

## PROGRESSIONS OF SKILLS AND KNOWLEDGE

### PE

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Key Vocabulary</u></b>	Warm up Heart Body Exercise	Catch Throw Balance Movements Sequence	Jump Distance Height Landing Compare Performance	Running Jumping Throwing Catching Competitive Perform Flexibility Strength Technique Control Balance Comparison	Running Jumping Throwing Catching Competitive Perform Flexibility Strength Technique Control Balance Comparison	Running Jumping Throwing Catching Competitive Perform Flexibility Strength Technique Control Balance Comparison	Running Jumping Throwing Catching Competitive Perform Flexibility Strength Technique Control Balance Comparison
<b><u>Key Questions</u></b>	Can you feel your heart pumping? Why are we getting warm?	What happened first? What happened next? How did you finish?	How were they the same? How were they different? How could you improve?	How can you change your run/jump/throw/catch? How can you show flexibility/strength/ technique/ control/ balance in a performance?	How does changing run/jump/throw/catch affect it? How can you show changing your flexibility/strength/ technique/ control/ balance to affect your performance?	Can you vary your run/jump/throw/catch to affect your performance? Can you show a variety of flexibility/strength/ technique/ control/ balance in your sequence/ performance?	Can you show different ways that varying your run/jump/throw/catch affects the performances? Can you show how a variety of flexibility/strength/ technique/ control/ balance in your sequence/ performance alters it?
<b><u>Skills</u></b>	Rolling Crawling Walking Jumping Hopping Running Hopping Skipping Climbing Balance Agility Strength Combine movements Throwing Catching Aiming	Catching Throwing Jumping Hopping Balancing Linking skills	Jumping – height Jumping - distance Throwing - overarm Catching (small ball)	Run at fast, medium and slow speeds. Jump and throw varying distance and height. Be aware of space and use it to support team and cause problems for opposition. Know and use rules fairly. Adapt sequences to suit different apparatus and criteria. Explain how strength and suppleness affect performance. Improve freely and translate ideas from a	Sprint over a short distance and show stamina over a longer distance. Jump in different ways. Throw in different ways, including to hit a target. Throw, catch hit, accurately and with control. Be aware of tactics. Move in a controlled way. Include change of speed and direction in a sequence. Develop three phases in	Vary pace in different races. Control taking off and landing when jumping. Throw with increasing accuracy. Combine jumping and running. Gain possession by working as a team and pass in a variety of ways. Choose a tactic for defending and attacking. Use at least one different technique to pass, dribble, shoot. Make complex sequences.	.Demonstrate stamina and increase strength. Exercise control in running, jumping and throwing depending on circumstances/ conditions. Use a number of techniques to pass, dribble, shoot. Work as a team to communicate and implement a plan. Lead others in a game situation. Combine own work

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				stimulus into movement. Create phrases with a partner and individually. Remember and repeat dance performance phases. To use a compass and follow a map.	gymnastics. Use dance to communicate an idea. To use a compass with accuracy and follow a map.	Combine action, balance and shape. Compose and perform own dances showing clarity, fluency, accuracy and consistency. To use a map of an unknown location, using clues and a four-figure grid reference.	with others showing complex extended sequences and to specific timings. Develop sequences showing a particular style showing clarity, fluency, accuracy and consistency. To plan and use a map of an unknown location, using clues and a six-figure grid reference. Swimming: To be able to use a range of strokes effectively To perform safe self-rescue in different water based situations To swim competently, confidently and proficiently over a distance of at least 25m
<b><u>Knowledge</u></b>	Warm up to get your heart pumping, so you do not get injured Exercise is keeps you fit and healthy Move around without touching other people	Describe and comment on a performance What a zigzag and straight line are	Compare performances with others Correct overarm technique How to jump for distance/height What are tactics?	To know the rules and tactics needed for different athletic activities. To be aware of space and use it to support teammates and to cause problems for the opposition To know and use rules fairly. To adapt sequences to suit different types of apparatus and criteria. To be able to repeat, remember and perform phrases. To be able to follow a map in a familiar context	To know the rules and tactics needed for different athletic activities. To be able to vary my tactics and adapt my skills depending on what is happening in a game. To be able to work with a partner to create, repeat and improve a sequence with at least three phases. To be able to repeat, remember and perform phrases. To be able to use clues to follow a route safely.	To know the rules and tactics needed for a wider range of athletic activities. To be able to use a range of techniques when fielding. To be able to use a number of techniques to pass, dribble and shoot. To know when to use different shots. To be able to make complex extended sequences. To be able to compose my own dances in a creative ways To be able to perform to an accompaniment. To confidently orientate myself and others to	To know the rules and tactics needed for a wider range of athletic activities. To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team. To know where a shot should be aimed and show increasing accuracy. To use different shots in a game situation to outwit an opponent. To develop technical sequences in a specific style. To be able to use my own

