

Clee Hill Community Academy PE Progression Grid - based on PE Hub



Aspect: Gymnastics

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Class 1	Class 2	Class 3	Class 4	Class 4	Class 5	Class 5
Procedural Knowledge	<p><u>Year R - unit 1</u></p> <ul style="list-style-type: none"> <li>- move safely.</li> <li>-take off and land on two feet.</li> <li>-balance and move balls and beanbags.</li> <li>-travel on mats and benches.</li> <li>-copy and repeat actions.</li> <li>-perform simple shapes and balances.</li> </ul>	<p><u>Cycle B: Year 1 - unit 1</u></p> <ul style="list-style-type: none"> <li>- perform 'like' actions in a sequence.</li> <li>- carry and set up apparatus safely.</li> <li>- perform shapes on large and small body parts.</li> <li>- take off and land and use shape in jumps.</li> <li>- travel on our feet, showing good body tension.</li> <li>- create different levels in our performance.</li> </ul> <p><u>Cycle A Year 1 - unit 2</u></p> <ul style="list-style-type: none"> <li>- move on, off and over apparatus and use the 'Magic Chair' landing.</li> <li>- rock on different parts of our body and rock using shape.</li> <li>- perform specific point balances such as 'h' and 'y' balance.</li> <li>- perform actions at the same time as others (unison)</li> <li>- perform actions one person after the other (canon).</li> <li>-turn and jump and quarter and half turn.</li> </ul>	<p><u>Cycle A: Year 3 - unit 1</u></p> <ul style="list-style-type: none"> <li>- to show full extension during a balance.</li> <li>- move in and out of contrasting shapes with fluency.</li> <li>- perform a sequence using different types of rolls.</li> <li>- perform powerful jumps from low apparatus.</li> <li>- perform in unison with a partner.</li> <li>- create a group performance using contrasting actions.</li> </ul> <p><u>Cycle B: Year 3 - unit 2</u></p> <ul style="list-style-type: none"> <li>- to perform Japana</li> <li>-use bounces and broad jumps in a sequence.</li> <li>-attempt a half-lever. 4. to transition from a Japana to another shape with control.</li> <li>-stretches while moving and when we are still to increase our flexibility.</li> <li>-show strength, flexibility and control in our sequence.</li> </ul>	<p><u>Cycle A: Year 4 unit 1</u></p> <ul style="list-style-type: none"> <li>-perform a 6-element sequence that uses changes in speed and direction.</li> <li>-use the STEP principle to create and perform a partner sequence.</li> <li>-take weight on our hands, showing control.</li> <li>-develop a sequence using compositional ideas, e.g. pathways</li> <li>-co-operate as a group to refine a short sequence.</li> <li>-compare and judge sequences.</li> </ul> <p><u>Cycle B: Year 4 - unit 2</u></p> <ul style="list-style-type: none"> <li>-to perform Japana</li> <li>-use bounces and broad jumps in a sequence.</li> <li>-attempt a half-lever.</li> <li>- transition from a Japana to another shape with control.</li> <li>-stretches while moving and when we are still to increase our flexibility.</li> <li>-show strength, flexibility and control in our sequence.</li> </ul>	<p><u>Cycle A: Year 6 - unit 1</u></p> <ul style="list-style-type: none"> <li>-use controlled flight onto high apparatus.</li> <li>-dismount from high apparatus.</li> <li>-develop a short sequence using flight in canon formation.</li> <li>-incorporate equipment such as hoops and balls into a group sequence.</li> <li>-create a paired flight sequence using both canon and unison.</li> <li>-create and perform a 6-element sequence to music.</li> </ul> <p><u>Cycle B: Year 6 - unit 2</u></p> <ul style="list-style-type: none"> <li>- perform a 10-element sequence using both floor and apparatus.</li> <li>-perform with equipment and respond creatively to music. -create judging criteria and assess performances against it.</li> <li>-create and perform interesting patterns as part of a group.</li> <li>-select and apply the appropriate walk and presentation to start a sequence.</li> <li>-perform a 10-element set</li> </ul>		
Key Vocabulary	<p><u>Year R - unit 1</u></p> <p>Balance, control, fast, high, jump, link, low, stretch, pattern.</p>	<p><u>Cycle B Year 1 - unit 1</u></p> <p>Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.</p> <p><u>Cycle B Year 1 - unit 2</u></p> <p>Balance, body tension, tensed, rock, roll, link, quarter, half, turn, spin, twist, unison, canon</p>	<p><u>Cycle A: Year 3 - unit 1</u></p> <p>Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.</p> <p><u>Cycle B: Year 3 - unit 2</u></p> <p>Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.</p>	<p><u>Cycle A: Year 4 unit 1</u></p> <p>Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.</p> <p><u>Cycle B: Year 4 - unit 2</u></p> <p>Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.</p>	<p><u>Cycle A: Year 6 - unit 1</u></p> <p>Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.</p> <p><u>Cycle B: Year 6 - unit 2</u></p> <p>Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.</p>		
Concepts	<p>Travel in gymnastics is moving from one area to another in ways such as jumping, rolling, crawling, leaping, turning etc.</p>	<p>Any shape is either performed on a large or small body part. Most shapes can be adapted to be performed in a different way taking it from a small to a large body part e.g. a stretch shape from standing (feet small body part) to laying on the tummy (large body part).</p>	<p>Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.</p> <p>Dynamic stretching improves mobility while moving through a range of motion, often in a manner that looks like the activity that is going to be performed. Static stretching is holding a stretch without movement.</p>	<p>Pathways refer to the sequences of movements or routes taken by pupils as they navigate through the space, either on the floor or apparatus. These pathways can involve walking, running, jumping, rolling, or any combination of movements and are designed to develop physical coordination, spatial awareness, and creativity. Pathways build motor skills and stimulate cognitive planning and decision-making as children choreograph their actions and sequences.</p> <p>Dynamic stretching improves mobility while moving through a range of motion, often in a manner that looks like the activity that is going to be performed. Static stretching is holding a stretch without movement</p>	<p>The vault is a piece of artistic gymnastics apparatus that gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.</p> <p>Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls</p>		

