



# Alverton Curriculum Progression in Physical Education

	EYFS Units: Nursey Rhymes, Dinosaurs and Our Selves.	Year 1 Units: The Zoo, Growing and Heroes.	Year 2 Units: Exploring, Water and Mr Candy's Sweet Factory	Year 3 Units: Wild Animals and Weather	Year 5 Units: Greeks and the Circus	Year 6 Units: Carnival and Titanic
Dance	<p>I can move safely in space.</p> <p>I can create my own movements.</p> <p>I can move in a sequence.</p> <p>I can add movements together to create simple movement sequence.</p> <p>I can respond to words and music using my body or props.</p> <p>I can move with control.</p> <p>I can perform with a partner.</p>	<p>I can perform simple movements with control and coordination.</p> <p>I link two movements together to create a movement sequence.</p> <p>I can respond to rhythm.</p> <p>I can perform movements in a sequence.</p> <p>I can explore relationships within our motifs.</p> <p>I can explore how different characters move.</p>	<p>I can link two or more movement together to create a sequence.</p> <p>I can develop my dance with emotion and expression to show how I am feeling.</p> <p>I can respond and create movements to different stimuli (music/genres/props).</p> <p>I create a movement sequence with different dynamics (fast or slow).</p> <p>I can change rhythm, speed and direction in my sequence.</p> <p>I can perform a sequence with control and coordination.</p>	<p>I can link three movements together to create a sequence.</p> <p>I can respond to different genres and stimuli.</p> <p>I can develop a sequence with a partner in character to show different relationships.</p> <p>I can develop a thematic dance.</p> <p>I can perform a sequence with expression, control and coordination.</p>	<p>I can link four movements together to create a sequence.</p> <p>I can explore the Greeks using compositional principles.</p> <p>I can create movements using improvisation where movement is reactive.</p> <p>I can develop character and movements linked to 19<sup>th</sup> Century circus.</p> <p>I can extend my performance incorporating props and apparatus linked to the variety of performers.</p>	<p>I can link five or more movements together to create a sequence.</p> <p>I can perform with technical control and rhythm in a group.</p> <p>I can create rhythmic patterns using my body.</p> <p>I can perform moves linking to different cultures and style of dance.</p> <p>I can reflect on my performance.</p>



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	EYFS Units: High, Low, Under and Over Moving	Year 1 Units: Wide, Narrow and Curled Body Parts	Year 2 Units: Linking and Pathways	Year 3 Units: Symmetry and Asymmetry	Year 4 Units: Bridges	Year 5 Units: Counter Balance and Counter Tension	Year 6 Units: Matching and Mirroring
Gymnastics	I can explore a range of movements (high, low, over and under).	I can explore the difference between wide, narrow, and curled movements.	I can link moves together on apparatus and on the floor.	I can explain what symmetry and asymmetry means.	I can explain what a bridge is.	I can explain what counterbalance and counter tension are.	I can define and explain what matching movements mean.
	I can explore different ways of using the apparatus.	I can perform wide, narrow, and curled movements.	I can perform a range of different jumps, rolls and balances.	I can execute movements such as rolls, jumps, and balances in both a symmetry and asymmetry way.	I can create sequences combining movements and bridge balances in pairs.	I can explain the difference between counterbalance and counter tension.	I can define and explain what mirroring movements mean.
	I can apply high and low movements on apparatus.	I can roll, curl and travel using big and small body parts.	I can create sequences using jumps, rolls and balances.	I can link three or more movements together to form a sequence.	I can perform bridge movements on apparatus.	I can move out of counter balances on apparatus.	I can match and mirror in canon and unison.
	I can make movements using different body parts.	I can use more than one piece of apparatus at the same time to create movements and balances.	I can sure my movements in my sequence flow and control.	I can travel to new apparatus with flow.	I can hold a bridge balance for 4 seconds.	I can move into counter tension balances on apparatus.	I can create a matching sequence on apparatus changing the level and speed of movement.
	I can make shapes using my body	I can link two movements together.	I can explore and develop zig-zag pathways on apparatus and the floor.	I can perform a sequence with flow and control.	I can develop a sequence with a bridge balance	I can hold a balance for 4 seconds.	I can create a mirroring sequence on apparatus changing the level and speed of movement.
	I can move in different directions.	I can copy simple sequences and repeat them	I can explore curled pathways on apparatus and on the floor.	I can use the correct gymnastic technique (moving in silence, extend fingers and toes, hold balances for at least three second)	I can ensure my sequence has flow and control	I can create a sequence by accurately combining movements and balances with flow and accurate timings within the counter balance and counter tension theme.	I can perform with accuracy and fluidity using a range of apparatus.
	I can explore big and small ways of moving.	I can use the correct gymnastic technique (moving in silence, extend fingers and toes)	I can perform a sequence using the correct gymnastic technique (moving in		I can accurately identify strengths and weakness in my and others performances and suggest ways to improve them.	I can accurately identify strengths and weakness in my and others	I can use good gymnastics technique (use of fluidity, canon and/ or unison).
	I can work and move with a partner to create moves and shapes.						



