

2019

Curriculum Skills and Progression Map Physical Education



Nebula
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The Nebula Federation

Frettenham Primary School

PHYSICAL EDUCATION: AGE RELATED STATUTORY COVERAGE	
KEY STAGE ONE LEARNING	KEY STAGE ONE LEARNING
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Swimming at KS1 or KS2: Children should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

Progression of Skills- Physical Education

Class 1 (Both Reception Year 1)

Physical Skills

- Dress and undress themselves
- Demonstrate spatial awareness
- Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely)
- Develop fundamental movement skills (including running, jumping, throwing)
- Identify a target and use effective throwing techniques
- Move creatively using whole body (e.g. dancing, posing, balancing)
- Copy and perform basic movements
- Develop basic strength and flexibility

- Develop fundamental movement skills (including running, jumping, throwing and catching)
- Improve running technique and run for longer distances
- Perform a run and jump sequence
- Develop an under and over arm throwing action
- Maintains stillness on different bases of support with different body shapes
- Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required
- Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end

GYMNASTICS AND DANCE

- Enjoy movement
- Show (some) rhythm in movement and dance
- Jump in different ways
- Copy some movements
- Change their body shape in a range of ways
- Perform simple and random dance moves
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PLAYING GAMES

- Enjoy participation
- Explore different ways of moving a ball
- Move a ball using simple throwing techniques
- Sometimes catch a ball
- Stop a ball moving in different ways
- Play simple ball games involving kicking, catching or throwing

Greater Depth

- Tie shoelaces and fasten buttons
- Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required
- Create and perform a movement phrase with a beginning, middle and end
- Show good awareness of space, apparatus and the actions of others

Class 1 (Both Reception Year 1)		
Thinking Skills	Personal Skills	Health Skills
<ul style="list-style-type: none"> • Listen to, understand and follow some basic rules • Show good awareness of personal space • Watch and comment on what they have seen • Show good awareness of space and the actions of others • Develop simple tactics for attacking and defending and ways to score • Describe some basic rules • Handle apparatus safely and recognise risks involved • Show good awareness of space and the actions of others • Watch, describe and comment on what they have seen • Develop ways to score <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Begin to support and celebrate the achievements of others • Comment on others' actions • Suggest improvements • Understand that physical activity is good for them • Talk about how to exercise safely and how their bodies feel during an activity 	<ul style="list-style-type: none"> • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship 	<ul style="list-style-type: none"> • Identifies the impact of physical activity on their bodies • Differentiate between healthy and unhealthy foods • Identify physical activities that contribute to fitness • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity
Greater Depth		
<ul style="list-style-type: none"> • Use equipment safely and effectively • Comment and reflect on their own skills and those of others • Apply skills in a variety of situations • Carry and set up equipment safely with help • Apply skills in a variety of situations 	<ul style="list-style-type: none"> • Know that physical exercise is good for them and describe what it feels like • Know running, jumping and throwing is good for them and describe what it feels like 	<ul style="list-style-type: none"> • Explain the impact that healthy or unhealthy foods will have on their bodies • Differentiates between healthy and unhealthy foods

Progression of Skills- Physical Education

Class 2 – Both Year 2 Year 3

Physical Skills

PHYSICAL SKILLS

- Develop basic strength and flexibility
- Develop fundamental movement skills (mastering running, jumping, throwing and catching)
- Show good awareness of space and the actions of others
- Compete in small sided games fairly showing good sportsmanship
- Run with a good technique at different speeds
- Show a good throwing technique and extend accuracy and distance
- Perform basic gymnastic actions with control and coordination

PLAYING GAMES

- Explore different ways of moving a ball
- Understand the importance of stopping a ball moving in different ways
- Begin to be able to work with a partner
- Start to link skills and actions within simple games
- Begin to understand some concepts of game e.g. opponent, teammate
- Begin to show some understanding of simple tactics
- Show an awareness of opponents and team-mates during games
- Select running speed for appropriate activity
- Understand the importance of rules and fairness
- Follow rules in games
- Understand the concept of both team and opponent
- Develop and use simple tactics in team games

GYMNASTICS AND DANCE

- Show rhythm in movement and dance
- Jump in different ways (two-footed)
- Explore, copy, and repeat simple skills and actions
- Remember and repeat simple sequences in dance or gym
- Copy and remember actions in a sequence
- Begin to move with increasing control and care
- Make a short dance sequence by putting some movements together
- Make simple moves with increasing control and co-ordination
- Develop gymnastic techniques and transitions
- Improvise with ideas and movements
- Perform dances using a range of movement patterns
- Cooperate with others to form sequences

