Kingsland School

P.E. Progression Map

Subject–specific curriculum

Key Vocabulary is identified in **bold**.

NB. Pupils who access the subject-specific curriculum at Kingsland School can present with a range of physical barriers to learning. These barriers are supported using a variety of approaches/strategies/pieces of specialist equipment, including physical support strategies. At Kingsland School, a range of non-physical skills act as a precursor to learning subject-specific skills and developing mastery within the PE curriculum e.g. communication, listening and social skills. Opportunities that promote physical development also form a key part of other curriculum areas e.g. outdoor learning, music etc.

P.E. progression map:– subject-specific curriculum **Gymnastics and Dance**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
♦ Control some spontaneous movements involving **arms, legs, hands** ♦ Explore different single actions, shapes and balances with physical support ♦ Accept and engage in co-active exploration e.g. in movement involving arms, legs, hands ♦ Explore floor, mats and apparatus with physical support ♦ Respond to stimuli and produce spontaneous **actions** or **movements** as responses to them e.g. move to music in a more spontaneous way	♦ Perform basic gymnastic '**travelling**' actions and stay still when required ♦ Move forwards/backwards/in rotation with some control and coordination ♦ Begin to be proactive in interactions with other peers ♦ Be aware of others when moving ♦ Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel. ♦ Establish movement patterns and perform single actions e.g. **walking, crawling** ♦ Respond with intention/ appropriately to stimuli e.g. move faster to fast music	♦ Develop a range of whole-body movements ♦ **Move** in a variety of ways e.g. with a change of **shape**. ♦ Perform basic gymnastic (multiple) actions including **travelling, rolling and/or jumping** and stay still when required ♦ Respond to a range of stimuli, improvising freely using a range of controlled **movements** and **patterns** ♦ Perform a range of actions and agilities with consistency, fluency and clarity of movement ♦ Perform **movement sequences** in a controlled way ♦ Link movements in a simple sequence

P.E. progression map:– subject-specific curriculum **Game Skills & Orientation**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
♦ Control some spontaneous movements involving **arms, legs, hands** ♦ Respond to simple instructions, e.g. **stop/go with support** ♦ Explore and respond to basic sending actions ♦ Explore basic receiving actions ♦ Explore a range of physical movements e.g. rolling/throwing/striking a ball ♦ Respond to others as part of a group game ♦ Show awareness of turn taking	♦ Work in pairs and in small groups cooperatively with support ♦ Show some awareness of **space**, themselves and others ♦ Show some control with **rolling** a ball with support if required ♦ Show some control with **underarm** throwing with support if required ♦ Show some control with **striking** a ball with support if required ♦ Move with some control and coordination ♦ Copy actions, such as **throwing** or **rolling**, for particular games	♦ Work in pairs and small groups co-operatively ♦ Apply potential solutions to problems, e.g. reaching out a hand to intercept a moving ball ♦ **Pass** and **receive** and a ball, with some control ♦ Play simple games which may require support to **keep score** and follow game **rules** ♦ Move and use skills with greater intent and purpose e.g **throwing** a ball with more precision ♦ Use single actions and skills with greater intent e.g. **striking** a ball ♦ Perform skills with greater fluency and control e.g. **receiving** a ball and **throwing** to another player

P.E. progression map:– subject-specific curriculum **Team Sport & Athletics**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
♦ Experience and explore a range of athletic activities such as **travelling**, **running, jumping** and **throwing** ♦ Explore pieces of equipment e.g. a ball or bean bag ♦ Explore different throwing techniques for distance and target	♦ Develop the ability to **travel, jump**, and **throw**, with adult support ♦ Begin to vary actions with support ♦ Recognise familiar pieces of equipment e.g. a ball or hoop ♦ Copy and explore techniques of throwing underarm, overarm, **low** and **high** throws through adapted tasks e.g. aiming for short distance targets, over obstacles of different heights. ♦ Perform actions, often by trial and improvement, and remember learned responses	♦ Develop the ability to **travel, jump**, and **throw** independently ♦ Recognise that responses made achieve own intentions and repeat these with increasing control, coordination and consistency ♦ Encounter, respond and react to different modes of **travel** e.g. assisted wheelchair travel, changing speeds, direction ♦ Collaborate in simple games with other pupils ♦ Movement patterns are established and multiple actions are performed e.g. **kicking** a ball whilst **running, hitting** a ball whilst travelling in a wheelchair

P.E. progression map:– subject-specific curriculum **Swimming and Water Safety**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts (functional skills)
♦ Respond to simple commands e.g. **look, listen, stop, finished, in, out** etc. in the **pool** environment ♦ Initiate interaction and activities ♦ Encounter and react to new experiences in moving away from the pool rail ♦ Accept and respond to new ways of moving in the **pool** ♦ Enter and exit the **pool** safely, with support	♦ Perform actions by trial and improvement in developing water skills and confidence ♦ Travel across the **pool** in a variety of ways ♦ Control and coordinate their **breathing** to submerge for short periods of time ♦ Show awareness of cause and effect e.g. exercising your **legs** makes you tired ♦ Recognise and use a selection of familiar buoyancy aids e.g. **arm bands** ♦ Move with purposeful control e.g. using **arms** to propel themselves through the water ♦ **Enter** and **exit** the pool **safely**, independently	♦ Demonstrate the ability to perform a range of swimming techniques with greater control, accuracy and power using sound techniques e.g. **closed fingers** during stroke ♦ Develop a variety of swimming techniques and use these appropriately in a range of activities e.g. swimming on **front** or **back** with increasing independence ♦ Link skills and actions in ways that suit the activities e.g. use different techniques to meet the challenges of **changing direction** in water ♦ Be aware of and read **safety** signs around the pool/water ♦ Demonstrate awareness of keeping themselves safe in the water e.g. **floating** on back, travelling to the