Clee Hill Community Academy PE Progression Grid - based on PE Hub



**Aspect: Dance**

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Class 1	Class 2	Class 3		Class 4		Class 5
Procedural Knowledge	<p><u>Year R - unit 1</u></p> <ul style="list-style-type: none"> <li>-use colours and feelings in dance. - perform as animals using different levels and directions.</li> <li>-work with a partner.</li> <li>-show expression in our sequence. -perform transport movements in our dance.</li> <li>-use leading and following movements.</li> </ul>	<p><u>Cycle B: Year 1 - unit 1</u></p> <ul style="list-style-type: none"> <li>-show moods and feelings we would experience in the jungle.</li> <li>-move as if we were living in the jungle.</li> <li>-create and perform movements which show friendship.</li> <li>-perform leading and following movements.</li> <li>-perform a short dance with a clear start, middle and end.</li> <li>-use repeated actions in our dance.</li> </ul> <p><u>Cycle A: Year 1 - unit 2</u></p> <ul style="list-style-type: none"> <li>-perform actions to well-known nursery rhymes.</li> <li>-march in time to the beat and turn while marching.</li> <li>-march in time as a group.</li> <li>-perform actions in canon (one after the other).</li> <li>-perform a short dance using canon.</li> <li>-perform in rounds in different groups.</li> </ul>	<p><u>Cycle A: Year 3 - unit 1</u></p> <ul style="list-style-type: none"> <li>- perform a jazz square and use it in our dance.</li> <li>-perform a dance showing two contrasting characters.</li> <li>-develop movements using improvisation.</li> <li>-use props in our dance sequence.</li> <li>-use facial expressions to bring life and emotion to our dance.</li> <li>-take on the role of director to help others improve their dance.</li> </ul> <p><u>Cycle B: Year 3 - unit 2</u></p> <ul style="list-style-type: none"> <li>-perform a dance phrase inspired by the ocean's depths.</li> <li>-use improvisation to create a longer movement phrase.</li> <li>-use dynamics in a short group dance to show travelling on the ocean.</li> <li>-perform as a class to show the damage that can be caused to the ocean.</li> <li>-work as a group to develop a dance representing the ocean.</li> <li>-prepare our group dance for the final performance.</li> </ul>	<p><u>Cycle A: Year 4 - unit 1</u></p> <ul style="list-style-type: none"> <li>-use freeze frame in our dances.</li> <li>-perform a slide and roll confidently.</li> <li>-use a variety of formations when performing.</li> <li>-extend our 'mission dance' phrases using canon.</li> <li>-sequence our dance actions to show good flow.</li> <li>-create a 5 action dance routine showing good 'stage' entry.</li> </ul> <p><u>Cycle B: Year 4 - unit 2</u></p> <ul style="list-style-type: none"> <li>-communicate the theme of a snake through our dance actions. -use dynamics and formations in our dance to help us tell a story. -use space, travel and floor patterns to enhance the dance.</li> <li>-develop our choreography skills. -work in a small group to create contact movements.</li> <li>-use peer evaluation to improve each other's work.</li> </ul>	<p><u>Cycle A: Year 6 - unit 1</u></p> <ul style="list-style-type: none"> <li>-the technique of the stag leap and rebound jump.</li> <li>-explore relationships through dance and perform partner lifts.</li> <li>- compose a dance phrase based on the Haka.</li> <li>-choose and use suitable dynamics for the Haka.</li> <li>-link freeze frames to street dance style to create a short movement phrase.</li> <li>-perform a Top Rock and Slide Step and perform confidently with a partner.</li> </ul> <p><u>Cycle B: Year 6 - unit 2</u></p> <ul style="list-style-type: none"> <li>-portray the theme of gangs through our movements and gestures.</li> <li>-use devices such as contrast and variation in a group dance.</li> <li>-use formations to demonstrate tension in relationships between performers.</li> <li>-use claps, stamps and slaps to perform a live aural setting.</li> <li>-dance as opposing gangs attacking each other. -show performance qualities in our gang dance and evaluate our work.</li> </ul>		
Key Vocabulary	<p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.</p>	<p><u>Cycle B: Year 1 - unit 1</u></p> <p>Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.</p> <p><u>Cycle A: Year 1 - unit 2</u></p> <p>Compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.</p>	<p><u>Cycle A: Year 3 - unit 1</u></p> <p>Facial expression, improvisation, rehearse, director.</p> <p><u>Cycle B: Year 3 - unit 2</u></p> <p>Solo, duo, categories, dynamics, phrases, timings, layers, harm, pollution, zones, ocean, sea, travel, improvise.</p>	<p><u>Cycle A: Year 4 - unit 1</u></p> <p>Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.</p> <p><u>Cycle B: Year 4 - unit 2</u></p> <p>Size, direction, background, ornamentation, facing, choreography, peer, contact.</p>	<p><u>Cycle A: Year 6 - unit 1</u></p> <p>Motif, street dance, composition, collaborate, stag leap, rebound, expression.</p> <p><u>Cycle B: Year 6 - unit 2</u></p> <p>Narrative, tension &amp; relationships, aural setting, accompany, contact, quality, confidence.</p>		
Concepts	<p>Performing actions with others can happen at the same time (unison) or at different times.</p>	<p>Using mirroring as a tool for creating interesting partner work. A dance phrase has a beginning, middle and end.</p> <p>Using formation to perform as a group.</p> <p>Using canon as a tool to create interesting group work.</p>	<p>Exploring a theme or topic in depth to bring it to life through dance.</p> <p>How solo, paired and group work can be used to different effect.</p> <p>Props are objects that dancers use to enhance their dance, like chairs, fans, ribbons and swords. Choreography is the act of designing a dance.</p>	<p>Freeze frame (also known as still image) is like pressing the pause button on a remote control, taking a photo or making a statue.</p> <p>Ornamentation is where an embellishment is added to a dance action, such as a hand gesture or arm movement.</p> <p>A device is a specific way of manipulating movement to develop dance choreography (for example, repetition, inversion, accumulation).</p>	<p>Dance Genres Ballet. Modern. Hip-Hop. Ballroom. Folk Dance. Performance Art.</p> <p>Aural setting = aural choices the choreographer decides upon in creating a work, i.e., music, the spoken word, sound effects, natural sound, found sound, the audible aspects of dancing, and silence.</p>		



