet in a low to high swing for an effective tap</p> <p>Serve the ball straight from hands to racquet making sure it lands 'in' on the other side</p> | <p>Tap the ball using either a fore hand or back hand motion</p> <p>Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is</p> <p>Set racquet back in its ready position quickly upon recovery</p> <p>Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit</p> <p>Serve the ball correctly beginning to purposely aim for space to score</p> | <p>Turn and run to the ball getting into a forehand or backhand position en route</p> <p>Use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).</p> <p>Use the correct swing technique and control with smooth swings keeping the path of the racquet the same</p> <p>Serve the ball accurately making team mates have to move to send it back</p> |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--|--|--|---|--|---|---|
| Dance | <p>Move to music.</p> <p>Copy dance moves.</p> <p>Perform some dance moves.</p> <p>Move around the space safely.</p> | <p>Copy dance moves.</p> <p>Make up a short dance, after watching one.</p> <p>Dance imaginatively.</p> <p>Change rhythm, speed, level and direction.</p> <p>Say something I like about a dance</p> | <p>Change rhythm, speed, level and direction with consistency.</p> <p>Dance with control and co-ordination.</p> <p>Make a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p> <p>Say something I like and something that could be improved about a dance</p> | <p>Perform pair/group dance involving canon & unison, meet & part</p> <p>Respond to music in time & rhythm to show like/unlike actions</p> <p>Respond to music to express a variety of moods & feelings</p> <p>Give and respond to peer feedback to improve</p> | <p>Respond imaginatively to stimuli related to character/music/story</p> <p>Perform clear & fluent dances that show sensitivity to idea/stimuli</p> <p>Make up dance within a small group</p> <p>Give peer feedback to improve with suitable dance terminology</p> | <p>Show/fluency/control in chosen dances in response to stimuli</p> <p>Perform fluent dances with characteristics of different styles/eras</p> <p>Adapt & refine (in pair/group), dances that vary direction, space & rhythm</p> <p>Give peer feedback to improve with suitable dance terminology</p> | <p>Create & perform dances in a variety of styles consistently</p> <p>Be aware of & use musical structure, rhythm & mood & can dance accordingly</p> <p>Use appropriate criteria & terminology to evaluate performances</p> |
| Vocabulary | action, movement | travel, space, gesture, routine, rhythm, speed, levels, choreograph | | formation, upstage, downstage, wings, cannon, matching, unison, mirroring, isolation, parallel, jete, plier, legato, pirouette | | alignment, accumulation, counterpoint, improvisation, motif | |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|---|---|--|---|--|--|--|
| Gymnastics | <p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts & understand stillness</p> <p>Make large and small body shapes</p> <p>Climb & hang from apparatus</p> <p>Perform basic travelling actions on various body parts</p> | <p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work alone/with someone to make a sequence of shapes/travels</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p> | <p>Make body tense, relaxed, curled and stretched, in a range of movements.</p> <p>Perform a sequence with changes in speed & direction including 3 different actions <i>(sometimes giving advice to others)</i></p> <p>Be still on single/two + points of contact on floor/apparatus showing tension & control</p> <p>Link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>Jump/land with control using different body shapes in flight</p> | <p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps & spins in travel</p> <p>Travel while using various hand apparatus, (ribbon/hoop/ rope/ball)</p> <p>Know principles of balance and apply them on floor & apparatus</p> | <p>Share ideas and give positive criticism/advice to self & others.</p> <p>Create & perform matching/mirroring sequences explaining how it could be improved</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control</p> <p>Link a roll with travel and balance using floor and apparatus with good body control</p> | <p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.</p> | <p>Select a suitable routine to perform to different audiences, bearing in mind <i>who</i> the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus & floor</p> <p>Perform 6-8 part floor sequence as individual, pair & small group to a piece of music</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions</p> |
| Vocabulary | tense, relaxed, curled, stretched, balance, still, travel, climb, hang | tension, sequence, points, flight | | mirror, matching, cannon, dynamics, levels | | | |

ATHLETICS

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|---|--|---|---|--|---|--|
| Athletics | <p>Explore different ways of moving.</p> <p>Practise running.</p> | <p>Use varying speeds when running.</p> <p>Practise short distance running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing.</p> | <p>Run with agility and confidence.</p> <p>Run for distance.</p> <p>Learn the best jumping techniques for distance.</p> <p>Throw different objects in a variety of ways.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Complete an obstacle course with control and agility.</p> | <p>Run in different directions and at different speeds, using a good technique.</p> <p>Choose and understand appropriate running techniques.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques.</p> <p>Understand the relay and passing the baton.</p> | <p>Select and maintain a running pace for different distances.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Explore different footwork patterns</p> <p>Understand which technique is most effective when jumping for distance.</p> | <p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> | <p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> |

OUTDOOR ACTIVITIES

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|--|--------|---|--------|
| Outdoor Activities | <p>Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p> <p>Co-operate and share roles within a group</p> <p>Listen to each other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p> | | <p>Draw maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate</p> <p>Plan an orienteering challenge</p> <p>Plan and share roles within the group based on each other's strengths</p> <p>Understand individuals' roles and responsibilities.</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p> | |

SWIMMING

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| Swimming | <p>Understands basic pool safety</p> <p>Confident in water</p> <p>Show breath control</p> <p>Confidently and safely enter and exit water</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 m</p> <p>Use a range of strokes effectively (e.g. front crawl, breaststroke and backstroke)</p> <p>Float (e.g. on back, mushroom) and submerge</p> <p>Tread water</p> <p>Perform safe self-rescue in different water-based situations</p> |
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