

Long Row Primary School and Nursery

Curriculum Intent for PE

Curriculum Progression for PE

Reception Expectations

By the end of reception we expect pupils to be able to :-

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

KNOWLEDGE	SKILLS	KEY VOCABULARY
• Can understand rules within an activity • Can identify the ABC's relating to movement • Can identify an effect of exercise on the body • Can identify that food gives us energy • Can identify that the body has different parts • Can play to win • Can identify if they have won or lost in an activity • Can listen to instructions during an activity • Can identify that being active is fun • Can take part in an activity without falling out with others. • Can identify that being active is good for you. • Can confidently take part in a led activity	• Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Run Jump Balance Throw Catch Kick

Curriculum Progression for PE

Year 1 Expectations

By the end of year 1 we expect pupils to be able to :-

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

KNOWLEDGE	SKILLS	KEY VOCABULARY
• Can identify rules and scoring within an activity. • Can identify the ABC's relating to a sporting movement. • Can identify some effects of exercise on the body. • Can identify that the more energy we use the more we have to replace. • Can identify that the body has muscles and bones.	<u>Dance:</u> • Copies and explores basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli. • Show awareness of rhythm <u>Gymnastics:</u>	Rhythm Beat Movement Counts Roll Travel Balance Position Jump Throw

• Can identify the difference between participating and competing. • Can identify that trying to win is important. • Can identify how to handle equipment during an activity. • Can identify that being active can help us to feel happy. • Can take turns during an activity. • Can identify the importance of being active. • Can confidently assist with scoring an activity.	• Copies and explores basic movements with some control and coordination. • Can perform different body shapes • Performs at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control • Can link 2-3 simple movements <u>Games:</u> • Receives a ball with basic control • Beginning to develop hand-eye coordination • Pat, throw, kick, stop and sometimes catch a ball. • Can negotiate space when racing, able to adjust speed or change direction to avoid obstacles • Can travel in a variety of ways including running and jumping. • Participates in simple games • Accurately shadow a partners movements <u>Athletics:</u> • Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control <u>Evaluation:</u> • Can comment on own and others performance • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback.	Catch Kick Dribble Score Run Jump Goal Run Jump Throw Speed Improve Performance
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Curriculum Progression for PE

Year 2 Expectations

By the end of year 2 we expect pupils to be able to :-

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

KNOWLEDGE	SKILLS	KEY VOCABULARY
• Can assist with scoring an activity • Can describe the ABC's relating to a movement • Can identify why our bodies sweat and how this effects our need for water • Can identify that it is important to eat a balanced diet • Can identify large muscles/bones and small muscles/bones • Can identify different ways to improve the chances of winning an activity • Can identify that it is good to win, but trying your best is more important • Can identify how to respect other children during an activity • Can identify positive feelings when taking part in an activity	<u>Dance:</u> • Copies and explores basic movements with clear control. • Varies levels and speed in sequence • Can vary the size of their body shapes • Add change of direction to a sequence • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. <u>Gymnastics:</u> • Explores and creates different pathways and patterns. (move over/under/through apparatus) • Uses equipment in a variety of ways to create a sequence.	Rhythm Beat Movement Counts Sequence Speed Direction Roll Travel Balance Position Jump Sequence Throw Catch Kick Dribble

• Can join teams without any problems during an activity • Can describe one reason why it is important to be active • Can confidently assist with scoring various activities	• Link movements together to create a sequence. • Create a variety of shapes with the body. <u>Games:</u> • Stop a ball • Catch a ball • Hit with a bat or racket • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending <u>Athletics:</u> • Can change speed and direction whilst running. • Can jump from a standing position with accuracy landing on the opposite or both feet. • Performs a variety of throws with control and co-ordination. • Throw a projectile overarm • Can use equipment safely <u>Evaluation:</u> • Can comment on own and others performance • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback.	Score Run Jump Goal Defend Attack Run Jump Throw Speed Overarm Underarm Improve Performance Feedback
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Curriculum Progression for PE

Year 3 Expectations

By the end of year 3 we expect pupils to be able to :-

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 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

KNOWLEDGE	SKILLS	KEY VOCABULARY
• Can assist with enforcing rules for an activity • Can describe the ABC's relating to a sporting movement • Can describe what happens to our heart rate when exercising • Can identify that different foods affect us in different ways • Can identify the name of a muscle/bone in the body (e.g. rather than legs – quadriceps) • Can identify with what a tactic is • Can adopt a positive attitude to winning • Can show care towards equipment being used in an activity	<u>Dance:</u> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. <u>Gymnastics:</u> • Applies compositional ideas independently and with others to create a sequence.	Rhythm Beat Movement Counts Sequence Speed Direction Shadow Mirroring Tempo Roll Travel Balance Position Jump

• Can show behaviour that helps to make activity fun • Can encourage other children during an activity • Can identify the dangers of being inactive • Can confidently lead the scoring of an activity	• Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc <u>Games:</u> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. <u>Athletics:</u> • Beginning to run at speeds appropriate for the distance. • <i>e.g. sprinting and cross country</i> • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment.	Sequence Movements Turns Throw Catch Kick Dribble Bounce Score Run Jump Goal Defend Attack Tactic Run Jump Throw Speed Overarm Underarm Pace Improve Performance Feedback Similar Different
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	• Can use equipment safely and with good control. <u>Evaluation:</u> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.	
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Curriculum Progression for PE