## Clee Hill Community Academy PE Progression Grid - based on PE Hub

### Aspect: Athletics

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>		<b>Class 4</b>		<b>Class 5</b>
<b>Procedural Knowledge</b>	<u>Body Management</u> -handle a balloon. - handle a ball. -kick a ball. -hop, jump and step. -send a ball or beanbag. -send and stop in a game.	<u>Run, jump, throw: Cycle A Unit 2</u> -use agile movements in different activities. -different ways to recognise the start and end of an activity e.g. whistle. -develop stamina when running. -develop core strength to improve throwing. -stride and jump for height. -choose the best starting position for running quickly  <u>Run, jump, throw: Cycle B Unit 1</u> -start and stop moving at speed. -use our arms when running at different speeds. -take off on two feet to jump at distance. -use the correct technique to throw different objects for distance. -show improvement in our throwing. -take part in a competition using running, jumping and throwing skills.	-jumping and hopping sequences. -run at different speeds. -approach and jump hurdles. -throw a javelin using the pull throw technique. -variety of skipping techniques. -keep score accurately over a range of events		<u>Cycle B</u> -challenge ourselves in running, jumping and throwing tasks -accelerate over short distances. -run and jump using one-footed take-off. -use a sling action to throw a discus. -run on a curve and exchange a baton in our team -apply the skills we have developed in a competitive way  <u>Cycle A</u> -run for speed & distance on our own and as part of a team. -pacing our run over longer distances. -different jumping styles and exploring which ones we can jump further with. -use the push-throw technique. -exchange a baton within a restricted area. -design a running, jumping or throwing activity for others using the STEP principle.		<u>Cycle A</u> -run for speed & distance on our own and as part of a team. -pacing our run over longer distances. -different jumping styles and exploring which ones we can jump further with. -use the push-throw technique. -exchange a baton within a restricted area. -design a running, jumping or throwing activity for others using the STEP principle.  <u>Cycle B</u> -run for speed & distance on our own and as part of a team. -pacing our run over longer distances. -different jumping styles and exploring which ones we can jump further with. -use the push-throw technique. -exchange a baton within a restricted area. -design a running, jumping or throwing activity for others using the STEP principle.
<b>Key Vocabulary</b>	<u>Body Management</u> Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes	<u>Run, jump, throw: Cycle A Unit 2</u> Run, hop, skip, step, sideways, throw, slow, medium, agile, link, skipping, power, track, relay, tag, partner, sprint.  <u>Run, jump, throw: Cycle B Unit 1</u> Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.		<u>Cycle A</u> Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop - step - jump.  <u>Cycle B</u> Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.		<u>Cycle A</u> Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop - step - jump.  <u>Cycle B</u> Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop - step - jump