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			silence, extend fingers and toes).			performances and suggest ways to improve them.  I can use good gymnastics technique (use of canon and/ or unison)	
	<b>EYFS</b> Units: Teaching Games for Understanding	<b>Year 1</b> Units: Ball Skills (Hands and Feet) Teaching Games for Understanding	<b>Year 2</b> Units: Ball Skills (Hands and Feet) Teaching Games for Understanding	<b>Year 3</b> Units: Football, Netball, Hockey, Handball, Tag Rugby	<b>Year 4</b> Units: Football, Netball, Hockey, Handball, Tag Rugby	<b>Year 5</b> Units: Football, Netball, Hockey, Handball, Tag Rugby	<b>Year 6</b> Units: Football, Netball, Hockey, Handball, Tag Rugby
<b>Invasion Games</b>	<p>I can push, bounce, and roll a ball.</p> <p>I can work with a partner to control a ball.</p> <p>I can throw, catch, and kick objects in different ways.</p> <p>I can move a ball in different way using my feet.</p> <p>I can dribble a ball with my feet.</p> <p>I can dribble against my partner.</p>	<p>I can bounce a ball with control.</p> <p>I can throw, roll and bounce a ball with power and speed.</p> <p>I can dribble the ball with my feet.</p> <p>I can dribble a ball with my hands.</p> <p>I can dribble in a team game accurately.</p> <p>I can kick the ball accurately (passing).</p>	<p>I can dribble in different directions with control, keeping the ball close to my feet.</p> <p>I can combine passing, dribbling, and receiving to keep possession.</p> <p>I can dribble, pass, kick and receive to win a point.</p> <p>I can dribble, pass, kick and receive to game.</p> <p>I can accurately throw underarm and overarm to beat an opponent.</p>	<p>I can develop and complete different types of passes.</p> <p>I can develop different ways to shoot and control the ball (with feet and hands).</p> <p>I can begin to dribble with both hands or feet.</p> <p>I can use my body to shield the ball from the opponent when dribbling.</p> <p>I can hit a target when shooting.</p>	<p>I can demonstrate agility by being able to twist, turn and change direction in a game.</p> <p>I can pass accurately.</p> <p>I can consistently hit a target when shooting.</p> <p>I can decide tactically on the best position to be in for a game.</p> <p>I can choose appropriate tactics to improve my team's defence or attack</p>	<p>I can pass, shoot and dribble a ball with control and accuracy.</p> <p>I can consistently hit a target when shooting.</p> <p>I can create, develop and understand tactics to improve my team's defence or attack.</p> <p>I can apply my skills to a game situation.</p> <p>I can reflect on what went well and what I could do better next time to improve my/ my team's performance</p>	<p>I can pass, shot and dribble a ball using power and speed.</p> <p>I can shoot accurately.</p> <p>I can dribble accurately and consistently with both hands or feet.</p> <p>I can create, develop and understand tactics to improve my team's defence or attack.</p> <p>I can reflect on what went well and what I could do better next time to improve my/ my team's performance</p>



