



Skills and Knowledge Progression: Physical Education

MOISTEN NEEDLE
INFLATE 6 TO 8 LBS
MADE IN CHINA
E-3

SS4RE



Our sports teams

<p>National Curriculum aims & purpose:</p>	<p>School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school</p>
<p>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 that 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.</p> <p>Aims - The national curriculum for Physical Education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods • engage in competitive sports and activities • lead healthy, busy lives 	<p>Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond. Children should •</p> <ul style="list-style-type: none"> • experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor Education, athletics, and swimming. • Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time. • Learn to win and lose, support others and be supported, showing sportsmanship and good character. • Work as part of a team towards a common goal as well as individually improving their performance. • Be allowed to be creative in a range of activities. • Play competitively, respecting officials and other players. • Develop spiritually, morally and culturally through diverse activities and opportunities. <p>Quality physical Education can develop the whole child by: strengthening thinking and decision-making skills, building and increasing confidence and self-esteem, developing character and resilience, enhancing their commitment and desire to improve, allowing opportunities for enjoyment, fun and to be free-spirited and fostering feelings of safety and security.</p> <p>For more information and for details on our Sports Premium Strategy please click here.</p>

<p>Links to learning in EYFS:</p>	<p>Links to other subjects / curriculum areas:</p>	<p>Experiences every child should have:</p>
<p>PSED</p> <p>Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.</p> <p>Building Relationships - Work and play cooperatively and take turns with others.</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p>Expressive Art and Design</p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Maths - Using number, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital read out.</p> <p>Literacy - Developing a broad vocabulary and using in correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining.</p> <p>Music - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance.</p>	<p>Take part in intra-school sports activities at sports days, during sports lessons and at other one off opportunities as they become available.</p> <p>Represent the school in a sports event, ideally multiple times over their time at Wymondley.</p> <p>Play sport in front of spectators through Sports Day and through representing the school if they would like to.</p> <p>Take part in adventurous, outdoor activities, such as climbing, abseiling, raft building or orienteering in Year 5/6</p> <p>Be introduced to local clubs and training centres through in-school taster sessions and to continue sporting journeys</p>



Physical education across the curriculum

Physical Education Knowledge Progression

	Yr 1/2	Yr 3/4	Yr 5/6
Cycle A	<p>Autumn - Attack, defend, shoot Hit, catch, run Gymnastics</p> <p>Spring - Gymnastics Attack, defend, shoot Dance Run, jump, throw</p> <p>Summer - Send and return Run, jump, throw Swimming</p>	<p>Autumn - Hockey Netball Tag rugby Swimming</p> <p>Spring - Football Gymnastics Dance Rounders</p> <p>Summer - Athletics Cricket Basketball Tennis</p>	<p>Autumn - Football Hockey Netball Golf</p> <p>Spring - Gymnastics Tag rugby Basketball Dance</p> <p>Summer - Cricket Rounders Athletics Tennis</p>
Cycle B	<p>Autumn - Attack, defend, shoot Hit, catch, run Gymnastics</p> <p>Spring - Gymnastics Attack, defend, shoot Dance Run, jump, throw</p> <p>Summer - Send and return Run, jump, throw Swimming</p>	<p>Autumn - Hockey Netball Tag rugby Swimming</p> <p>Spring - Football Gymnastics Dance Rounders</p> <p>Summer - Athletics Cricket Basketball Tennis</p>	<p>Autumn - Football Hockey Netball Golf</p> <p>Spring - Gymnastics Tag rugby Basketball Dance</p> <p>Summer - Cricket Rounders Athletics Tennis</p>



Athletics through the curriculum and after school

Skills Progression in Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Cooperate with others to carry out more complex tasks.</p>	<p>Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Improve running and jumping movements, work for sustained periods of time. Reflect on activities and make connections between a healthy active lifestyle. Experience and improve on jumping for distance and height.</p>	<p>Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.</p>	<p>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy.</p>	<p>Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently judge across a variety of activities.</p>
Dance	<p>Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such</p>	<p>Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations</p>	<p>Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p>	<p>Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to</p>	<p>Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement. Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to</p>	<p>Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology Developing group devices and greater use of teamwork. Demonstrating narrative through contact and</p>

	as canon and levels.	as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs.		the communication of this to an audience.	communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.	relationships Showing tension through pattern and formation
Gymnastics	Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry simple apparatus such as mats and benches. To recognise 'like' actions and link them. To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence.	Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence	Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastics actions. Relate strength and flexibility to the actions and movements they are performing. To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances.	To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder.	Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement. Select a component for improvement. For example - timing or flow. Take responsibility for own warm-up including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance.	Lead group warm-up showing understanding of the need for strength and flexibility. Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions.

