

AAT Curriculum Progression

Physical Education Progression

Terms 1/2	T1 Where do squirrels hide their nuts? T2 What happens when I fall asleep?	A Toy Story A study of how toys have changed over time Developing an understanding of materials and their properties.	Pudding to Pepys A study of the Great Fire of London and Samuel Pepys Study of modern day London	Changing Ages Changes in Britain from the Stone Age to the Iron Age	Walk like an Egyptian The achievements of the Ancient Egyptians Understanding rivers and the water cycle	We'll Meet Again World War II- A significant turning point in the history of Britain Europe and how it changed before, during and after WW2 to the present day.	Who let the Gods out? Ancient Greeks: their achievements and impact on the Western world Study of a region in Modern Greece
	YR	Y1	Y2	Y3	Y4	Y5	Y6
	Learning to change	Invasion games	Invasion games	Basketball	Netball	Basketball	Netball
Key words		Pass Shoot Communicate Dribble Attack Defend Foul		Pass Bounce Shoot Block Communicate Dribble Movement Space Travelling Double dribble Free throw Foul Three point line Court Possession	Goalkeeper Goal defence Wing defence Centre Wing Attack Goal Shooter Pivot Shoulder Pass Bounce Pass Court Position Net Attack Shoot Foul	Pass Bounce Shoot Block Communicate Dribble Movement Space Travelling Double dribble Free throw Foul Three point line Court Possession	Goalkeeper Goal defence Wing defence Centre Wing Attack Goal Shooter Pivot Shoulder Pass Bounce Pass Court Position Net Defend Shoot Foul
<u>Key concepts</u> Leadership Skill Thinking logically Health and fitness Reflection	Learning to be active and skilful in areas such as climbing, swinging, skipping on alternate feet (Gross motor skills) Learning to bend and touch toes (Gross motor skills)	Participate in team games, engaging in competitive, co-operative physical activities in a range of increasingly challenging situations. Begin to co-operate with others to achieve a desired goal. Develop simple tactics for attacking and defending, Exhibit an early understanding of the	Participate in team games, engaging in competitive, co-operative physical activities in a range of increasingly challenging situations. Demonstrating a heightened level of communication as a team and between individuals in order to achieve the end goal. Develop simple tactics for attacking and defending, Show an increasing understanding for the game and applying this in a game situation	Use running, throwing, and catching in isolation and in combination. Begin to show different shooting and throwing techniques. Play competitive games, modified where appropriate, developing simple tactics for attacking and defending [for example, basketball). Exhibit an initial understanding of the game, showing effective decision making and a sense of tact.	Use running, throwing, and catching in isolation and in combination. Show different shooting and throwing techniques in a range of roles. Begin to develop tactical understanding of different positions. Play competitive games, modified where appropriate, developing simple tactics for attacking and defending [for example, basketball). Exhibit an initial understanding of the game,	Use running, throwing, and catching in isolation and in combination. Develop a wider range of shooting and throwing techniques appropriate to the situation. Running to find space in order to receive the ball. The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives. Discuss the benefits of running and remaining active.	Use running, throwing, and catching in isolation and in combination. Develop a wider range of shooting and throwing techniques appropriate to the situation. Running to find space in order to receive the ball. The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives. Justify why running in sport is good for our health, explaining why it is important to have 30 minutes of sleep every day. Play competitive games, modified where appropriate, developing simple tactics for

