

RWPA PE progression document

Progression of motor competencies **procedural & declarative** knowledge

PROCEDURAL	The "knowing how" aspect of learning and applying skills, strategies, and tactics in physical activities.
DECLARATIVE	The factual knowledge about movement, rules, tactics, strategies, and health related to participating in physical activities.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RUNNING Children can demonstrate...	Running safely when avoiding obstacles.	Travel in different ways, at different speeds and stopping when required	A slow jog and a fast sprint.	A sprint technique.	Pacing for long distances	A sprint start Long run stamina	Applying appropriate running strategies to task.
RUNNING The children can recall ...	To travel safely I need to look in the direction I am going and change direction or stop when something is in my way.	To travel sideways I need to step from my feet together to feet apart and back together. I look over my shoulder when I move my feet backwards. I have high knees when running over an obstacle.	I run slower when running longer distances to save energy. I run faster when running shorter distances for speed.	For a sprint start, I will place one foot in front of the other with my knees slightly bent. To pace over longer distances, I can adjust speed depending on the circumstances.		Stamina - I am able to keep going even when things get tiring.	

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
JUMPING Children can demonstrate...	Jumping off an object and landing appropriately. Jumping off the floor using both feet. Jumping forward a small distance.	Jump from one foot and two. Jumping and making shapes in the air	From a variety of jumps demonstrate a controlled landing.	A jumps and twists including standing, long jump, vertical jump.	A triple jump.	A variety of jumps on apparatus	
JUMPING The children can recall ...	I need to remember to bend my knees when I jump and when I land.	I move my arms and legs to make different shapes in the air		For a triple jump, I would do a hop, skip and a jump in that order. To do a long jump, I must include a running start. For a standing jump, I place my feet together, bend my knees and propel my arms forward as I jump.	Over an Obstacle - I need to check that I can clear the object safely Off an Apparatus - I will look down at my landing spot, keep my body controlled as I jump, and remember to bend my knees as I land.		

				For a vertical jump, I place my feet together, bend my knees and propel my arms upwards as I jump.			
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THROWING Children can demonstrate ...	Throwing using two hands with a large ball.	Under and overarm throwing to a partner.	Accurately throwing under and overarm	An overarm throw for distance. Clear javelin technique	Selecting an under or over arm throw with a variety of objects - Demonstrate a bowling technique	Selecting an appropriate throw with accuracy.	

THROWING Children can recall..	I need to put my hands on the sides of the ball. I take a step forward with one of my legs. I need to bring the ball up in front of my chest. I push the ball away from my body with both hands	For an underarm throw, I need to swing my arm down and then forward to let go of the object For an overarm throw, I need to bring my arm up and over my shoulder to throw.	I step forward with the opposite foot to the arm I am throwing with.	I use my whole body to create power to enable the ball to travel further. I need to stand sideways with my feet, shoulder-width apart. I need to bring my arm forward over my shoulder in a smooth, strong movement	I stand with my feet shoulder-width apart, facing the target. I swing my arm back and then forward in a smooth motion.	I need to focus on my target before turning my body and stepping. I need to throw further and more accurately.
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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CATCHING Children can demonstrate ...	Catching a large ball.	Catching a variety of large and small equipment.	A two handed catch.	Catching whilst moving	One-handed catch	Catching in different ways E.g high balls, sprint and catch.	
CATCHING The children can recall ...	I need to look at the person who is throwing the ball, use two hands to catch it and bring it towards my chest.	I need to change the position of my hands to catch both large and small equipment.	I need to hold my hands open, like I'm making a bowl or a cup I will bring the ball into my body after I catch it.	I need to track the ball as it travels towards me. I will stand with both hands/one hand open ready to receive the object (one/two-handed)		I will implement prior knowledge for catching and apply it whilst moving. I will make appropriate decisions as to which catching technique is appropriate for the given situation (overarm, underarm, under pressure).	