Clee Hill Community Academy PE Progression Grid - based on PE Hub



**Aspect: Games (Netball)**

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Netball	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
Procedural Knowledge	<p><u>Speed, agility, travel: Unit 1</u></p> <ul style="list-style-type: none"> <li>-move in different directions.</li> <li>-keep our bodies safe in running games.</li> <li>-jump in different directions.</li> <li>-stop safely.</li> <li>-move at slow and fast speeds.</li> <li>-stop safely in different ways</li> </ul>	<p><u>Cycle B- Year 2: Attack, Defend, Shoot Unit 1</u></p> <ul style="list-style-type: none"> <li>- pass a ball over long and short distances</li> <li>-throw a ball with control.</li> <li>-work as a team to keep the ball.</li> <li>-bounce a ball with my partner.</li> <li>-pass the ball forward in a game</li> </ul>	<p><u>Year 3: Netball</u></p> <ul style="list-style-type: none"> <li>-perform quick, accurate chest passes.</li> <li>-use dodging to get free from our opponent.</li> <li>-catch a netball.</li> <li>-use a bounce pass to feed a goal shooter.</li> <li>-throw for distance using a shoulder pass.</li> <li>-collect a loose ball.</li> </ul>	<p><u>Cycle A: Netball Year 4</u></p> <ul style="list-style-type: none"> <li>-choose the appropriate pass for different scenarios.</li> <li>-find space to receive in a game.</li> <li>-use different dodging techniques to outwit a defender and get free.</li> <li>- practice and perform pivoting and quick turns.</li> <li>-get into closer shooting positions.</li> <li>-react and move quickly in isolation and in games.</li> </ul> <p><u>Cycle B: Netball Year 5</u></p> <ul style="list-style-type: none"> <li>-choose the appropriate pass for different scenarios.</li> <li>-find space to receive in a game.</li> <li>- use different dodging techniques to outwit a defender and get free.</li> <li>-practice and perform pivoting and quick turns.</li> <li>-get into closer shooting positions.</li> <li>-react and move quickly in isolation and in games.</li> </ul>	<p><u>Cycle A: Netball - Year 6</u></p> <ul style="list-style-type: none"> <li>-Ways to improve coordination. -To mark the pass or the shot. - Organisation in and around the semicircle.</li> <li>-compete to win the rebounding ball.</li> <li>-stay active to intercept a pass. -stay onside in games depending on the position being played</li> </ul> <p><u>Cycle B: Netball Year 5</u></p> <ul style="list-style-type: none"> <li>-choose the appropriate pass for different scenarios.</li> <li>-find space to receive in a game.</li> <li>- use different dodging techniques to outwit a defender and get free.</li> <li>-practice and perform pivoting and quick turns.</li> <li>-get into closer shooting positions.</li> <li>-react and move quickly in isolation and in games.</li> </ul>		
Key Vocabulary	<p><u>Pause, prepare, freeze, high, low, switch, agility, music, beat.</u></p>	<p><u>Cycle B- Year 2: Attack, Defend, Shoot Unit 1</u></p> <p><u>Aim, attack, compete, control, cooperate, receive, restart, sideline.</u></p>	<p><u>Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.</u></p>	<p><u>Cycle A: Netball Year 4</u></p> <p><u>Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</u></p> <p><u>Cycle B: Netball Year 5</u></p> <p><u>core, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</u></p>	<p><u>Cycle B: Netball Year 6</u></p> <p><u>Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.</u></p> <p><u>Cycle B: Netball Year 5</u></p> <p><u>core, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</u></p>		
Rules		<p><u>Cycle A- Year 2: Attack, Defend, Shoot Unit 2</u></p> <p>Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.</p>	<p>If the ball goes off the court, a throw-in is taken by the team who didn't throw or knock the ball out of court.</p> <p>If a player breaks the rules, the umpire will give a pass or shot to the other team</p>	<p><u>Cycle A: Netball Year 4</u></p> <p>No hitting or slapping the ball out of players' hands.</p> <p>You cannot kick the ball.</p> <p>You cannot defend the ball in a player's hands, but you can jump once to intercept the pass or shot.</p> <p><u>Cycle B: Netball Year 5</u></p> <p>No hitting or slapping the ball out of players' hands.</p> <p>You cannot kick the ball.</p> <p>You cannot defend the ball in a player's hands, but you can jump once to intercept the pass or shot.</p>	<p><u>Cycle A: Netball Year 6</u></p> <p>Players must stay in the areas their position allows.</p> <p>The ball cannot be thrown over one complete third without being touched or caught by a player in that third.</p> <p><u>Cycle B: Netball Year 5</u></p> <p>No hitting or slapping the ball out of players' hands.</p> <p>You cannot kick the ball.</p> <p>You cannot defend the ball in a player's hands, but you can jump once to intercept the pass or shot.</p>		

Clee Hill Community Academy PE Progression Grid - based on PE Hub



Aspect: Games (Football)