AAT Curriculum Progression

Physical Education Progression

		<p>end goal of the game and how to achieve it.</p> <p>Master basic movements such as throwing, catching, and co-ordination. Apply throwing and catching skills in a game situation, considering power and direction.</p>	<p>Master basic movements such as throwing, catching, and co-ordination.</p> <p>Move in a given direction whilst keeping the ball in possession, understanding simple tactics along with attacking and defending roles.</p>	<p>Demonstrate improvement to achieve their personal best.</p> <p>Learn through observation in order to develop tactical understanding and skill.</p>	<p>showing effective decision making and a sense of tact.</p> <p>Demonstrate improvement to achieve their personal best.</p> <p>Learn through observation in order to develop tactical understanding and skill.</p>	<p>Play competitive games, modified where appropriate, developing simple tactics for attacking and defending [for example, basketball].</p> <p>Show an in depth understanding of attacking and defending tactics and applying these ideas under pressure.</p> <p>Show an increasing level of communication with team mates in order to achieve the end goal.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use self-reflection and peer observation of others in order to improve performance.</p>	<p>attacking and defending [for example, basketball].</p> <p>Show an in depth understanding of attacking and defending tactics and applying these ideas under pressure.</p> <p>Communicate effectively with team to discuss tactics and work together in order to achieve the end goal.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use self-reflection and peer observation of others in order to improve performance.</p>
	Music and movement	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Keywords		<p>Roll</p> <p>Left</p> <p>Right</p> <p>Skip</p> <p>Hop</p> <p>Jump</p> <p>Movement</p> <p>Run</p> <p>Balance</p> <p>Forwards</p> <p>Backwards</p>	<p>Fluency Body Awareness</p> <p>Teddy bear roll</p> <p>Backward Roll</p> <p>Tuck Jump</p> <p>Straddle</p> <p>Movement</p>				<p>Forward Roll</p> <p>Log roll</p> <p>Cartwheel</p> <p>Pike</p> <p>Pencil Jump</p> <p>Routine</p>
<p><u>Key concepts</u></p> <p>Leadership</p> <p>Skill</p> <p>Thinking logically</p> <p>Health and fitness</p> <p>Reflection</p>	Learning to be active and skilful in areas such as climbing, swinging, skipping on alternate feet (Gross motor skills)	<p>Master basic movements including running, jumping,</p> <p>Begin to exhibit multiple ways of travelling, showing variation of speed when travelling, using imagination to develop movement</p>	<p>Master basic movements including running, jumping,</p> <p>Show more ways of travelling, showing variation of speed when travelling, using imagination to develop movement skills, performing jumps from an increasing height.</p> <p>Understand and perform</p>	<p>Use running and jumping in combination.</p> <p>Develop a combination of travelling techniques, performing multiple jumps proficiently and safely.</p> <p>Show innovation when creating a routine, develop</p>	<p>Use running and jumping in combination.</p> <p>Continue to develop a wide range of travelling techniques, developing the use of the straight, star and tuck jumps along with the half turn, execute jumps and rolls safely and effectively.</p> <p>Continue to develop flow of one action to another.</p>	<p>Use running and jumping in combination.</p> <p>Use a progressively broader spectrum of travelling techniques.</p> <p>Focus upon fluidity and control in movement throughout a sequence.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p>Use running and jumping in combination.</p> <p>Display agility and control when exhibiting a deep understanding of sequences of movement which comprise of multiple aspects (travelling, jumping, balancing, rolling).</p> <p>Consider a variation of speed when travelling between surfaces and apparatus. Create and hold a range of balances, utilising disparate apparatus while demonstrating resourcefulness when apparatus is limited.</p>

AAT Curriculum Progression

Physical Education Progression

	<p>Learning to bend and touch toes (Gross motor skills)</p>	<p>skills, performing jumps from a low height.</p> <p>Develop balance, agility and co-ordination</p> <p>Produce innovative shapes when balancing, develop ability to use apparatus safely.</p> <p>Show basic communication with peers to work collaboratively.</p> <p>Begin to learn from others.</p>	<p>different rolls in appropriate situations.</p> <p>Develop balance, agility and co-ordination</p> <p>Show an increasing variation of innovative shapes when balancing, develop ability to use apparatus safely.</p> <p>Show basic communication with peers to work collaboratively. Co-ordinate a simple routine with a partner. Prepare some areas of the apparatus safely.</p> <p>Continue learning from others through observation.</p>	<p>flow and ease of transition between different moves.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Explore different types of stretches, continuing expanding use of different rolls.</p> <p>Perform a co-ordinated routine individually and in groups. Adapt routines to match the apparatus.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Begin to peer assess other routines.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform an increasing sequence of movements using independent ideas, beginning to be purposeful with different resources.</p> <p>Perform in unison with a partner with more than one form of apparatus.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Continue peer assessment, highlighting strengths and weaknesses.</p> <p>Undertake a self-reflection process subsequent to a routine.</p>	<p>Continue to be purposeful with the apparatus chosen, perform a range of appropriate, safe balances.</p> <p>Focus upon synchronisation and mirroring when performing pre-rehearsed routines in partners and groups, using spatial awareness to conduct a routine alongside other individuals, partners, and groups.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Utilise self and peer assessment by using feedback given to improve performance, develop sense of self criticality when assessing performance.</p> <p>The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives.</p> <p>Begin to understand the benefits of tensing and relaxing for different actions.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Prepare a safe environment using apparatus. Show complete ingenuity when composing and performing, utilising a wide range of apparatus, choosing each for a specific purpose.</p> <p>Develop a more extensive routine with a partner and a group, continuing to show synchronisation and mirroring more effectively throughout balance and movement.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use multiple means of reflection and use it to improve individual and peer performance.</p> <p>The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives.</p> <p>Create an effective gymnastics warmup, describing why it should be undertaken. Develop a detailed insight into the benefits of tensing and relaxing for different actions.</p>
--	---	--	---	---	---	--	---