- Adapt a gymnastic sequence to include different levels, speeds or directions
- Begin to use movements to communicate an idea
- Move across a room in different ways and with an awareness of space
- Make increasingly clear and fluent movements
- Show contrast in shape and movement
- Understand different uses of tense, relax, stretch, curl in movement
- Make up and repeat a short sequence of linked jumps
- Use more detailed plans and diagrams that take them from familiar to less familiar areas
- Copy, remember, repeat, explore simple actions and movements with control and co-ordination
- Begin to sequence moves and link actions

Greater Depth

- Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness
- Know the difference between tension and relaxation in their body
- Perform combinations of gymnastic actions using floor, mats and apparatus

- Throwing accurately and consistently towards a target
- Throw a variety of objects, changing their action for accuracy and distance

Class 2 – Both Year 2 Year 3		
Thinking Skills	Personal Skills	Health Skills
<ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Develop and use simple tactics for attacking and defending and ways to score • Describe some basic rules • Handle apparatus safely and recognise risks involved • Begin to watch others and focus on specific actions to improve own skills • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Handle apparatus safely and recognise risks involved Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Show good awareness of space and the actions of others • Take part in relay activities remembering when to run and what to do <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Comment on others’ actions • Suggest improvements for themselves and the work of others • Understand that physical activity is good for them • Talk about how to exercise safely and how their bodies feel during an activity • See how their work is similar to, and different from, other children • Analyse and comment on skills and techniques • Understand how performances can be improved, through practice and reflection • Explain and apply basic safety principles in preparing for exercise • Explain how the body reacts during different types of exercise 	<ul style="list-style-type: none"> • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship • Work and compete individually and with others in a team • Develop competence • Know playing games is good for them and describe what it feels like • Get changed to and from PE kit independently in 3 minutes • Compete fairly showing good sportsmanship individually and with others • Begin to understand the importance of warming up • Identify that playing extended games improves their stamina • Develop competence and confidence 	<ul style="list-style-type: none"> • Identify physical activities that contribute to fitness • Recognise the "good health balance" of nutrition and physical activity • Recognise that strength and suppleness are important parts of fitness • Develop calming techniques and self-regulate emotions with an adult.

<ul style="list-style-type: none"> • Warm up and cool down appropriately • Refine movement after evaluation from others • Understand the importance of practice 		
Greater Depth		
<ul style="list-style-type: none"> • Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it • Suggest suitable ways to increase the challenge in a task • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games 	<ul style="list-style-type: none"> • Know flexibility, strength and body control is good for them and describe what it feels like • Know and describe the effects of different exercise activities on the body and how to improve stamina 	<ul style="list-style-type: none"> • Describes the concept of fitness and provides examples of physical activity to enhance fitness • Identifies foods that are beneficial for before and after physical activity

Progression of Skills- Physical Education

Class 3- (Year 4 Year 5 Y5&6 Year 6)

Physical Skills

- Use a large range of sending, receiving and travelling techniques in games, with varied control
- Show control in take-off and landing activities
- Understand and demonstrate the differences between sprinting and distance running in order to sustain running and improve their personal target
- Perform dances using a range of movement patterns
- Work co-operatively to put strategies and solutions into action
- Demonstrate a range of throwing actions using modified equipment with some accuracy and control
- Demonstrate agility and full-body-control whilst changing direction in a confined space
- Develop and refine orienteering and problem-solving skills when working in groups and on their own
- Perform combinations of gymnastic actions with different levels, speeds and directions

- Perform skills with greater speed, fluency and accuracy in invasion, striking and net games
- Choose appropriate techniques for specific events
- Show accuracy and good technique when throwing for distance

GYMNASTICS AND DANCE

- Develop gymnastic techniques and transitions
- Improvise with ideas and movements
- Perform dances using a range of movement patterns
- Cooperate with others to form sequences
- Adapt a gymnastic sequence to include different levels, speeds or directions with increased consistency and fluency
- Use movements to communicate an idea, using expression and conveying emotion
- Move across a room in different ways and with an awareness of space with increased co-ordination
- Begin to sequence moves and link actions, using different body parts for effect
- Control take-off and landing when jumping
- Show increasing control in balance and agility
- Refine movements into increasingly complex sequences
- Perform a range of jumps showing contrasting techniques and sometimes using a short run up
- Work with a partner to show similar and contrasting actions on the floor and apparatus
- Combine actions and show clarity of shape in longer sequences, alone or with a partner

PLAYING GAMES

- Master fundamental movement skills with a good level of consistency when moving and standing still with some accuracy and power into a target area
- Throw and catch with control when under limited pressure to keep possession and score goals
- Throw, catch, strike, field, stop a ball with increasing control and accuracy
- Develop and use simple tactics (including position) in team games
- Be increasingly accurate in throwing for distance
- Decide the best way to move a ball for different purposes and needs
- Choose an appropriate speed to move a ball
- Begin to make use of space
- Vary skills, actions and ideas within simple games
- Change pace, length and direction to outwit their opponent
- Use a range of throwing techniques, with increasing power and accuracy
- Combine, vary and choose appropriate strategies and tactics
- Apply a broad range of skills to different situations
- Use a range of fielding skills and throw with accuracy to hit a target
- Choose the best pace to use in athletics or games