Year 4 Expectations		
By the end of year 4 we expect pupils to be able to :- 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 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		
KNOWLEDGE	SKILLS	KEY VOCABULARY

• Can score an activity • Can actively show an understanding of the ABC's • Can identify the role of the heart when exercising • Can identify that the more energy we consume the more energy we have to use • Can identify that muscles and bones are used to help us move • Can identify a tactic for an individual activity • Can adopt a positive attitude to losing • Can share ideas and listen to other children's ideas during an activity • Can show enthusiasm and a 'have a go' attitude to make an activity fun • Can encourage other children during a competitive situation when losing • Can describe one danger of being inactive • Can confidently lead the scoring of various activities	<u>Dance:</u> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. <u>Gymnastics:</u> • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. <u>Games:</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition.	Rhythm Beat Movement Counts Sequence Speed Direction Shadow Mirroring Tempo Improvise Roll Travel Balance Position Jump Sequence Movements Turns Flexibility Fluency Throw Catch Kick Dribble Bounce Score Run Jump Goal Defend Attack Tactic Control Run Jump Throw
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	• Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination <u>Athletics:</u> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. <u>Evaluation:</u> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.	Speed Overarm Underarm Pace Improve Performance Feedback Similar Different Accurate Control
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Curriculum Progression for PE

Year 5 Expectations

By the end of year 5 we expect pupils to be able to :-

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 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

KNOWLEDGE

SKILLS

KEY VOCABULARY

• Can enforce rules for an activity • Can identify the correct technique for a sporting movement • Can describe what happens to our heart rate when exercising and how this effects our pulse • Can identify the dangers of over consumption of certain foods and drinks • Can identify the effect of exercise on muscles • Can identify a tactic for a team • Can identify positive role models for winning and losing either teams or individuals • Can show respect for an opposing team or individual in a competitive activity • Can celebrate the achievements of themselves and others within an activity • Can congratulate the opposing team when defeated in an activity • Can describe why it is important to be active • Can confidently assist the leading of a warm up activity	<u>Dance:</u> • Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • <i>e.g using various levels, ways of travelling and motifs.</i> • Beginning to show a change of pace and timing in their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. • Develops actions in time to music. • Works with a partner or as part of a group. <u>Gymnastics:</u> • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work.	Rhythm Beat Movement Counts Sequence Speed Direction Shadow Mirroring Tempo Improvise Fluency Pace Style Expression Roll Travel Balance Position Jump Sequence Movements Turns Flexibility Fluency Technique Height Direction Throw Catch Kick Dribble Bounce Score Run Jump Goal
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	• Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences including change of direction, travelling, speed and height. <u>Games:</u> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination • Marks an opposing player or players to prevent them from gaining possession. • Use different techniques and skills to pass, dribble, travel and shoot in ball games. <u>Athletics:</u> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • <i>e.g. hop skip jump (triple jump)</i> • Beginning to record peers performances, and evaluate these.	Defend Attack Tactic Control Opposition Run Jump Throw Speed Overarm Underarm Pace Performance Technique Improve Performance Feedback Similar Different Accurate Control Tactics Technique
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	• Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control <u>Evaluation:</u> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences.	
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Curriculum Progression for PE

Year 6 Expectations

By the end of year 6 we expect pupils to be able to :-

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 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

- **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**

KNOWLEDGE	SKILLS	KEY VOCABULARY
• Can lead the scoring and officiating for an activity at the same time • Can prescribe another child with the correct technique for a sporting movement • Can identify the effect exercise has on our pulse rate and how this can be used to predict a level of fitness • Can identify the importance of certain foods to aid activity	Dance: • Beginning to exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence.	Rhythm Beat Movement Counts Sequence Speed Direction Shadow Mirroring

• Can describe how muscles get stronger • Can prescribe a tactic for an individual activity • Can identify examples within a activity of positive reactions to both winning and loosing • Can show a respectful manner towards all other people when taking part in an activity • Can identify ways of including others in an activity • Can take the lead in a team in a competitive situation • Can describe the dangers of being inactive • Can confidently lead a warm-up activity	• Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • <i>e.g using various levels, ways of travelling and motifs.</i> • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence. • Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work <u>Gymnastics:</u> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating.	Tempo Improvise Fluency Pace Style Expression Motifs Flow Roll Travel Balance Position Jump Sequence Movements Turns Flexibility Fluency Technique Height Direction Extension Throw Catch Kick Dribble Bounce Score Run Jump Goal Defend Attack Tactic Control Opposition Possession Run
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	- Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Uses more complex gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances. <u>Games:</u> - Vary skills, actions and ideas and link these in ways that suit the games activity. - Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> - Keeps possession of balls during games situations. - Consistently uses skills with co-ordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Modifies competitive games. - Compares and comments on skills to support creation of new games. - Can make suggestions as to what resources can be used to differentiate a game. - Apply knowledge of skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and in combination. <u>Athletics:</u> - Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>	Jump Throw Speed Overarm Underarm Pace Performance Technique Accuracy Improve Performance Feedback Similar Different Accurate Control Tactics Technique Stroke Front Crawl Back Stroke Breast Stroke
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| | <ul style="list-style-type: none"> • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • <u>Make suggestions on how to improve their work, commenting on similarities and differences.</u> <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations. | |
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