AAT Curriculum Progression

Physical Education Progression

Terms 3/4	T3 Where do I belong?	Amazing Discoveries	Under the Microscope	When in Rome	Raiders and Traders	Rainforest Realms	Earth and Space, the final frontier
	T4 What is an explorer?	A study Neil Armstrong & Christopher Columbus/ Understanding the Earth's seasons and weather	Medicine a A comparative study of Florence Nightingale/ Mary Seacole /Edith Cavell and their impact on British History Understand the human body and animals	Study of Roman Empire in Britain Comparison Italy/ UK	Vikings and Anglo Saxon comparison – raids/ settlement A comparative study of a European country (Sweden/Denmark/Norway) and the UK	The Mayans AD 900 contrast with British society South America Study am area of south America including the rainforest	Understanding our solar system and forces in space Volcanoes and Earthquakes
	YR	Y1	Y2	Y3	Y4	Y5	Y6
		Dance	Dance	Dance	Dance	Dance	Dance
Keywords		Canon Choreograph Dynamic Isolation	Duet Solo Extension Shape		Flexible Rhythm Expression Fluent		Flow Mirroring Style Routine
Key concepts Leadership Skill Thinking logically Health and fitness Reflection	Learning to move rhythmically to music (gross motor skills) Learning to throw a ball overhand and catch with more skill. Learning to use a bat (gross motor skills) Gaining core strength (gross motor skills)	Pupils should develop fundamental movement skills. Experiment with basic movements and expressive body patterns, matching tempo of music with use of dance. Perform dances using simple movement patterns. Sequence and remember simple dance moves. <u>Learning Journey</u> Moon Landing: Use appropriate song to create synchronised dance symbolising the moon landing. Song: Sprach Zarathustra – Space Odyssey). Seasons and Weather:	Pupils should develop fundamental movement skills. Copy and explores basic movements with clear control. Demonstrate spatial awareness. Perform dances using simple movement patterns. Vary levels and speed in sequence, display a variation in body shape. Change direction to match the tempo. <u>Learning Journey</u> Human Body and Animals – Imitate the motion of a range of animals in dance form, tempo of song :	Pupils should develop a broader range of actions, performing dances using a range of movement patterns. Improvise independently or in partners. Develop understanding of the music theme to match it with dance movements. Begin to compare and adapt movements when developing a sequence. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Utilise peer assessment as a means of self-improvement. <u>Learning Journey</u> Italian / European contemporary dance – Look	Pupils should develop a broader range of actions, performing dances using a range of movement patterns. Improvise dance movements relevant to the style of music, developing actions to be more expressive. Match rhythm of the music whilst maintaining spatial awareness. Remember a longer, synchronised sequence working in a group. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Self-reflect and observe peers to develop routine. Support others by peer assessing and providing constructive feedback.	Pupils should develop a broader range of actions, performing dances using a range of movement patterns. Create a fluent sequence, moving appropriately to match the style of music presented. Develop use of expression and individuality, using a variation of expressive dance to match the theme, beginning to show recognition for the pace of the music. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Reflect upon observation and self-assessment to develop routine. <u>Learning Journey</u> South America – Samba	Pupils should develop a broader range of actions, performing dances using a range of movement patterns. Match others using mirroring and synchronised, well-rehearsed routines which show a clear appreciation for the style of music. Exaggerate dance movements to show emphasis and display expression, showing confidence and fluidity throughout the routine. Use imagination effectively, either independently or in collaboration with others, demonstrate flexibility, appropriate techniques and movements in order to create a fluent routine. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use multiple means of reflection and use it to improve individual and peer performance.

