

## **Physical Education Whole School Progression of Skills**

Providing a first class education for our children is our core purpose. Within the primary phase we seek to lay the foundations of knowledge, skills and attitudes that prepare children extremely well for their next stage of education so that transition from one stage to another is natural, seamless and timely. We seek to develop in children a life-long love of learning and the underlying skills to enable them to succeed. Our curriculum aims to go beyond the merely academic, but also into the behaviours and attitudes we wish our children to demonstrate as citizens of the world.

At CHANGE Schools Partnership we believe that:

- The curriculum in our schools is everything that our pupils experience including the school and classroom environment, their interactions with staff and pupils and the quality of the daily pedagogy used in the delivery of a course of study.
- The content of our curriculum should build 21<sup>st</sup> century skills such as collaboration, critical thinking and communication, and will continue to evolve responding to our ever-changing world.
- We have a moral duty to our most vulnerable pupils for whom we know education is the best route for a successful future.
- All children are capable of excellence through becoming reflective and independent learners within an environment that exposes them to great outcomes.
- We seek to promote children's intrinsic motivation by giving them ownership over the direction of their learning.
- Children should love coming to school each day where their time will be filled with fun, purposeful and challenging learning.
- Children deserve learning experiences that will stick with them for a lifetime.

### **Purpose of study (from the National Curriculum)**

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.

### **Aims (from the National Curriculum)**

- 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.

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### **Key stage 1:**

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.

### **Key Stage 2:**

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. 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.

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<b>Games</b>	<p>I can throw underarm.</p> <p>I can roll a piece of equipment.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands</p> <p>I can kick in different ways.</p>	<p><i>Rising stars planning link: Multi-skills, Brilliant ball skills, Throwing and catching, Active athletics.</i></p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can roll a piece of equipment with some control.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p> <p>I can participate in simple games.</p>	<p><i>Rising stars planning link: Multi-skills, Brilliant ball skills, Throwing and catching, Active athletics.</i></p> <p>I can use hitting, kicking and rolling in a game situation.</p> <p>I can decide on the best space to be in during a game.</p> <p>I can begin to use tactics in a game. Children discuss a game plan before or during a game). I can follow rules.</p>	<p><i>Rising stars planning link: Multi-skills, Brilliant ball skills, Throwing and catching, Active Athletics.</i></p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support teammates and cause problems for opposition. I know, use and develop rules fairly.</p> <p>I can create my own small game using a specific skill.</p> <p>I can think tactically (Children discuss a game plan before or during a game).</p> <p>I can communicate with others during a game.</p>	<p><i>Rising stars planning link: Invaders, Striking and fielding and Nimble nets.</i></p> <p>I can catch with one hand.</p> <p>I can hit, throw and catch accurately with control.</p> <p>I can keep possession of the ball within a game. I can vary tactics within a game. (Identify and change tactics when things aren't working).</p> <p>I can create my own invasion game using knowledge and skills.</p> <p>I can make suggestions on how to scaffold a game or activity making it easier or harder.</p>	<p><i>Rising stars planning link: Invaders, Striking and fielding, Nimble nets.</i></p> <p>I can gain possession by working as a team.</p> <p>I can choose a tactic for defending and attacking.</p> <p>I can use several techniques to pass, dribble and shoot.</p> <p>I can use forehand and backhand. (Children must know these terms).</p> <p>I can take part in competitive games.</p> <p>I can make suggestions on how to scaffold a game or activity (easier or harder).</p>	<p><i>Rising stars planning link: Invaders.</i></p> <p>I can explain and play to agreed rules.</p> <p>I can umpire a small game.</p> <p>I can create my own game and explain this effectively.</p> <p>I can lead others in a game situation.</p> <p>I can participate in a competitive game with a good understanding of tactics.</p>

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<b>Gymnastics</b>	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll in different ways.</p> <p>I can travel and balance in different ways.</p> <p>I can stretch and curl in different ways.</p>	<p><i>Rising stars planning link: Groovy gymnastics, Multi-skills, Active athletics.</i></p> <p>I can make my body curled, tensed, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy and perform sequences.</p> <p>I can roll, curl, travel and balance in different ways (including equipment).</p> <p>I can explore different levels (balance, jumps and travel).</p> <p>I can jump and land safely.</p>	<p><i>Rising stars planning link: Groovy gymnastics, Multi-skills, Active athletics.</i></p> <p>I can plan and perform a short sequence.</p> <p>I can give feedback to my peers.</p> <p>I can improve my sequence based on given feedback.</p> <p>I can use a variety of jumps (star, pencil jump) with and without equipment.</p> <p>I can point my toes and begin to have smooth transitions between movements.</p> <p>I can do a variety of balances using point or patch independently or in small groups (Points= hands, feet, elbow and knees. Patch= front, back and arm).</p> <p>I can work independently and collaboratively.</p>	<p><i>Rising stars planning link: Groovy gymnastics, Multi-skills.</i></p> <p>I can plan and adapt sequences to include different types of equipment. (Ribbons, benches, balls)</p> <p>I can use a variety of jumps (star, pencil jump, straddle and half turn) with and without equipment.</p> <p>I can perform a controlled dismount from a variety of apparatus.</p> <p>I can perform a variety of rolls (teddy bear, pencil, egg, forward roll <b>trained teacher present</b>).</p> <p>I can create a short sequence, independently or in a small group, including a travel, jump, balance (patch and point) and roll.</p> <p>I can give feedback to my peers beginning to use correct terminology.</p> <p>I can perform a sequence choosing appropriate movements to suit the music.</p>	<p><i>Rising stars planning link: Gym sequences.</i></p> <p>I can control my body movements.</p> <p>I can include a change of speed and direction in a sequence.</p> <p>I can create a sequence, independently or in a small group, including a travel, jump, balance and roll.</p> <p>I can give feedback to peers, to improve and refine, using correct terminology.</p> <p>I can perform a sequence choosing appropriate movements to suit the music.</p> <p>I can use a variety of symmetrical and asymmetrical movements.</p> <p>I can create short sequences, independently/in a small group: travel/roll, jump &amp; balance (patch and point).</p>	<p><i>Rising stars planning link: Gym sequences.</i></p> <p>I can make complex extended sequences.</p> <p>I can combine movement, balance and shape.</p> <p>I can perform showing precision, control and fluency.</p> <p>I can analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>	<p><i>Rising stars planning link: Gym sequences.</i></p> <p>I can combine my work with others.</p> <p>I can independently analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>

