

P.E. Curriculum Content and Progression

Physical development

(Developing movement skills through practise.)

Children will develop fundamental movement skills, become increasingly **competent** and **confident** and learn how to apply their skills in different ways. **(balance, agility, flexibility, strength and technique; travel and object control skills; perform skills with changes to: space, relationships and effort)**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to:</p> <ul style="list-style-type: none"> - show control and co-ordination in large and fine movement skills (w.r.t. balance, travel and object control). - demonstrate balance and control as they travel, around, under, over and through objects. - move confidently in a variety of ways. - show awareness of the space around them. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - use basic throwing, catching, kicking, rolling and hitting skills. - run at different speeds. - travel in different ways (gallop, hop, jump & skip). - land and stop with control. - demonstrate different shapes through balance. - balance on different parts of the body. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - show increasing control in throwing, catching and striking a ball. - change speed and direction when running. - apply travel, balance and object control skills in different activities. - balance on different parts of the body both on the floor and apparatus. - repeat a gymnastic sequence accurately displaying smooth transitions and changes in speed with control and coordination. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - throw, catch and strike a ball with increasing strength and accuracy. - know the difference between sprinting and running. - begin to combine and apply skills to a range of activities. - perform a variety of gymnastic actions in a controlled way, devising and performing short sequences moving smoothly from one position of stillness to another. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - run, jump, throw and catch in isolation with power, speed and control, for distance and accuracy. - confidently apply physical skills in combination. - perform a range of gymnastic actions with consistency, fluency and clarity of movement; combining actions that show changes of speed, level and direction. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - strike a ball with intent; throw and catch with increasing accuracy when bowling and fielding. - sustain and maintain running speed. - make complex extended sequences in gymnastics, combining actions, balance and shape that show tension, extension and good weight transference. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - select and combine sport specific skills applying them with control and precision. - show strength, stamina, speed and good technique when running, jumping and throwing. - perform, with precision, combinations of gymnastic actions that show clear differences between levels, speed and direction.

Year 4 **Swimming** - swim competently, confidently and proficiently over a distance of at least 25m. - demonstrate a range of different strokes. - perform safe self-rescue in different water-based situations (including treading water).

Performance and competition

(Applying skills and knowledge.)

Children will be motivated and encouraged to challenge themselves to do their best, showing determination, resilience and sportsmanship in competitive situations. (personal best, understanding rules and fair play; respond to challenge; perform & practise; strategy)

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to:</p> <ul style="list-style-type: none"> - take part in a range of physical activities. - be motivated to work towards targets. - challenge themselves in trying out a range of equipment. - show the desire to improve their skills through practise. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - set targets to challenge themselves. - follow simple rules and a scoring system. - sequence simple movements. - perform sequences of movements, linking 3 or more actions together. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - set a target and be determined to try to meet it. - identify simple rules and suggest their own. - show determination when competing with an opponent. - begin to understand simple tactics for attacking and defending. - begin to understand how to use space in a team game. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - be motivated to beat their previous performance. - show resilience and commitment to complete challenging tasks. - apply skills in game specific situations, following the rules of the activity. - begin to understand the concept of fair play. - apply simple tactics for attacking and defending. - compete in small sided games. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - show determination to improve on their personal best. - play a range of modified, made up and structured games that have specific rules and strategies. - understand sportsmanship and fairness. - apply basic principles of attacking and defending across different games. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - set personal best targets that motivate them to achieve and improve. - take part in a variety of competitive games, applying principles suitable for attacking and defending. - demonstrate sportsmanship, fairness and respect. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - understand what to do to improve their own performance, set themselves targets in order to do so and be able to recognise and celebrate their own success. - know a variety of competitive games: their structure, rules and roles within them. - show sustained participation in competitive games. - show sportsmanship, fairness and respect in all aspects of competition. - confidently apply basic principles of attacking and defending in a range of competitive games.

Working together

(Communicating and collaborating.)