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						solve problems in unfamiliar environments. To use clues and a compass to navigate a route	style. To be able to take part confidently in outdoor and adventurous activity challenges both individually and in a team.
<b><u>Vocabulary</u></b>	Throw Catch Aim Balance Skip Hop Jump Run Sprint Jog Walk Climb	Underarm Overarm Zigzag Straight line Beginning Middle End Performance	Speed Direction Level Improve Control Markers Pattern Tactic	Speed, jump, throw, space, rules, adapt, sequence, apparatus, criteria, strength, suppleness, performance, improvise, translate, movement, phrases, repeat, remember, compass, map, tactics.	Sprint, distances, stamina, jump, throw, catch, hit, accuracy, control, tactics, awareness, change, direction, sequence, develop, phrases, communicate, compass, map, rules, vary, adapt, create, repeat, improve, remember, perform, clues, route.	Vary, pace, race, control, taking off, landing, jump, throw, accuracy, catch, combine, possession, teamwork, pass, variety, tactic, defending, attacking, technique, dribble, shoot, complex, sequence, action, balance, shape, compose, perform, clarity, fluency, consistency, map, location, clues, four figure grid reference.	Demonstrate, stamina, increase, strength, exercise, control, run, jump, throw, catch, conditions, technique, pass, dribble, shoot, defend, attack, teamwork, communicate, plan, lead, combine, complex, extended, sequence, style, clarity, fluency, accuracy, consistency, plan, map, location, six-figure grid reference, range, strokes, perform, safe, competently, proficiency, 25m, tactics, competitive, rules, aim, develop, technical, challenges.
<b><u>Literacy links</u></b>	Funnybones by Janet and Allan Ahlberg	Use of whiteboards with single words for instructions as prompts when working on activities. Working on ordering events - first, then, next, last, etc. Both	Character descriptions. Story writing plans. Fiction texts re: environmental issues	Report writing, healthy life style Instructional writing	Speaking and listening: Use appropriate intonation and controlling the tone and volume so that the meaning is clear  All Blacks book 'Legacy' by James Kerr (The players tidy their own changing rooms	Speaking & Listening Following & formulating verbal instructions Presenting to an audience – repeating back explanations Working collaboratively	Newspaper reports – look at examples of sports reports. Oral instructions to give in Goalball and OAA. Planning document for Dance.

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		with modelling language to the children and then them explaining what they have done/will do. Use of Speed Stacks to promote cross-body coordination and use of both hands for gross motor skills, which feeds into the focussed control when writing			after winning the world cup) used build sportsmanship – life habits.  Marcus Rashford Biography is a unit of English Work Y4 study.  Non-fiction non-chronological Report (of a Match) Writing Genre: 'real life' recount		
<b><u>Grammar links</u></b>	Our bodies – labelling body parts Healthy eating – a balanced diet	Focussing on correct use of past tenses. regular: run/ran walk/walked then orally irregular: throw/threw run/ran	Commas in a list. Sentence types – mnemonics to be sung	Sub headings, note taking research skills	Use of paragraphs to organise ideas around a them  Topic sentences	Instructions (time adverbials) Editing, up levelling skills	Structure of newspaper reports – headline, orientations, caption, re-orientation, past tense, reported and direct speech, quotation marks,. Instructions – chronology, imperative verbs, time conjunctions. Planning – chronology, imperative verbs, time conjunctions, diagrams.
<b><u>Values</u></b>	Across all years and the whole PE curriculum the core values that are promoted are: determination, passion, respect, honesty, self-belief and teamwork.						

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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#### **Aims**

The national curriculum for physical education aims to ensure that all pupils: ♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives. Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

#### **National Curriculum Expectations:**

##### **EYFS:**

##### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- ♣ Negotiate space and obstacles safely, with consideration for themselves and others;
- ♣ Demonstrate strength, balance and coordination when playing;
- ♣ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

##### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- ♣ *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;*
- ♣ *Use a range of small tools, including scissors, paint brushes and cutlery;*
- ♣ *Begin to show accuracy and care when drawing.*

#### **Key Stage One:**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ♣ 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
- ♣ Participate in team games, developing simple tactics for attacking and defending
- ♣ Perform dances using simple movement patterns

#### **Key Stage Two:**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They

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should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team
- ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations