

Skills & Knowledge Progression: PE

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>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.</p> <p>Aims</p> <ul style="list-style-type: none"> 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. 	<p>Sport, exercise, dance and gymnastics provide a fantastic platform on which to build a huge range of skills. We want our children to:</p> <ul style="list-style-type: none"> Know how to stay fit and healthy, understand the importance of exercise and live healthy lives Enjoy being active, and as a result choose to engage in sport, exercise, dance and gymnastics in their free time, both in and out of school Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes Be introduced to a broad range of sports, primarily through the taught curriculum, but also through lunchtime activities and after-school clubs (all of which are free to join), so that they can find the one that will become their passion Play competitively, taking pride in their accomplishments and relishing the opportunity to represent their class, house, school or town Learn about winning and losing in a safe environment Develop a sense of fair play, respecting players, officials and the rules of a game Have the chance to take sport further, through introductions to local clubs, and with our more talented children supported in taking part in opportunities such as the Herts Schools Games and District Football. Recognise that sport should be, above all else, fun

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Physical Development - Moving & handling</p> <ul style="list-style-type: none"> Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. <p>Physical Development - Health & self-care</p> <ul style="list-style-type: none"> Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. <p>Expressive Arts & Design - Exploring and using media</p> <ul style="list-style-type: none"> Sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> Music - moving in response to music in dance, and identifying how similar feelings and meanings are represented in both forms. Geography, history & RE - the role of dance in other cultures, time periods and religions. PSHE - understanding the principles of self-care and the importance of fitness for general health. Science - the effect of physical activity on the body and the function of the heart and lungs in particular. Art - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms. English - writing match reports and recounts of sporting events, instructions for newly created games or biographies of sporting heroes. 	<ul style="list-style-type: none"> Take part in a regular diet of competitive intra-school events across a range of sports from Year 2 upwards; as children progress through the school, this expands to include officiating and organising events through our <i>Sports Crew</i> Represent the school in a Level 2 competition [our goal is that all children should represent the school at least once during Year 5/6; many children will take part in far more events than this] Play sport in front of spectators (through inter-school events and our Sports Days) Take part in adventurous, outdoor activities, such as climbing, abseiling, raft building or orienteering Be introduced to local clubs and training centres through in-school taster sessions and longer-term projects (such as <i>Chance to Shine</i> cricket)

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Opportunities to develop and use Learning Powers in our curriculum	
<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> • Exploring the capabilities, possibilities and limitations in your body movements, fitness levels and skill • Taking chances to try things out, go wrong and take risks • Showing curiosity about new equipment, sports and activities • Developing understanding through questioning (eg. How are you going to move from a to b without losing control?) • Challenging each other through 1:1 and small group games.
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> • Tackling new situations and scenarios with growing confidence • Choosing and using resources and equipment independently, caring for it and returning it to the correct place once an activity is complete • Using imagination to find alternative solutions to a problem or new tactics to apply to a challenging situation • Playing and performing with confidence, in both competitive and non-competitive situations • Taking responsibility for actions, and accepting (and learning from) both success and failure
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> • Considering the needs, wants and preferences of others when working together as a team • Offering honest, non-critical feedback to others, so they can improve • Designing games with the players in mind - how will they interact with the game? Will it make sense to them (and seem both fun and fair)? • Recognising the impact that actions and comments have on those around us • Forgiving the mistakes of others, particularly in team games - if a teammate is doing their best to score, it's not their fault that they missed
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> • Working with determination to master a new activity, and recognising that this is a challenging and long-term task that needs perseverance • Coping with setbacks and demonstrating ways to overcome a problem practically • Setting ambitious but realistic goals • Maintaining attention and clarifying information when being introduced to new skills and techniques • Showing commitment to finding out answers and solving problems
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> • Breaking challenges down into small steps and thinking problems through logically • Reflecting on the causes of both success and failure, and using this to improve future work • Understanding how to move a skill or game forward by applying tactics. • Evaluating work, using personal or shared criteria • Taking feedback from others into account and using this to consider next steps
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> • Treating other individuals and teams with respect, particularly in victory or defeat • Presenting and sharing work with others (particularly in dance and gymnastics) • Working in teams to achieve a common goal, not always to win. • Discussing and understanding the rules of a game. • Using listening and imitation to learn from peers, teachers and experts alike

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Year group	Dance	Gymnastics	Locomotion	Ball skills (hands)	Ball skills (feet)	Games for understanding
Year 1	<ul style="list-style-type: none"> Responding to rhythm. Introducing and creating motifs. Creating movement sequences, exploring relationships (how the body link to space and music) and performance. Explore expression Add movements together. Introduce partner work. Start to perform smaller motifs. 	<ul style="list-style-type: none"> Introduce 'Wide', 'Narrow' and 'Curled'. Explore differences between wide, narrow and curled. Introduce 'big' and 'small' body parts. Combine big and small with wide, narrow and curled. Transition between wide, narrow and curled using big and small body parts. Add (link) movements together. Create ways of adding (linking) movements together. 	<ul style="list-style-type: none"> Explore running, using the language of speed and acceleration. Apply running into a game where changes of speed are needed. Explore running in a team. Develop jumping - one foot, two feet, skip, distance. Explore jumping combinations. Explore how jumping affects our body. Apply skipping and jumping in a game. 	<ul style="list-style-type: none"> Develop bouncing: introduce sending with control, aiming with accuracy, power and speed. Develop sending (rolling) skills. Introduce stopping a ball and develop stopping, combining sending skills. Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags). Consolidate sending and stopping skills to win a game. 	<ul style="list-style-type: none"> Recap and develop moving with a ball using feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing) and apply this to simple games. 	<ul style="list-style-type: none"> Understanding the principles of attack. Apply attacking principles into a game. Understand the principles of defence. Apply defending principles into a game. Consolidate attacking. Consolidate defending.
Year 2	<ul style="list-style-type: none"> Respond to stimuli. Develop whole group movement. Create sequences, including contrasting movements. Continue to explore relationships (how the body links to space and music) and performance. Explore sequences, relationships and performance. Develop a motif with expression and emotion. Apply choreography to a motif. 	<ul style="list-style-type: none"> Explore and develop zig-zag pathways. Explore curved pathways, developing curved pathways on apparatus. Create, complete and perform pathway sequences. Develop 'linking', including the use of apparatus Introduce and develop jump, roll, balance sequences Complete jump, roll, balance sequences on apparatus. 	<ul style="list-style-type: none"> Explore and develop dodging. Apply dodging to a small game, exploring attacking and defending. Apply and consolidate dodging in teams. Understand the range of different ways of jumping. Explore sequence jumping (eg. hop / skip / 2 footed jump.) Develop jumping combinations. 	<ul style="list-style-type: none"> Keep possession when passing and receiving or dribbling. Combine dribbling, passing and receiving, keeping possession Combine dribbling, passing and receiving to score a point Develop application and understanding of underarm throwing. Introduce overarm throwing. Apply underarm and overarm throwing to game situations. 	<ul style="list-style-type: none"> Develop dribbling, keeping possession. Develop passing and receiving to maintain possession. Combine dribbling, passing and receiving to score a point. Apply dribbling, passing and receiving as a team to game situations. 	<ul style="list-style-type: none"> Attack and defend as a team. Understand the transition between defence and attack. Create and apply attacking tactics. Create and apply defensive tactics.

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Year group	Dance	Gymnastics	Invasion Games	Striking & Fielding Games	Net & Wall Games	Athletics
Year 3	<ul style="list-style-type: none"> Respond to stimuli. Develop character dance into a motif or develop thematic dance. Extend sequences with a partner in character. Develop sequences with a partner in character that show relationships. Extend dance skills in choreography. 	<ul style="list-style-type: none"> Introduction to symmetry and asymmetry. Application of learning onto apparatus. Sequence formation. Sequence completion. 	<p><u>Hockey / Basketball / Netball / Rugby / Football</u></p> <ul style="list-style-type: none"> Introduce moving with the ball, passing and receiving. Introduce tagging. Create space when attacking. Develop passing and moving. Combine passing and moving to create space/ attacking opportunities. Introduce dribbling, keeping control. Develop dribbling, keeping control. Introduce shooting. Combine passing and shooting. 	<p><u>Cricket / Rounders</u></p> <ul style="list-style-type: none"> Understand the concept of batting and fielding. Introduce throwing overarm. Develop throwing underarm. Introduce catching. Explore striking with intent. Apply overarm and underarm throwing. Introduce stopping the ball. Application of stopping the ball in simple game situations. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> Introduce tennis and the concept of outwitting an opponent. Introduce use of rackets and the forehand shot. Create space to win a point. Consolidate how to win a game. 	<p><u>Running</u></p> <ul style="list-style-type: none"> Explore and develop running for speed. Introduce the relay - running for speed in a team. Develop relay running for speed in a team. Explore running for distance. Understand and apply tactics when running for distance.
Year 4	<ul style="list-style-type: none"> Responding to stimuli, working together. Develop sequences with a partner in character that show relationships and interlinking dance moves. Extend sequences with a partner in character. Explore two contrasting relationships and interlinking dance moves. Combine sequences, relationships, choreography in performance. 	<ul style="list-style-type: none"> Introduction to bridges. Application of bridge learning onto apparatus. Develop sequences with bridges. Sequence formation. Sequence completion. 	<p><u>Hockey / Basketball / Netball / Rugby / Football</u></p> <ul style="list-style-type: none"> Develop passing, receiving, moving and creating space. Refine dribbling, turning and footwork. Develop shooting; combine passing and dribbling to create shooting opportunities. Develop passing and dribbling, creating space for attacking opportunities. Develop defending - marking, blocking and tackling. Develop defending in game situations. Apply learning to small sided games. 	<p><u>Cricket / Rounders</u></p> <ul style="list-style-type: none"> Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds - how, where and why? Introduce and apply basic fielding tactics 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> Develop forehand. Create space to win a point using a racket. Introduce the backhand. Apply the forehand and backhand in game situations. Apply the forehand and backhand to create space and win a point. 	<p><u>Jumping</u></p> <ul style="list-style-type: none"> Jumping for distance - focus on standing long jump, using consistent arm movements and knee bends to generate power. Develop use of 'Personal challenge' - challenging yourself to beat a personal best. Jumping for distance - introduce standing triple jump.

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Year group	Dance	Gymnastics	Invasion Games	Striking & Fielding Games	Net & Wall Games	Athletics
Year 5	<ul style="list-style-type: none"> Extend sequences with a partner using compositional principles linked to a subject area. Create movement using improvisation, where movement is reactive. Develop sequences showing interlinking dance moves. 	<ul style="list-style-type: none"> Introduce counter balance. Apply counter balance learning onto apparatus. Explore counter tension. Develop and refine sequence formation and completion. 	<p><u>Hockey / Basketball / Netball / Rugby / Football</u></p> <ul style="list-style-type: none"> Refine passing, dribbling and moving to create attacking opportunities. Explore different passes that can be used to outwit defenders. Refine shooting. Develop defending - using marking, blocking and tackling. Create tactics for defending as a team. Apply defending tactics, developing transition from defence to attack. Develop officiating. Apply skills to game situations. 	<p><u>Cricket / Rounders</u></p> <ul style="list-style-type: none"> Refine batting, understanding and developing tactics. Refine bowling, developing tactics. Refine fielding - stooping, catching and throwing. Develop and refine fielding tactics, considering which players to use in which positions. Combine bowling and fielding, creating and applying tactics. Introduce umpiring and scoring in order to play full games. 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> Introduce the volley. Develop the volley. Refine forehand and backhand shots. Develop tactics to control the game from the serve. Develop movement around the court to control space. Apply understanding to doubles games, showing an awareness of tactics. 	<p><u>Throwing</u></p> <ul style="list-style-type: none"> Review techniques for throwing, considering the idea of accuracy vs distance. Explore different ways to throw objects for distance, identify which are more successful and look for common themes (eg. angle of release, use of legs, arm position at release). Combine this understanding with discipline-specific skills to throw javelin, shot put and discus.
Year 6	<ul style="list-style-type: none"> Perform with technical control and rhythm in a group. Create rhythmic patterns using the body. Extend choreography through controlled movements, character emotion and expression. Explore the relationships between characters, applying emotion and expression. Experience dance from a different culture. 	<ul style="list-style-type: none"> Introduce matching. Apply matching learning onto apparatus. Introduce mirroring. Apply mirroring learning onto apparatus. Consolidate sequence development, taking into account feedback from others when refining and practising movements. 	<p><u>Hockey / Basketball / Netball / Rugby / Football</u></p> <ul style="list-style-type: none"> Consolidate passing, receiving, moving and dribbling to maintain possession. Consolidate defending and defensive tactics. Create, understand and apply attacking tactics in game situations. Create, understand and apply defending tactics in game situations. Consolidate attacking and defending in games. Develop officiating. Organise formations decide tactics, manage teams and officiate games. 	<p><u>Cricket / Rounders</u></p> <ul style="list-style-type: none"> Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics in game situations Create, understand and apply defensive tactics in game situations 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> Consolidate prior learning - forehand, backhand and volley shots. Apply skills to game situations (eg. round robin games, mixed ability doubles, tag team tennis.) Review and refine skills and tactics based on game performance and feedback from others, and use this to identify areas for personal development. 	<p><u>Competitions</u></p> <ul style="list-style-type: none"> Level 1 Running Level 1 Throwing Level 1 Jumping <p><i>[Level 1 competitions are those carried out in school during PE lessons. Children record their performance in each event, set a 'personal challenge' for improvement, identify ways in which they can develop further and regularly review outcomes, so that they can take responsibility for their development.]</i></p>