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
Procedural Knowledge	<p><u>Body Management</u></p> <ul style="list-style-type: none"> <li>-handle a balloon. -handle a ball.</li> <li>-kick a ball.</li> <li>-hop, jump and step.</li> <li>-send a ball or beanbag.</li> <li>-send and stop in a game.</li> </ul>	<p><u>Cycle A- Year 2: Attack, Defend, Shoot Unit 2</u></p> <ul style="list-style-type: none"> <li>-throw different types of equipment.</li> <li>-move to space after passing the ball.</li> <li>-pass and move forward to a target with a partner.</li> <li>-position ourselves as a goalkeeper.</li> <li>-intercept a ball from a person on the other team.</li> <li>-use the skills we have developed in a competition.</li> </ul>	<ul style="list-style-type: none"> <li>-use the inside of the foot to pass the ball.</li> <li>-trap a ball that is moving along the ground with control.</li> <li>-pass the ball accurately into space over short distances.</li> <li>-identify and move into space to receive the ball.</li> <li>-use the outside of the foot to control the ball and dribble. -cushion the ball when receiving.</li> </ul>	<p><u>Cycle A: Year 4 football</u></p> <ul style="list-style-type: none"> <li>-run onto the ball to receive it.</li> <li>-explore front and goal-side marking techniques.</li> <li>-perform a standing tackle to dispossess an attacker.</li> <li>-dribble, showing good control to progress forward.</li> <li>-pass and receive the ball over longer distances.</li> <li>-perform passing and moving with a teammate.</li> </ul> <p><u>Cycle B: Year 5 football</u></p> <ul style="list-style-type: none"> <li>-turn with the ball.</li> <li>-travel quickly and effectively when running with the ball.</li> <li>-combine running with the ball and sending it into space.</li> <li>-maintain position when attacking to create space.</li> <li>-perform a stepover to beat a defender.</li> <li>-control a bouncing ball, keeping it close to the body.</li> </ul>	<p><u>Cycle A: Year 6 football</u></p> <ul style="list-style-type: none"> <li>-set up a shooting opportunity for a teammate.</li> <li>-restrict an opponent's space by defending with my partner.</li> <li>-perform a penalty kick with power and accuracy.</li> <li>-attack and shoot as a pair.</li> <li>-perform the role of cover defender to stop the opposition's attack.</li> <li>-use close control to keep possession of the ball under pressure.</li> </ul> <p><u>Cycle B: Year 5 football</u></p> <ul style="list-style-type: none"> <li>-turn with the ball.</li> <li>-travel quickly and effectively when running with the ball.</li> <li>-combine running with the ball and sending it into space.</li> <li>-maintain position when attacking to create space.</li> <li>-perform a stepover to beat a defender.</li> <li>-control a bouncing ball, keeping it close to the body.</li> </ul>		
Key Vocabulary	<p><u>Body Management</u></p> <p>Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes</p>	<p><u>Cycle A- Year 2: Attack, Defend, Shoot Unit 2</u></p> <p>Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.</p>	<p>Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.</p>	<p><u>Cycle A: Year 4 football</u></p> <p>Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.</p> <p><u>Cycle B: Year 5 football</u></p> <p>Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain.</p>	<p><u>Cycle A: Year 6 football</u></p> <p>Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.</p> <p><u>Cycle B: Year 5 football</u></p> <p>Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain.</p>		
Rules		<p><u>Cycle B- Year 2: Attack, Defend, Shoot Unit 1</u></p> <p>No contact.</p> <p>Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).</p> <p>Pass to each player before shooting.</p>	<p>If the ball touches a player's hand, then the opposition get a free kick where the offence occurred.</p> <p>No contact.</p>	<p><u>Cycle A: Year 4 football</u></p> <p>If the ball touches a player's hand, then the opposition gets a free kick where the offence occurred. A point is scored each time a team successfully stops the ball in their goal areas.</p> <p><u>Cycle B: Year 5 football</u></p> <p>No slide tackling.</p> <p>No touching the ball with your hands (unless you are the goalkeeper).</p> <p>To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.</p>	<p><u>Cycle A: Year 6 football</u></p> <p>Penalty awarded for a professional foul when defending.</p> <p>Free pass if a foul is committed outside of the penalty area.</p> <p><u>Cycle B: Year 5 football</u></p> <p>No slide tackling.</p> <p>No touching the ball with your hands (unless you are the goalkeeper).</p> <p>To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.</p>		