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BALANCE Children can demonstrate...	Balancing on one foot. Balancing along equipment.	Balancing on different parts of their body	Balances using 1,2,3 and 4 points Mirror balances.	Contrast balances	Balancing on apparatus	Counter-balances Symmetrical and asymmetrical balances.	Fluency when transitioning between balances
BALANCE The children can recall ...	I put both of my arms out to the side to balance. I look forward when I am walking along equipment and place my feet carefully one in front of the other.	I will be able to identify the large parts of my body to balance on. I can hold the position for 3-5 seconds. I know gymnastics is made up of rolling, jumping, balancing and travelling.	I will introduce different body parts to balance on including my feet, hands and head (1,2,3,4 points) I can mimic my partner's balance as a mirror image.	Y3- I will face my partner and use the same body part as them to perform a contrasting balance Y4-I can balance for 3-5 seconds using small and large body parts using apparatus.		An asymmetrical balance is a balance with a partner that is not mirrored. A symmetrical balance is a balance with a partner that is mirrored.	

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CO ORDINATION (Striking) Children can demonstrate	Patting and pushing a stationary ball. Kicking a stationary ball with either foot.	Tracking and moving towards the ball and stopping it. Passing and receiving a ball whilst stationary. Striking a ball with a hand and bat.	A ready position. Consistency when striking a ball with a bat.	A baton change. A backhand technique An underarm serve Striking a ball that is bowled	Striking a ball with correct technique Some consistency using backhand, forehand and volley Underarm serve with accuracy regarding target area Co-operative rally using full range of strokes	Technique differences between attacking shots and defensive shots	Serving and making it difficult for opponent to return. Making correct stroke selection in competitive circumstances Striking a ball with power and direction

COORDINATION (Striking) The children can recall ...	I bring my foot or bat to the ball before I kick, push or pat it.	I look at the ball and move towards it to stop it. I move my foot towards the ball, look at my partner when passing and receiving it. I face my partner, look at the ball and move my hand/bat towards it.	I hold the bat in a similar way every time and check where my hands are. I need to keep my feet the same distance apart.	To receive the baton, I will have my hand out and look behind me I will keep running while they pass the baton. Backhand - I will turn my body slightly and swing across my body in an arc shape.	I need to have my feet shoulder-width apart, and bend my knees I will use a smooth swing or movement.		I will look at the bowler and track the ball carefully.
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AGILITY (Rolling and travelling) Children can	Moving by running, crawling, rolling, walking,	Different ways to travel - bunny hop, skipping,	Forward roll technique. Posture and control when	A range of rolls including: forward roll.	A range of rolls synchronised with a partner	Using different starting positions show	Synchronised rolling with fluency and clear start and end

demonstrate ...	skipping, jumping and sliding. Travelling with confidence around, under and over equipment.	leaping and jumping for distance. Simple rolling techniques: pencil and egg roll Travelling with a variety of balls	travelling Travelling with a ball and stop with ball and change direction	Travelling with a partner in a synchronised way. Evading markers	Travelling with partner considering different levels, speeds and angles	different rolls with a partner Cartwheeling When travelling with a partner select appropriate level to transition to next action. A routine with partner including minimum 8 actions Constant movement to support attack and get into optimum position to	point. appropriate to transition to next action Fluent transitioning from floor to apparatus
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						receive.	
AGILITY (Rolling and travelling) The children can recall ...	I need to be low to the ground to crawl under an obstacle. I need to use my arms to pull me up and bring my legs up to my arms so I can climb over an object. I choose different ways to move.	To do an egg roll, I need to drop to my knees, hold my shins, tuck my head in and roll to one side until I am back in my starting position. To do a pencil roll, I crouch, lie on my back with long legs and pointy toes, roll to the side and return to my starting position.	I will crouch into a tuck shape, put my hands flat on the floor, chin in, spring off my feet and roll onto my shoulders to perform a forward roll.	I will start in a straddle position, place my hands under my thighs and roll sideways until I am back in the straddle position facing the opposite direction. I will start with one knee on the floor and the opposite leg and both arms outstretched. I semi-tuck and roll onto my back until I am fully tucked and my other knee touches the floor in a symmetrical position. I know to perform different rolls in time with a partner. I know to link different actions together smoothly.	To perform a backwards roll, I begin in squat position, put hands by my shoulders, tuck shape, roll backwards and keep tucked and push through my hands. To perform a cartwheel, I step forwards with one foot, lead with my hand on the same side, my opposite hand and leg follow, and I propel my legs through 12 o'clock to land. A good performance will include the four elements. Linking different actions together to make a performance cohesive including floor and apparatus.		