<p>Invasion Games</p>	<p>To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise.</p>	<p>Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play.</p>	<p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games e.g. basketball. Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack. Link skills to perform as a team.</p>	<p>Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting. Develop a wider range of ball handling skills. Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. Pass and move with the ball as a team to build attacks. Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play. Evaluating skills, tactics and teamplay to aid improvement.</p>	<p>Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay. Become more skilful when performing movements at speed. Select and apply appropriate skill in a game situation. Play effectively as a team in defence taking individual responsibility for your role.</p>	<p>Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Suggest, plan and lead simple drills for given skills. Combine and perform more complex skills at speed in games. Use set plays in game situation and explain when and why they are used. Switch effectively as a team between defence and attack.</p>
<p>Net/Wall Games</p>	<p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition.</p>	<p>Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games throwing, catching and sending over a net. Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and</p>	<p>Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries.</p>	<p>Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay.</p>	<p>Use different types of serves in-game and new shots learnt in games. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Develop further ways of playing with others cooperatively and in competition. Introduce Volley shots and Overhead shots. Further, explore Tennis service rules.</p>	<p>Develop a wider range of shots. Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring systems. Continue developing doubles play and tactics to improve.</p>

		coordination and use in a game.				
Striking and Fielding Games	<p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects.</p> <p>Develop sending and receiving skills to benefit fielding as a team.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce the concept of simple tactics.</p>	<p>To develop hitting skills with a variety of bats.</p> <p>Practice feeding/bowling skills.</p> <p>Hit and run to score points in games.</p> <p>Work on a variety of ways to score runs in the different hit, catch, run games.</p> <p>Attempt to work as a team to field.</p> <p>Begin to play the role of wicketkeeper or backstop.</p>	<p>To be able to adhere to some of the basic rules of cricket of striking and fielding games.</p> <p>To develop a range of skills to use in isolation and a competitive context.</p> <p>To use basic skills with more consistency including striking a bowled ball.</p> <p>Work cooperatively with others to complete fielding tasks.</p>	<p>To develop the range of striking and fielding skills they can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>Strike to ball with intent, use decision making attempt direction.</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance</p> <p>Develop retrieving and returning the ball.</p>	<p>Apply with consistency standard rules in a variety of different styles of games.</p> <p>Attempt a small range of shots in isolation and in competitive scenarios.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>
Outdoor and Adventurous Activity (OAA)	<p>Use thinking skills to follow multi step instructions.</p> <p>Solve more challenging problems as an individual.</p> <p>Comprehend that one thing can represent another.</p> <p>Take part in activities with increasing challenge to build confidence.</p>	<p>Use searching skills to find given items from clues and pictures.</p> <p>Work as a pair to navigate space.</p> <p>Use and explore unusual equipment to develop coordination, problem-solving and motor skills.</p>	<p>Work with others to solve problems.</p> <p>Describe their work and use different strategies to solve problems.</p> <p>Lead others and be led</p> <p>Differentiate between when a task is competitive and when it is collaborative.</p>	<p>Work well in a team or group within defined and understood roles.</p> <p>Plan and refine strategies to solve problems.</p> <p>Identify the relevance of and use maps, compass and symbols.</p> <p>Identify what they do well and suggest what they could do to improve.</p>	<p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory.</p> <p>Develop and use trust to complete the task and perform under pressure.</p>	<p>Use information given by others to complete tasks and work collaboratively.</p> <p>Undertake more complex tasks.</p> <p>Take responsibility for a role in a task.</p> <p>Use knowledge of PE and physical activities to suggest design ideas & amendments to games.</p>