Clee Hill Community Academy PE Progression Grid - based on PE Hub



**Aspect: Orienteering & PE Problem solving**

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
Procedural Knowledge	<p><u>Cooperate and solve problems</u></p> <ul style="list-style-type: none"> <li>-match colours and symbols.</li> <li>-work as a team to complete a task.</li> <li>-use our bodies to make number shapes.</li> <li>-follow a trail.</li> <li>-work with others to make patterns.</li> <li>- work with a partner to complete challenges.</li> </ul>	<p><u>Cycle A</u></p> <ul style="list-style-type: none"> <li>-work as a team to complete a task.</li> <li>-use problem-solving skills to complete a simple treasure hunt.</li> <li>-copy and then create a simple movement pattern.</li> <li>-give clues to guide a blindfolded person safely.</li> <li>-improve performance through repetition.</li> <li>-use a key on a map to re-create a map with accuracy.</li> </ul>	<p><u>Cycle A: Year 2</u></p> <ul style="list-style-type: none"> <li>work as a team to complete a task.</li> <li>-use problem-solving skills to complete a simple treasure hunt.</li> <li>-copy and then create a simple movement pattern.</li> <li>-give clues to guide a blindfolded person safely.</li> <li>-improve performance through repetition.</li> <li>-use a key on a map to re-create a map with accuracy.</li> </ul> <p><u>Cycle B: Year 3</u></p> <ul style="list-style-type: none"> <li>-use clear communication, strength and flexibility to complete a task.</li> <li>-work with others to complete map-reading tasks.</li> <li>-draw and create a clear route on a map for others to follow.</li> <li>-work with others and identify what went well and what we could do to improve.</li> <li>-use the outside of the foot to control the ball and dribble.</li> <li>-safely take part in trust-based activities.</li> </ul>	<p><u>Cycle A: Year 4</u></p> <ul style="list-style-type: none"> <li>-work collaboratively to complete a problem-solving task.</li> <li>-work collaboratively to create shapes whilst blindfolded.</li> <li>-name and recognise the cardinal points of the compass.</li> <li>-complete an orienteering task calmly under time pressure.</li> <li>-work with a partner to use a map to follow a course.</li> <li>-recognise and recall common map symbols from a key.</li> </ul> <p><u>Cycle B: Year 5</u></p> <ul style="list-style-type: none"> <li>-explore different ways of communicating with a blindfolded partner.</li> <li>- follow a designated route at maximum speed and complete a task safely.</li> <li>-use memory methods to recall different objects whilst navigating.</li> <li>-use clear communication to recreate a shape as a team.</li> <li>-use imagination and creative thinking to create the tallest marshmallow tower.</li> <li>-send and interpret messages using Morse code.</li> </ul>	<p><u>Cycle A: Year 6</u></p> <ul style="list-style-type: none"> <li>-work with a partner to successfully orient and follow a map.</li> <li>-identify objects for a scavenger hunt from a written description.</li> <li>-safely perform a pyramid balance in a small group.</li> <li>-work efficiently as part of a team to complete a range of tasks.</li> <li>-create a fun and challenging game for others to complete.</li> <li>-listen to others to refine and adapt ideas to complete a complex task.</li> </ul> <p><u>Cycle B: Year 5</u></p> <ul style="list-style-type: none"> <li>-explore different ways of communicating with a blindfolded partner.</li> <li>- follow a designated route at maximum speed and complete a task safely.</li> <li>-use memory methods to recall different objects whilst navigating.</li> <li>-use clear communication to recreate a shape as a team.</li> <li>-use imagination and creative thinking to create the tallest marshmallow tower.</li> <li>-send and interpret messages using Morse code.</li> </ul>		
Key Vocabulary	<p>Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.</p>	<p>Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.</p>	<p><u>Cycle A: Year 2</u></p> <p>Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.</p> <p><u>Cycle B: Year 3</u></p> <p>Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.</p>	<p><u>Cycle A: Year 4</u></p> <p>Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.</p> <p><u>Cycle B: Year 5</u></p> <p>Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.</p>	<p><u>Cycle A Year 6</u></p> <p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.</p> <p><u>Cycle B: Year 5</u></p> <p>Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.</p>		
Concepts	<p>"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." - The International Physical Literacy Association, May 2014</p>	<p>Use verbal and tactile cues to lead someone who is blindfolded and be led by someone when you are blindfolded.</p>	<p><u>Cycle A: Year 2</u></p> <p>Use verbal and tactile cues to lead someone who is blindfolded and be led by someone when you are blindfolded.</p> <p><u>Cycle B: Year 3</u></p> <p>To problem solve, you need to think through possible problems before arriving at a solution. Children should take on the point of view of every team member.</p>	<p><u>Cycle A: Year 4</u></p> <p>A compass can be used for direction, navigation and location. North, south, east and west are known as cardinal points or cardinal directions</p> <p><u>Cycle B: Year 5</u></p> <p>A control point is a checkpoint within a route or course.</p>	<p><u>Cycle A: Year 6</u></p> <p>A reef knot is a binding knot and is used to hold things together such as parcels, or for tying a triangular bandage. It is a knot used with a single piece of rope and is not used to tie two different ropes together.</p> <p><u>Cycle B: Year 5</u></p> <p>A control point is a checkpoint within a route or course.</p>		