AAT Curriculum Progression

Physical Education Progression

		Expressive dance to symbolise each of the seasons. Song: In the hall of the mountain king – Peer Gynt.	Song: Cosmo Sheldrake – Birthday Suit (Extended Edition).	at some simple moves before allowing children to incorporate these into a synchronised dance routine. Song: To be decided (also link with BBC Roman dance) https://www.bbc.co.uk/teach/school-radio/dance-ks2-dance-workshop-romans-home/z7r67yc	<u>Learning Journey</u> Vikings – Improvised dance in groups, preparing for battle. Song: The Avengers – Alan Silvestri	Observe Brazilian Samba before composing a dance in groups, imitating some moves. Song: Bellini – Samba De Janeiro	<u>Learning Journey</u> Choose suitable dance relevant to most recent learning journey
	Multiskills	Football	Hockey	Football	Hockey	Tag Rugby	Tag Rugby
Keywords		Pass Dribble Defend Space Shoot Attack Possession Run	Pass Dribble Defend Space Shoot Attack Possession Run	Pass Dribble Defend Space Control Goalkeeper Midfielder Winger Ball Foul Free-kick Shoot Attack Possession Run Communicate Defender Striker Goal Centre circle Penalty	Pass Dribble Defend Space Control Ball/Puck Defender Flick Penalty corner Shoot Attack Possession Run Communicate Goalkeeper Attacker Hit	Attack Foul Tagged Halfway Tackle Communicate Defend Forward Pass Try Knock-on Pass Free pass Sportsmanship Ball	
Key concepts Leadership Skill Thinking logically Health and fitness Reflection	Learning to move rhythmically to music (gross motor skills) Learning to throw a ball overhand and catch with more skill. Learning to use a bat (gross motor skills) Gaining core strength (gross motor skills)	Play competitive games, modified where appropriate, developing simple tactics for attacking and defending (for example, football). Begin to control the ball with the use of small touches. Hit a target by kicking the ball using the side foot. Work well with others when sharing and playing together,	Participate in team games. Begin communicating with other members of the team to discuss basic tactics and work together. Develop simple tactics for attacking and defending. Begin to understand simple tactics along with attacking and defending roles. Correctly grip the hockey stick in order to shoot and pass. Continue assess in order to develop own practise	Play competitive games, modified where appropriate, developing simple tactics for attacking and defending (for example, football). Dribble the football with a particular focus on keeping the ball in close proximity. Consider power and accuracy when passing and shooting. Communicate with teammates when receiving the ball, moving into space during attacking play.	Play competitive games, modified where appropriate, developing simple tactics for attacking and defending (for example, hockey). Develop speed when dribbling using controlled touches of the ball, using close control to change direction with the ball. Pass the ball accurately when under pressure from an opponent, using names of teammates when passing and receiving. Work collectively to employ tactics in greater depth Demonstrate improvement to achieve their personal best.	Play competitive games, modified where appropriate, developing simple tactics for attacking and defending (for example, tag rugby). To combine basic tag rugby skills such as catching and quickly passing in one movement, increasing the power of passes so the ball can be moved quickly over greater distance Select and implement appropriate skills in a game situation, effectively employing attacking and defending tactics. Communicate effectively with peers. Demonstrate improvement to achieve their personal best.	Play competitive games, modified where appropriate, developing simple tactics for attacking and defending (for example, tag rugby). To choose and implement a range of strategies and tactics to attack and defend, combine and perform more complex skills at speed. Explain the rules of the game and implement these effectively. Apply a range of skills and techniques in a game situation, using correct judgement to assess when each skill is most appropriate. Suggesting to plan and lead a warm up as a small group. Demonstrate improvement to achieve their personal best.