<ul style="list-style-type: none"> • Show control / coordination in travel and balance • Perform a range of jumps, showing control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing sequences in dance or gym • Combine changes of shape, speed and level in sequence • Apply skills, and actions and ideas with increasing co-ordination and control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing sequences in dance or gym including expression and emotion • Sustain movements over a longer period of time • Use changes in and combinations of direction, level and speed within increasingly complex sequences • Begin to improvise, based on previous skills • Plan, perform and repeat sequences, including changes in speed and level 	<ul style="list-style-type: none"> • Show growing awareness of space in team games • Work to (know to) keep or gain possession • Choose and use the most appropriate skills, tactics and actions to cause problems • Work within a team, with less focus on self • Understand that a winning team has not always been the best one
<p>Greater Depth</p>	
<ul style="list-style-type: none"> • Combine and perform actions, shapes and balances with good body tension and extension and increased fluency • Prepare physically and organisationally for challenges they are set, considering group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment 	<ul style="list-style-type: none"> • Choose and use a range of ball skills with a good degree of accuracy • Use a variety of techniques and tactics to attack, keep possession and score • To use a range of throwing and catching styles to beat an opponent • Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control

Class 3- (Year 4 Year 5 Y5&6 Year 6)

Thinking Skills	Personal Skills	Health Skills
<ul style="list-style-type: none"> • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Handle apparatus safely and recognise risks involved Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Know and apply the basic strategic and tactical principles of some games and adapt them to different situations • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria using appropriate terminology • Show good awareness of space and the actions of others • Identify good performances and suggest ideas for practices that will improve their play • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Predict how different activities will affect heart rate, temperature and performance • With help, devise warm up and cool down activities and justify their choices • Develop strategies for coaching skills and techniques in others <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Suggest suitable ways to increase the challenge in a task • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Coach peers with assistance from resources • Modify and refine skills and techniques to improve any performance • Show a willingness to practise to develop and improve • Conserve energy over longer distances • Independently prepare for exercise, and use cooling down techniques • Use a range of criteria to judge own and others’ work 	<ul style="list-style-type: none"> • Get changed to and from PE kit independently in 3 minutes • Compete fairly showing good sportsmanship individually and with others • Work and compete individually and with others • Develop competence and confidence • Understand how strength, stamina and speed can be improved by playing games • Recognise that strength and suppleness are important parts of fitness • Work and compete individually and with others • Develop competence and confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	<ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity • Understand fully why exercise is good for fitness, health and wellbeing • Develop calming techniques and self-regulate emotions • Monitor their own heart rate and breathing • Understand how heart rate and breathing slows after exercise

<ul style="list-style-type: none"> • Know and use the relationship between power and stamina • Know and apply the strategic and tactical principles of various games and adapt them to different situations • With help, devise warm up and cool down activities and justify their choices • Develop strategies for coaching skills and techniques in others • Organise and judge events and challenges well • Apply coaching skills across various games/situations 		
Greater Depth		
<ul style="list-style-type: none"> • Suggest suitable ways to increase the challenge in a task • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Coach peers with assistance from resources 	<ul style="list-style-type: none"> • Lead activities and teach to other children • Develop calming techniques and self-regulate emotions • Design and lead activities and teach to other children • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	<ul style="list-style-type: none"> • Discusses the importance of hydration and rehydration • Relates different athletic activities to changes in heart rate, breathing and temperature • Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health

At Frettenham Primary School, swimming lessons take place The children swim for a term to show they meet the Expected Standard, outlined below.

Skills Map – Physical Education		
Swimming		
Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 50 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?

Physical Education – Long Term Plans

Please note – this is a working document and will be updated regularly, according to teaching strengths and children’s interests.

Year 1/2 – Physical Education – Long Term Plan			
	Autumn	Spring	Summer
Year A	Real PE	Real PE	Real PE Athletics
Year B	Real PE Cosmic Yoga	Real PE	Real PE

Year 3/4 – Physical Education – Long Term Plan			
	Autumn	Spring	Summer
Year A	Real PE	Real PE	Real PE Athletics
Year B	Real PE Cosmic Yoga	Real PE	Real PE

Year 5/6 – Physical Education – Long Term Plan			
	Autumn	Spring	Summer
Year A	Football Gymnastics Dance	Dance Korfball	Athletics Cricket Rounders
Year B	Gymnastics Dance Cross-Country Tag Rugby	Dance Gymnastics Korfball/Netball/Basketball	Athletics Tennis

Curriculum Skills and Progression Map