## Clee Hill Community Academy PE Progression Grid - based on PE Hub

### Aspect: Games (Cricket)

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2	Class 3	Class 4	Class 5	Class 5	Class 5
Procedural Knowledge	<p><u>Manipulation and coordination Unit 1</u></p> <ul style="list-style-type: none"> <li>- handle a balloon.</li> <li>- handle a ball. 3. to kick a ball.</li> <li>hop, jump and step.</li> <li>-send a ball or beanbag.</li> <li>-send and stop in a game.</li> </ul>	<p><u>Hit, catch run Unit 2: Cycle A</u></p> <ul style="list-style-type: none"> <li>-catch a ball over a short distance.</li> <li>-begin to hit a ball with power. 3. to position ourselves in the path of the ball.</li> <li>-field a ball to a base. 5. to catch a high ball.</li> <li>-stop other teams from scoring points.</li> </ul> <p><u>Hit, catch run Unit 1- Cycle B</u></p> <ul style="list-style-type: none"> <li>- select a space to throw or roll a ball into.</li> <li>-track and collect a rolling ball. 3. to catch a ball to stop an opponent from scoring.</li> <li>-use our hands to hit a ball. 5. to run between bases to score points.</li> <li>-work as a team to score points.</li> </ul>	<ul style="list-style-type: none"> <li>-hit a stationary ball into space using the straight drive.</li> <li>-bowl underarm to a batter with some consistency.</li> <li>-use the correct footwork to strike a bowled ball.</li> <li>-stop a moving ball using the long barrier technique.</li> <li>-throw longer distances overarm. -perform as a wicketkeeper.</li> </ul>	<p><u>PE Hub Cycle A:Year 5</u></p> <ul style="list-style-type: none"> <li>-work with a partner to score runs.</li> <li>-throw accurately over short distances to get batters out.</li> <li>-follow the path of the ball to catch as a wicketkeeper.</li> <li>-overarm bowl with accuracy whilst using a run-up.</li> <li>-play a forward defensive shot.</li> <li>- set a field in a game to limit the runs scored by a batter.</li> </ul> <p><u>PE Hub Cycle B Year 4</u></p> <ul style="list-style-type: none"> <li>-hit the ball in different directions.</li> <li>-anticipate when to run to score singles.</li> <li>-intercept a moving ball with one hand.</li> <li>-bowl overarm.</li> <li>- pull shot and attempting it in a game.</li> <li>- field a bouncing ball effectively.</li> </ul>			
Key Vocabulary	<p>Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.</p>	<p><u>Hit, catch run Unit 1- Cycle A</u></p> <p>Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw</p> <p><u>Hit, catch run Unit 1- Cycle B</u></p> <p>Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p>	<p>Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.</p>	<p><u>PE Hub Cycle A:Year 5</u></p> <p>Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.</p> <p><u>PE Hub Cycle B Year 4</u></p> <p>Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.</p>			
Rules	<p><u>Concept</u></p> <p>Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.</p>	<p><u>Hit, catch run Unit 1- Cycle A</u></p> <ul style="list-style-type: none"> <li>-Batter throws the ball into the coned area and runs back and forth to the marker to score points.</li> <li>-Fielders must touch each cone with the ball to stop the runner.</li> </ul> <p><u>Hit, catch run Unit 1- Cycle B</u></p> <ul style="list-style-type: none"> <li>-Fielders must now stand in the zone.</li> <li>- ALL fielders must touch the ball before it can be returned to the hoop.</li> <li>-Players run between bases to score.</li> </ul>	<ul style="list-style-type: none"> <li>-Each batter faces one over, which consists of 6 balls.</li> <li>-Each batter starts with 10 points.</li> <li>-If the batter is caught or bowled out, they lose 1 point.</li> <li>-If they complete one run around the target area and back, they win 1 point.</li> </ul>	<p><u>PE Hub Cycle A:Year 5</u></p> <ul style="list-style-type: none"> <li>• Each player will bowl one over when fielding.</li> <li>• Each team starts with 100 points.</li> <li>• 5 runs are deducted if a player is bowled, caught or run out. They still continue to bat their dedicated two overs.</li> </ul> <p><u>PE Hub Cycle B Year 4</u></p> <ul style="list-style-type: none"> <li>-Players bat in pairs and will face two overs between them (12 balls).</li> <li>-4's and 6's can be scored on the marked boundaries; players must get to the other set of stumps if taking singles.</li> <li>-Each player on the fielding team will bowl one over, they will do this in tandem with their paired teammate (with whom they will also bat)</li> </ul>			