AAT Curriculum Progression

Physical Education Progression

		<p>Demonstrate improvement to achieve their personal best.</p> <p>Comment on the performance of others and how they can improve.</p>		<p>Demonstrate improvement to achieve their personal best.</p> <p>Answer questions during plenaries and mini plenaries which consider how to develop tactics.</p>	<p>Think collectively to recognise what went well and how we could improve during mini plenaries.</p>	<p>Continue to observe others and begin to self-assess in order to improve team performance.</p>	<p>Observe, analyse and recognise good individual and team performances. Independently reflect on individual and team performance during and after, considering what went well and how to improve.</p>
--	--	---	--	--	---	--	--

AAT Curriculum Progression

Physical Education Progression

Terms 5/6							
Local study	T5 How do plants grow?	Who's the King of the Castle? A study of Hastings and Pevensey Castles and their surrounding landscapes including plants.	War and Peace A local study of the Battle of Hastings; the site of Battle Abbey and its surrounding landscape including animal's habitats. Significant events, people, places in the locality	Postcards from the Seaside How seaside towns are similar and different today to how they were in Victorian times. / Features of our local area.	Tudor Rose A study of Michelham Priory and its significance in the changes that happened in Britain during the Tudor period.	Brilliant Building and Lovely Landscapes A study of Eastbourne pier and its importance to the town. Understanding our local landscape including Seven Sisters /Cuckmere Haven	It's a Smugglers Life for me A study of Smuggling in the local area and how smuggling has changed over time.
	T6 Why do we travel in different ways?						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
		Rounders	Rounders	Stoolball	Stoolball	Cricket	Cricket
Keywords		Backstop Backward hit Bat Fielders Batter Bowling square Rounder Runs	Bases (1 st , 2 nd , 3 rd , 4 th) Ball Run Bowler Batting square Half rounder No ball Umpire	Posts Ball Batters Runners Crease No ball Caught Run out	Bat Fielders Umpire Innings Wide Bowlers Bowled out Crease	Ball Stumps Umpire Run Out Leg before wicket Crease Six Innings Bowled out Positioning	Bat Fielders Batters Catch Stumped Wide Four Wicketkeeper Caught Run out Judgement
Key concepts Leadership Skill Thinking logically Health and fitness Reflection	Playing a variety of ball games with considerable ability, learning to appreciate scoring, and rules of the game. (Gross motor skills) Learning to develop the overall body strength, coordination, balance and agility (Gross motor skills)	Master basic movements including running, jumping, throwing and catching. Practise throwing and catching techniques. Attempt to strike the ball with a bat, ensuring contact is made. Participate in team games Begin to communicate with team mates within a game situation.	Master basic movements including running, jumping, throwing and catching. Develop throwing and catching as a fielder, beginning to consider positional awareness. Strike the ball with increasing consistency, beginning to take accuracy and power into consideration. Participate in team games Continue to develop communication with team mates within a game situation.	Pupils should be taught to use running, throwing and catching in isolation and in combination. Begin to develop different throwing and catching techniques, working together as a fielding unit. Run once the ball is hit, considering where the ball has gone Play competitive games such as stoolball, modified where appropriate, taking part in outdoor and adventurous activity within a team. Strike the ball when it is bowled, beginning to consider fielder positioning. Work co-operatively to develop basic tactics.	Pupils should be taught to use running, throwing and catching in isolation and in combination. Continue developing different throwing and catching techniques, considering positional play when fielding. Play competitive games such as stoolball, modified where appropriate, taking part in outdoor and adventurous activity within a team. Focus on power and direction when striking the ball, assessing when to run and when to stay Working co-operatively as a fielding unit, communicating concisely.	Pupils should be taught to use running, throwing and catching in isolation and in combination. Work collaboratively as a fielding unit in order to retrieve the ball, considering positional play and throwing, quickly retrieving the ball once it has been struck. Play competitive games such as cricket, modified where appropriate, taking part in outdoor and adventurous activity within a team. Bat with increasing accuracy, control and power, considering fielder position. Demonstrate an understanding for the rules of the game, implement a series of tactics, communicating regularly.	Pupils should be taught to use running, throwing and catching in isolation and in combination. Tactically position fielders, considering a range of aspects, using an in depth understanding of the game to communicate effectively when the ball is hit Play competitive games such as stoolball, modified where appropriate, taking part in outdoor and adventurous activity within a team. Bat accurately and consistently, demonstrating control, power and considering fielder position. Throw accurately considering power, direction, and the technique appropriate to the situation.