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	<p>I can throw underarm.</p> <p>I can throw overarm.</p> <p>I can apply attacking and defending into a game.</p> <p>I can stop a ball using my hands or feet.</p> <p>I can follow simple rules and take part in games.</p>	<p>I can stop a ball using my feet or hands.</p> <p>I can accurately throw underarm.</p> <p>I can accurately overarm.</p> <p>I can throw accurately in a team game.</p> <p>I can follow the rules and take part in games.</p> <p>I can understand the difference between attack and defence</p>	<p>I can understand the difference between attack and defence and apply it to a game.</p> <p>I can create and apply attacking and defensive tactics.</p>	<p>I know how to change my centre of balance to different parts of the body.</p> <p>I can reflect on what went well and what I could do better next time to improve my/ my team's performance</p>	<p>I can and how to improve the use of my less dominant foot/ hand.</p>	<p>me situation.</p>	
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	EYFS Units:	Year 1 Units: Rackets, Bats and Balls.	Year 2 Units: Rackets, Bats and Balls.	Year 3 Units: Cricket, Rounders and Tennis.	Year 4 Units: Cricket, Rounders and Tennis	Year 5 Units: Cricket, Rounders and Tennis	Year 6 Units: Cricket, Rounders and Tennis
Striking and Fielding	I can how to hit a ball with a racket/ bat.	<p>I can hit a ball with a racket or bat.</p> <p>I can push a ball (dribble) with a racket.</p> <p>I can hit a ball with a racket or bat with control</p> <p>I can push a ball (dribble) with a racket towards a target.</p>	<p>I can hit (strike) a ball (with a racket) with accuracy and power.</p> <p>I can hit (strike) a ball with power to beat an opponent.</p> <p>I can explain why I need to strike a ball into space.</p> <p>I can strike a ball (with a bat) into space with intent</p>	<p>I can strike a ball with intent.</p> <p>I can use hand-eye coordination to keep control of a ball.</p> <p>I can play a rally with a partner using a racket.</p> <p>I can field a ball with control.</p> <p>I can begin to develop the overarm bowling technique.</p> <p>I can bowl underarm with control and accuracy.</p> <p>I can begin to use the forehand stroke.</p> <p>I can catch a ball using the correct technique.</p>	<p>I can strike and field a ball with improved accuracy.</p> <p>I can bowl to an object/opponent with improved accuracy.</p> <p>I can play a rally with a partner in a game situation.</p> <p>I know how to use the forehand stroke with improved accuracy</p> <p>I can begin to use the back hand stroke.</p> <p>I can overarm bowl with improved accuracy.</p>	<p>I can use the forehand stroke to hit a ball over the net (serve)</p> <p>I can strike a bowled ball into space.</p> <p>I can field a ball and throw with improved accuracy.</p> <p>I can bowl to an opponent accurately.</p> <p>I can begin to bowl a ball using overarm technique (e.g. 'figure of 6').</p> <p>I can attempt to use the back spin stroke.</p> <p>I can and know how to play a volley.</p> <p>I can score and umpire consistently.</p>	<p>I can use the forehand and backhand strokes to hit a ball over the net.</p> <p>I can strike a bowled ball (into space) in a variety of different ways.</p> <p>I can bowl to an opponent, making it hard for them to strike the ball</p> <p>I can use the back spin stroke accurately.</p> <p>I can score and umpire consistently.</p> <p>I can apply attacking and defensive tactics into game situation to help me win.</p>



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	EYFS Units: Locomotion Walking and Jumping	Year 1 Units: Locomotion Running and Jumping	Year 2 Units: Locomotion Dodging and Jumping	Year 3 Units: Athletics	Year 4 Units: Athletics	Year 5 Units: Athletics	Year 6 Units: Athletics
Athletics	<p>I can walk using the correct technique (using arms and body nice and tall)</p> <p>I can march on the sport.</p> <p>I can perform different types of jumps.</p> <p>I can hop with control.</p> <p>I can apply jumping, hopping, and walking into game activities.</p>	<p>I can walk in different directions and at different speeds.</p> <p>I can run in different directions and at different speeds.</p> <p>I can sprint and accelerate quickly when asked.</p> <p>I can apply my running technique into a competitive game.</p> <p>I can perform different types of jumps.</p> <p>I can skip accurately and with control.</p> <p>I can apply my jumping and skipping technique into a competitive game.</p>	<p>I can explain what is meant by dodging.</p> <p>I can dodge effectively in partners.</p> <p>I can apply my dodging technique to attacking and defending games.</p> <p>I can link 2 or more jumps together with control and accuracy.</p> <p>I can develop different jumping combinations.</p> <p>I can throw using an underarm technique.</p>	<p>I can run at speed using the correct technique.</p> <p>I can run and accelerate quickly (100m)</p> <p>I can run using speed in a team race (Relay).</p> <p>I can use the correct technique when performing a range of jumps like the long jump and speed bounce.</p> <p>I can demonstrate a range of throwing techniques, including overarm and underarm.</p>	<p>I can develop running and speed.</p> <p>I can understand and apply tactics when running for distance.</p> <p>I can throw the javelin accurately.</p> <p>I can use the correct technique when performing a range of jumps like the long jump, triple jump and speed bounce.</p> <p>I can demonstrate a range of throwing techniques, including Overarm, underarm, neck (shotput).</p>	<p>I can finish a race.</p> <p>I can evaluate my performance.</p> <p>I can achieve a personal best for sprinting.</p> <p>I can and know how to improve my technique of exchanging the baton in a relay race.</p> <p>I can show good consistent technique when performing long jump and speed bounce.</p> <p>I can show accuracy and good technique when throwing javelin, cricket ball and shotput.</p> <p>I can and know how to participate in a hurdle race.</p>	<p>I can run for a longer distance (400m).</p> <p>I can compete in competitions.</p> <p>I can and know how to improve my technique of exchanging the baton in a relay race.</p> <p>I can show good consistent technique when performing long jump, triple jump and speed bounce.</p> <p>I can show accuracy and good technique when throwing javelin, cricket ball, discus, and shotput.</p> <p>I can improve my hurdle race by using the correct technique.</p>