## Clee Hill Community Academy PE Progression Grid - based on PE Hub

### Aspect: Games (Tennis)

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2	Class 3	Class 4	Class 4	Class 5	Class 5
Procedural Knowledge	<p><u>Body Management</u></p> <ul style="list-style-type: none"> <li>-handle a balloon. -handle a ball.</li> <li>-kick a ball.</li> <li>-hop, jump and step.</li> <li>-send a ball or beanbag.</li> <li>-send and stop in a game.</li> </ul>	<p><u>Cycle A: Send and receive Unit 2</u></p> <p>to send the ball over a net to our partner. 2. to track and stop a moving object using both hands. 3. why different muscles are important when playing games. 4. to send balls accurately from different positions, e.g. kneeling or sitting. 5. to spot space in the playing area and hit the ball there. 6. to play a game with a partner.</p> <p><u>Cycle B: Send and return Unit 1</u></p> <ul style="list-style-type: none"> <li>-slide a beanbag to a target.</li> <li>-hit a ball in different ways with our hands.</li> <li>-move towards a ball to return it.</li> <li>-work with a partner to stop and return a beanbag.</li> <li>-what a rally is and rallying with a partner.</li> <li>-send a ball into space to make it harder for our opponent.</li> </ul>	<ul style="list-style-type: none"> <li>-use the ready position to return a ball.</li> <li>-hit the ball to different parts of the court using a forehand hit.</li> <li>-perform an underarm serve to start a rally.</li> <li>-move towards a ball to return it over the net.</li> <li>-play cooperatively with a partner to keep the ball moving over the net.</li> <li>-perform forehand hits to score points in a competition.</li> </ul>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>-return to the middle of the court after playing a shot.</li> <li>-accurately use the forehand in game situations to score points.</li> <li>-play a backhand shot with some control.</li> <li>-combine ready position and court movement to consistently return the serve.</li> <li>-work with a partner to score points in a game.</li> <li>use forehand and backhand shots to score points in a competitive situation.</li> </ul> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>-recap and perform a range of different shots with accuracy and control.</li> <li>-move quickly to the ball to perform a volley.</li> <li>-play an overhead shot and know when you might use this.</li> <li>-use different court formations during doubles play.</li> <li>-refine court movement to hit the ball before the second bounce.</li> <li>-perform a diagonal serve to begin a game in competitive situations.</li> </ul>			
Key Vocabulary	<p><u>Body Management</u></p> <p>Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes</p>	<p><u>Cycle B: Send and return Unit 2</u></p> <p>Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire</p> <p><u>Cycle B: Send and return Unit 1</u></p> <p>Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.</p>	<p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.</p>	<p><u>Year 4</u></p> <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.</p> <p><u>Year 5</u></p> <p>Service rules, volley, overhead, singles, doubles.</p>			
Rules		<p><u>Cycle A Send and return Unit 2</u></p> <ul style="list-style-type: none"> <li>-Stop the ball from bouncing twice on your side of the net.</li> <li>-You win a point if the ball bounces twice on your opposition's side of the court.</li> <li>-The ball must land within the boundary of the court.</li> </ul> <p><u>Cycle B: Send and return Unit 1</u></p> <p>Pairs start with 100 points; they lose a point when they fail to return the ball in the given number of bounces. The team with the most points wins</p>	<p>Play rules where if the ball is hit out of the playing area, the point is awarded to the other player. • If the ball bounces more than once on your side, the opponent gets the point (you can adapt this to two bounces if necessary).</p>	<p><u>Year 4</u></p> <p>Court Positioning - Being in the middle of the court gives you the best chance to return the ball because you can move easily to any part of the court.</p> <p><u>Year 5</u></p> <p>Volley Shot - A shot usually played close to the net, where the ball does not bounce on your side of the court. To perform a volley shot, you should hit the ball before it bounces on the ground.</p>			





## Clee Hill Community Academy PE Progression Grid - based on PE Hub

### Aspect: Games (Hockey)

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
Procedural Knowledge	<u>Body Management</u> -handle a balloon. - handle a ball. -kick a ball. -hop, jump and step. -send a ball or beanbag. -send and stop in a game.	<u>Cycle A- Year 2: Attack, Defend, Shoot Unit 2</u> -throw different types of equipment. -move to space after passing the ball. -pass and move forward to a target with a partner. -position ourselves as a goalkeeper. -intercept a ball from a person on the other team. -use the skills we have developed in a competition.	-keep close control of the ball using the flat side of the stick. -control the ball and pass it into space. -use a defensive body position. stop a moving - consistently ready to pass, move or shoot. - improve agility and apply it in a game situation. -avoid our feet contacting the ball and apply basic rules to the game.	<u>Year 4</u> -perform a push pass with accuracy. -perform a straight dribble to maintain possession. -use reverse-stick to control a ball on the far side of our body. -use a slap pass to send the ball over longer distances. -turn to keep the ball under control and move into space. -develop new skills in competitive situations and look to improve. <u>Year 5</u> -perform a block tackle to dispossess an attacker. -use fast, accurate passes into the D to create scoring opportunities. -mark an attacker closely to stop them from receiving the ball. -perform a sweep hit to send the ball 'first time'. -move the ball quickly from left to right to outwit a defender. -use a variety of techniques to keep possession in a game.			
Key Vocabulary	<u>Body Management</u> Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes	<u>Cycle A- Year 2: Attack, Defend, Shoot Unit 2</u> Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics.	Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.	<u>Year 4</u> Control, use space, defend, attack, dribble, pass, push, slap, reverse. <u>Year 5</u> Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.			
Rules		<u>Cycle B- Year 2: Attack, Defend, Shoot Unit 1</u> Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players). Pass to each player before shooting.	<ul style="list-style-type: none"> <li>The ball can make no contact with the feet.</li> <li>Must hit the ball with the flat part of the stick on the head or shaft.</li> <li>Do not swing and hit the ball.</li> <li>Take a sideline ball in line with where the ball went out of play.</li> </ul>	<u>Year 4</u> <ul style="list-style-type: none"> <li>No Contact.</li> <li>No touching the ball with their feet, the opposition gets a free pass where the offence occurred.</li> <li>The ball cannot touch the back of the stick.</li> </ul> <u>Year 5</u> <ul style="list-style-type: none"> <li>To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.</li> <li>If the ball touches the back of the stick 'back stick', then the opposition gets a free pass where the offence occurred.</li> </ul>			