AAT Curriculum Progression

Physical Education Progression

	Learning to move with grace and control (Gross motor skills)			<p>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Begin to assess others in order improve personal performance.</p> <p>The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives.</p> <p>Consider how we are active during a game of stoolball.</p>	<p>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Develop assessment of self and others.</p> <p>The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives.</p> <p>Discuss the benefits of running and remaining active.</p>	<p>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Use feedback from peer assessment and self-assessment when playing in a game situation.</p> <p>The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives.</p> <p>Discuss in further detail the benefits of physical exercise and remaining active.</p>	<p>Demonstrate an understanding for the rules of the game, implement a series of tactics, communicating regularly.</p> <p>Communicate with teammates in order to enforce tactics.</p> <p>Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Independently reflect on individual and team performance during and after, considering what went well and how to improve.</p> <p>The national curriculum for physical education aims to ensure that all pupils lead healthy, active lives.</p> <p>Demonstrate an in depth knowledge explaining the benefits of physical exercise and remaining active.</p>
		Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Keywords		Throw Pace Catch Improvement Stopwatch		Jump Distance Diet Triple jump Discus	Run Javelin Exercise Endurance Javelin		Sprint Relay Feedback Height
<p>Key concepts</p> <p>Leadership</p> <p>Skill</p> <p>Thinking logically</p> <p>Health and fitness</p> <p>Reflection</p>	.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<p>Develop flexibility, strength, technique, control and balance, taking part in individual outdoor activities.</p> <p>Running efficiently to match the distance of the run, jump from a running position with accuracy.</p> <p>Use a broad range of throwing techniques with a variation of equipment.</p>	<p>Develop flexibility, strength, technique, control and balance, taking part in individual outdoor activities.</p> <p>Running confidently to match multiple race types, begin to perform a triple jump (hop, skip, jump) with the correct technique.</p> <p>Exhibits a good standard of accuracy when throwing and</p>	<p>Develop flexibility, strength, technique, control and balance, taking part in individual outdoor activities.</p> <p>Beginning to develop running techniques and strategies dependent on the distance. Continue to perform a triple jump (hop, skip, jump) with increasing accuracy.</p>	<p>Develop flexibility, strength, technique, control and balance, taking part in individual outdoor activities.</p> <p>Maintain in depth knowledge of running techniques and strategies dependent on the distance. Complete a triple jump (hop, skip, jump) effectively with considerable distance.</p>

AAT Curriculum Progression

Physical Education Progression

		<p>Run at varying speeds, jump forward when stationary and throw using a range of techniques, maintaining control.</p> <p>Begin to understand that exercise is good for you.</p> <p>Begin to observe others.</p>	<p>a standing position with increasing accuracy.</p> <p>Develop co-ordination by continuing to develop throwing techniques.</p> <p>Continue to understand that exercise is good for you.</p> <p>Continue to observe others.</p>	<p>Begin to develop control and when using equipment safely.</p> <p>Consider the benefits of regular exercise.</p> <p>Answer questions during plenaries and mini plenaries which consider how to develop performance.</p>	<p>catching. Maintain increasing control and safety when using equipment.</p> <p>Explain that exercise keeps you healthy.</p> <p>Think collectively to recognise what went well and how we could improve during mini plenaries.</p>	<p>Continue to show a good standard of accuracy when throwing and catching.</p> <p>Consistently maintain good control and safety when using equipment.</p> <p>Understand the cardiovascular benefits of regular exercise.</p> <p>Begin a self-reflection process in order to improve performance.</p>	<p>Exhibit effective throwing and catching skills, considering power, direction, and technique.</p> <p>Maintain and advocate good control and safety when using equipment.</p> <p>Use constructive peer assessment to support others and develop your own performance. Demonstrate constructive peer assessment and utilise productively in order to develop personal performance.</p> <p>Explain in depth the different health benefits gained from different exercises.</p>
--	--	--	---	---	---	---	---