By **cooperating** with each other, children will **respect** the contributions of their peers and take on a variety of roles and **responsibilities**. (working as a team; sharing ideas; turn taking; listening; leading & following)

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to:</p> <ul style="list-style-type: none"> - work with a partner. - share their ideas. - listen to others. - take turns. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - cooperate with a partner. - be more confident in explaining their ideas. - begin to take turns in different roles. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - work in a small group. - support and encourage team mates. - clearly express their ideas. - take on different roles within activities. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - successfully work as part of a team. - understand and demonstrate communication and cooperation. - confidently take on different roles. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - consolidate skills in communication and teamwork. - put forward their ideas in a positive way. - work together in small groups to plan, perform and evaluate. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - begin to identify their strengths and weaknesses as part of a team. - confidently share and discuss ideas in a group. - take on different roles including leading and refereeing. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - be an effective team player, listening to others and contributing to the planning and evaluation of group tasks. - communicate ideas constructively and positively. - lead a team in an activity. - ensure everyone is included.

Creating and questioning

(Ideas, imagination and knowledge.)

Children will learn to express their own ideas and reflect on their performance, understanding how to improve. (describe actions; explore ways of moving; ideas and opinions; review and evaluate)

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to:</p> <ul style="list-style-type: none"> - describe what they are doing. - respond imaginatively to different stimuli. - explore equipment in different ways. - create their own examples within an activity. - express what they like and dislike. - listen to feedback. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - watch, copy and describe movements. - compose and link movements to make a simple dance. - create sequences of movement and perform them in a controlled way. - ask questions and respond to feedback 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - create or change games, dances, sequences and performance ideas. - explore ideas, moods and feelings through dance. - evaluate performances saying what they can do well and what they need to improve on. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - describe and evaluate the work completed by others. - show an imaginative response to different stimuli through choice of movement. - use own ideas to create dance moves which convey feelings. - identify part of an activity that could be improved and how to do this. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - use more technical vocabulary related to the activity. - create and perform a dance sequence demonstrating imagination and expression. - suggest ways in which they and others can improve their work. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - talk in more detail about how improvements can be made using a rich vocabulary and subject specific language. - develop longer dance compositions that demonstrate an understanding of the music and show clarity, fluency and consistency. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - describe, analyse, interpret and evaluate others work showing an understanding of the techniques and skills being used. - perform a variety of dance styles and genre expressively and sensitively, exploring and improvising freely. - refine their own work responding to reflection and feedback.

Health and wellbeing

(Understanding the effects of physical activity.)

Children will understand the **impact of physical activity** on their bodies and recognise its importance for **mental wellbeing**. (getting changed; safety; warming up and cooling down; short & long term effects of physical activity on the body and mind)

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are able to:</p> <ul style="list-style-type: none"> - get changed independently. - follow rules to keep safe. - land and stop safely. - maintain personal space when travelling. - know that changes happen to their body when they are physically active. - recognise that activity is good for both mind and body. - be happy being physically active. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - get changed independently with increasing speed. - use equipment sensibly and correctly. - show awareness of others when working in a practical space. - know why physical activity is good for the body. - show enjoyment in physical activity. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - get changed quickly and independently. - begin to make judgements about what they can and cannot do safely. - take part in warming up and cooling down. - recognise and describe what their body feels like in different types of activities. - enjoy sustained physical activity. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - work safely and with due consideration to others. - know why we warm up and cool down. - recognise how specific activities can affect the body and discuss how they feel before, during and after activity. - know that different activities will affect the body in different ways. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - demonstrate water confidence. - know how to warm up and cool down. - respond to the different demands of an activity (speed, stamina, flexibility, strength and skill). - know and describe the short term effects of different exercise activities on the body. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - organise warm up and cool down activities. - know and describe what an effective warm up and cool down is, and how to do this safely. - recognise what activities help to build speed, strength, stamina and why they are important. - understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - consider own safety and the welfare of others in all activities. - organise equipment and space safely and independently. - plan and lead warm-ups and cool downs. - understand why exercise is good for fitness, health and wellbeing and make informed decisions that support their daily and long term health. - know that there are different ways to be physically active. - regularly take part in activities they enjoy and/or want to improve in.