RWPA EYFS/KS1 Curriculum Map 2024/25



KS1	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
EYFS	Basic Movement Skills (ABC's)	Multiskills Freeflow	Kings and Queens	Throwing/Catching (Rotten Apples).	Dodgeball/Benchball	Sports Day
YEAR 1/2	Throwing/catching	Multiskills - Circuits (ABC's) Agility Balance Coordination speed	Movement/Dance	Fitness Circuits	Multi Skills games	Bean Bag rounders Striking and Fielding
	Gymnastics	Gymnastics	Multiskills - Freeflow	Dodgeball & Benchball	Invasion Games Ball skills	Athletics Sports day prep

KS2	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
YEAR 3	Invasion Games Football	Invasion Games Hockey	Invasion Game Basketball	Fitness circuits and OAA	Net games Tennis	Striking and fielding Rounders
	Gymnastics	Gymnastics	Dance	Netball	Striking and fielding Cricket	Athletics Sports day prep
YEAR 4	Invasion games Football	Invasion games Hockey	Invasion games Basketball	Fitness circuits and OAA	Net games Tennis	Striking and fielding Rounders
	Gymnastics	Gymnastics	Dance	Netball	Striking and fielding Cricket	Athletics sports day prep
YEAR 5	Invasion games Football	Invasion games Hockey	Invasion games Netball/Basketball	Fitness circuits and OAA	Net game - Tennis	Striking and fielding Rounders
	Gymnastics	Gymnastics	Dance	Touch Rugby	Striking and fielding Cricket	Athletics Sports day prep
YEAR 6	Invasion games Hockey	Invasion games Football	Invasion games Netball	Fitness circuits and OAA	Striking and fielding Rounders	Net games Tennis
	Gymnastics	Gymnastics	Dance	Touch Rugby	Striking and fielding Cricket	Athletics Sports day prep

Progression of rules, strategies and tactics procedural knowledge

Children will be able to demonstrate....

	Invasion games			Striking and fielding		Net games
	Football	Hockey	Netball Basketball	Cricket	Rounders	Tennis
Year 3	- Increased speed when dribbling - Passing and receiving on the move with increased speed and accuracy - Understand the importance of possession - Develop on shooting/scoring technique - Movement to evade markers. - Regain possession through intercepting - Introduce marking			- Strike ball that is bowled - Correct throwing technique to match game situation - Make simple catches in game situation - Understand where to strike ball to give the best chance of scoring. - Create barriers to stop ball. - Quick pick-up and throw.		- Return ball back to partner - Explore backhand technique - Explore underarm serving - Co-operative forehand rally making it as easy as possible for partner to return - Instantly return to ready position after playing a stroke
Year 4	- select best direction to travel in a game situation - Passing and receiving over longer distances and consistently under pressure in a game situation - Understand when to pass and when to			* Throw overarm over greater distance * Develop one-handed catch * Choose correctly when and where to run * Observe the fielding positions		- Show consistency using backhand, forehand and volley - Underarm serve with accuracy regarding target area - Develop co-operative rally using full range of strokes

	shoot - Introduce feinting - 1v1 defending techniques - Movement to get back into a defensive position	* Develop bowling technique * Cover space and adjust position	- Return to optimum receiving position and be set in ready position
Year 5	* Understanding and selecting best techniques for dribbling and passing. * Constant movement to support attack and get into optimal position to receive * Safe tackling techniques * Understand defending space is different to marking an opponent	* Demonstrate technique differences between attacking shots and defensive shots * Throw accurately * Develop difficult catches - high balls, sprint and catch etc * Understand difficult options regarding direction/type of strike * Develop back stop/wicket keeper * Fully understand methods of getting out	* Demonstrate all strokes under a level of consistency under pressure. * Serve making it difficult for the opponent to return. * Making correct stroke selection in a competitive rally. * Use efficient footwork patterns to move into position at pace.
Year 6	* Dribble in sensible areas of the pitch * Fluency between dribbling, receiving and passing * Quick decisions - passing and receiving in shortest time * Instant transition from defence to attack * Constant effective communication * Alter tactics during game if not successful	* Strike ball with power and direction * Team communication to aid decision making regarding attempting to run * Make correct decisions regarding areas to throw to	* Strike ball with power and direction