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Outdoor Adventurous Activity	EYFS	Year 1	Year 2	Year 3 Units: Communication and Tactics.	Year 4 Units: Problem Solving	Year 5 Units: Orienteering	Year 6 Units: Orienteering and Leadership
				<p>I can create and apply simple tactics.</p> <p>I can develop team and leadership skills.</p> <p>I can communicate effectively and collaboratively as a team.</p> <p>I can create defending and attacking tactics as a team to win or solve a problem.</p>	<p>I can work collaboratively as a team to solve a problem.</p> <p>I can apply tactics to solve a problem.</p> <p>I can reflect on my own/teams strategies to improve performance.</p>	<p>I can orientate a map.</p> <p>I can and know how to use a map to find locations of familiar site.</p> <p>I can locate points of a map as a team and return quickly.</p> <p>I can follow a simple orienteering route in partners</p> <p>I can complete the simple route in timed conditions successfully.</p> <p>I can reflect on my own/teams strategies to improve performance.</p>	<p>I can orientate a map.</p> <p>I can and know how to use a map to find locations of familiar site.</p> <p>I can understand what makes an effective leader.</p> <p>I can communicate as a leader of a team.</p> <p>I can use the STEP principle.</p>

Swim	EYFS	Year 1 Units: Communication and Tactics.	Year 2 Units: Communication and Tactics.	Year 3	Year 4	Year 5	Year 6
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							<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can and know how to perform safe self-rescue in different water-based Situations.</p> <p>I can use a range of different strokes effectively (e.g. front crawl, backstroke, breaststroke).</p>
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Health	EYFS	Year 1 Units: Health and Wellbeing and Team Building .	Year 2 Units: Health and Wellbeing and Team Building .	Year 3 Units: Health, wellbeing and Mindfulness	Year 4 Units: Health, wellbeing and Mindfulness	Year 5 Units: Health Related Exercise	Year 6 Units: Health Related Exercise
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	<p>I can keep trying when I find something difficult.</p> <p>I can take turns, share and follow the rules in PE.</p> <p>I can be kind and have fun in PE.</p> <p>I can understand why PE is important and how it helps our bodies.</p>	<p>I can explain what agility means.</p> <p>I can define and explore different balances.</p> <p>I can define and explore coordination: bouncing, rolling and throwing</p> <p>I can work as team.</p> <p>I can develop and build trust in a team.</p> <p>I can use communication to communicate effectively with others.</p> <p>I can use resilience and determination to not give in when something is difficult.</p>	<p>I can explain what agility means and how it helps improve performance.</p> <p>I can perform different skills with good coordination.</p> <p>I can communication to communicate effectively with others.</p> <p>I can listen to feedback and try again.</p> <p>I can take turns, share and follow the rules during team games.</p> <p>I can and know the importance of taking part and not always winning.</p> <p>I can use resilience and determination to not give in when something is difficult.</p> <p>I can list two ways PE helps our bodies.</p>	<p>I can perform relaxation techniques effectively.</p> <p>I can perform balanced meditative poses.</p> <p>I can use props to help my balance when perform meditative poses.</p> <p>I can talk and discuss positive and negative things as a team.</p> <p>I can understand the importance of being able to win and lose well.</p> <p>I understand the importance of PE and ways it helps our bodies.</p>	<p>I can create movements to help express ourselves and our emotions.</p> <p>I can use mime to manage positive and negative emotions.</p> <p>I can use mediative poses to help control and manage our emotions.</p> <p>I can talk and discuss positive and negative points as a team.</p> <p>I can play well as part of a team and always encourage, even in a defeat.</p> <p>I understand the importance of PE and ways it helps our bodies.</p> <p>I can list the consequence of not taking part in physical activity on your bodies.</p>	<p>I can explore and understand cardio fitness.</p> <p>I can explore and understand flexibility fitness.</p> <p>I can explore and understand strength fitness.</p> <p>I am able to adapt when something is not working well and try a new strategy.</p> <p>I can show good resilience skills.</p> <p>I can show good leadership by playing fairly.</p> <p>I can a team player and understand defeat in PE.</p> <p>I understand the importance of PE and ways it helps our bodies.</p> <p>I can list the consequence of not taking part in physical activity on your bodies.</p>	<p>I can develop a secure understanding of cardio fitness.</p> <p>I can develop a secure understanding of flexibility fitness.</p> <p>I can develop a secure understanding of strength fitness.</p> <p>I am able to adapt when something is not working well for my team and provide feedback to try a new strategy or tactic.</p> <p>I can set a good example to my team.</p> <p>I show good leadership by playing fairly, encouraging others and helping those who might be struggling.</p> <p>I can show good sportsmanship when winning or losing.</p>
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							<p>I can take on board feedback and reflect positively on things that went well, rather than focus on the points that didn't.</p> <p>I understand the importance of PE and ways it helps our bodies.</p> <p>I can list the consequence of not taking part in physical activity on your bodies.</p>
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