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<b>Dance</b>	<p>I can move to music.</p> <p>I can copy dance moves and perform them</p> <p>I can move safely around the room.</p>	<p><i>Rising stars planning link: Story time dance.</i></p> <p>I can move to music.</p> <p>I can copy and explore basic movements.</p> <p>I can create basic movements.</p> <p>I can link basic movements to perform a short dance.</p>	<p><i>Rising stars planning link: Ugly bug ball dancing.</i></p> <p>I can change rhythm, speed and direction in my dance.</p> <p>I can dance with control and coordination.</p> <p>I can make a sequence by linking moves together.</p> <p>I can use dance to show a mood or feeling.</p> <p>I can be aware of those around me (in time and special awareness).</p> <p>I can contribute ideas towards creating a dance sequence.</p> <p>I can give feedback to my peers.</p>	<p><i>Rising stars planning link: African Dance (This can be adapted provided these skills are taught).</i></p> <p>I can improvise freely, independently or collaboratively, to create a dance.</p> <p>I can perform a dance with rhythm and expression.</p> <p>I can use knowledge of dance to create a story collaboratively. (Cross curricular).</p> <p>I can perform a dance with confidence.</p> <p>I can improve a dance using peer feedback.</p> <p>I can give feedback to my peers beginning to use correct terminology.</p>	<p><i>Rising stars planning link: Dynamic dance.</i></p> <p>I can take the lead and work with a partner or group.</p> <p>I can use dance to communicate an idea.</p> <p>I can self and peer evaluate. (Self evaluate- record and watch performances on iPads).</p>	<p><i>Rising stars planning link: Dynamic dance.</i></p> <p>I can begin to exaggerate dance movements.</p> <p>My dance shows accuracy, fluency, clarity and consistency.</p> <p>I can confidently perform a dance that I have helped choreograph.</p> <p>I can modify part of a sequence based on peer or self-evaluation. (IPads for self-evaluation).</p> <p>I can begin to change the pace and timings to suit the music.</p>	<p><i>Rising stars planning link: Dynamic dance.</i></p> <p>I can choreograph a sequence for a specific age group and teach this to them.</p> <p>I can choose a piece of music to suit a preferred style of dance.</p> <p>I can confidently perform movements with exaggerated expression.</p> <p>I can confidently perform a dance that I have choreographed.</p>

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<b>Other skills</b>	<p>I can recognise how my body has changed after exercise</p> <p>I can explain the importance of exercise and a healthy lifestyle.</p>	<p>I can begin to understand the effects of exercise on my body.</p> <p>I can independently get changed (not including shoe laces).</p>	<p>I can identify the difference between a dynamic and static stretch. (Children must know these terms).</p> <p>I know how long to hold a stretch for during warm up and cool down (8 seconds).</p>	<p>I can lead a simple warm up or cool down including dynamic and static stretches.</p> <p>I can describe the effect exercise has on my body.</p> <p>I can explain why we do a warm up and cool down.</p>	<p>I can lead a simple warm up or cool down including dynamic and static stretches.</p> <p>I can encourage and support my peers and lose graciously.</p> <p>I can be innovative to solve problems faced during PE.</p>	<p>I can coach less confident peers.</p> <p>I can begin to umpire a small game.</p>	<p>I can plan an activity for a group of children. (Including warm up and cool down)</p> <p><b>(Consolidate any pervious skills necessary for each individual pupil)</b></p>

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<b>Athletics</b>	<p><i>Rising stars planning link: Active athletics.</i></p> <p>I can run at varying speeds and change direction. I can consolidate KS1 throwing skills using a selection of equipment.</p>	<p><i>Rising stars planning link: Young Olympians.</i></p> <p>I can build a variety of running techniques to ensure sustainability. (Sprint short distance, jog long distance). I can throw with confidence at a target.</p> <p>I can use the correct techniques to throw or pass equipment. (shot put, discus, javelin, relay baton).</p> <p>I can perform a running jump. (Long jump).</p>	<p><i>Rising stars planning link: Young Olympians.</i></p> <p>I can throw with accuracy and power to a target. (Moving target).</p> <p>I can perform a more complex running jump. (Triple jump).</p> <p>I can use the correct techniques to throw or pass equipment, including footwork for momentum. (shot put, discus, javelin, relay baton.)</p>	<p><i>Rising stars planning link: Young Olympians.</i></p> <p>I can demonstrate stamina.</p> <p>I can refine skills previously learnt.</p>
<b>Outdoor Adventurous Activity</b>		<p><b><u>Cross curricular (Geography)</u></b></p> <p>I can follow a map in a familiar context.</p> <p>I can follow a route within a time limit.</p>	<p><b><u>Cross curricular (Geography)</u></b></p> <p>I can follow a map in an unknown location.</p> <p>I can use clues and a compass to navigate.</p> <p>I can change my route to overcome a problem.</p>	<p><b><u>Cross curricular (Geography)</u></b></p> <p>I can plan a route and a series of clues for someone else.</p> <p>I can plan with others considering safety and danger.</p>