

Physical Education Progressive Skills Document



The PE curriculum aims to ensure that all pupils:

- 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

Through the PE curriculum, pupils will develop their knowledge and skills through the following domains of knowledge.

- Athletics (running, jumping, throwing, catching)
- Dance and movement (movement, sequences, communicating ideas, rhythm, performance)
- Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control)
- Team Games (competitive games, attacking and defending, passing, fielding, dribbling, shooting)
- Outdoor Adventurous Activities (orientation, problem solving, navigation, maps, compasses, teamwork, communication)
- Swimming (water safety, different strokes, confidence)

They will also develop knowledge, skills and confidence in:

- Leadership (communication, tactics, refereeing, explaining rules, coaching)
- Evaluation (reflecting, analysing, improving, communicating)
- Responsibility (Being fit and active, leading a healthy lifestyle)

Key Concepts:

As pupils progress through each unit of work, the following five key concepts will be explored and revisited to develop pupils' knowledge, skills and competence in physical education.

They are competence; performance; creativity; healthy and active lifestyle; evaluation and analysis.

Competence

The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.

Movement (self): travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping

Movement (object control): bouncing, throwing, catching, kicking, striking

Balance: control, stability

Agility: changing and controlling direction and position

Coordination: using senses together, dribbling, hand-eye co-ordination, completing movements in dance

Speed: moving body or parts of body at controlled pace

Tactics: strategy, plans

Attacking and defending: 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)

Performance

Using physical competence and knowledge to gain a better understanding of physical activity.

Technique: Skill, ability, capability, proficiency, expertise, style

Performance: conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining

Spatial awareness: awareness, understanding of self and objects within a space, changes in position

Physical literacy: performing with confidence, performing actions accurately

Rules: regulation, directions, commands, guidelines, safety, referee, decision making

Creativity

Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Applying tactics: strategy, games, planning, sequencing, creating

Competition: rivalry, contesting, opposition, match, game, round, heat, event

Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination

Communication: instructions, discussion, interaction, encouragement, clarity

Healthy, active lifestyles

Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives

Safety: Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules

Health and fitness: mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)

Evaluation and analysis

Comparing performances with previous ones and those of others to demonstrate improvement to achieve their personal best.

Evaluation: assessment, appraisal, judgement, analysis, improving

Determination: self-improvement, resilience, personal best

Secondary Concepts

best. These can be used across all aspects of PE to organise substantive knowledge taught.

Teamwork- Communication and the understanding of the strengths of others

Respect- Respect for inclusion, diversity and the rules of the game

Self-discipline- regulate own emotions

Participation- Confidence and a positive mental attitude towards partaking within a range of physical activities

By the end of EYFS, pupils will:

- Demonstrate strength, balance and coordination when playing
- Negotiate space and obstacles safely, with consideration for themselves and others
- Confidently and safely use a range of large & small apparatus
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

By the end of Key Stage 1, pupils will:

- master basic movements including running, jumping, throwing and catching
- develop balance, agility and co-ordination
- apply these movements to a range of activities
- participate in team games, developing simple tactics for attacking and defending
- be able to perform dances using simple movement patterns

By the end of Key Stage 2: pupils will:

- use running, jumping, throwing and catching in isolation and in combination
- be able to play competitive games such as 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 through athletics and gymnastics
- take part in outdoor adventurous activity challenges both individually and within a team
- be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best

Progressive objectives:

Our progressive objectives show what pupils should know and be able to do in each aspect of PE as children move through the school. These are used to support planning and the ongoing assessments of pupils' work.

<u>Year Group</u>	<u>Athletics</u>
EYFS	To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing To be able to move by running and jumping with control and care
1	To be able to explore throwing and catching using a range of techniques To master basic throwing and catching.
2	To master basic running and jumping To show control, accuracy and coordination within running and jumping movements at different speeds To be able to take part in a relay, remembering when to run and how to work within a team
3	To be able to run over a long distance and sprint a short distance To be able to throw in different ways and hit a target
4	To be able to jump in different ways To be able to control my body when taking off and landing
5	To be able to throw with accuracy To be able to combine a range of running, jumping, throwing and catching techniques with control.
6	To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing To be able to move by running and jumping with control and care To be able to explore throwing and catching using a range of techniques

<u>Year Group</u>	<u>Dance</u>
EYFS	To progress towards a more fluent style of moving, with developing control and grace To be able to perform dance moves
1	To be able to change rhythm, speed, level and direction in my dance
2	To be able dance with some control and coordination To be able to perform dances using simple movement patterns To be able to improvise freely and translate ideas from a stimulus into movement
3	To be able to share and create phrases with a partner and small group To be able to repeat, remember and perform phrases To be able to use dance to communicate an idea through a range of movements and patterns
4	To be able to compose my own dances in a creative ways
5	To be able to perform to an accompaniment To be able to perform a dance which shows clarity, fluency, accuracy and consistency To be able to develop sequences in a specific style To be able to choose my own music and style
6	To be able to perform dances using simple movement patterns To be able to compose my own dances in a creative ways To be able to perform to an accompaniment

<u>Year Group</u>	<u>Gymnastics</u>
EYFS	To develop overall body-strength, balance, co-ordination and agility
1	To be able to make my body curled, tense, stretched and relaxed To be able to control my body when travelling and balancing in different ways
2	To be able to plan and perform a sequence of coordinated movements including a balance To be able to use balance, agility and coordination in a range of activities
3	To be able to adapt sequences to suit different types of apparatus and criteria To be able to explain how strength and suppleness affect performance
4	To be able to compare and contrast gymnastic sequences To be able to include change of speed and direction with control To be able to include a range of shapes in a sequence
5	To be able to work with a partner to create, repeat and improve a sequence with at least three phases To be able to make complex extended sequences To combine action, balance and shape To perform consistently to different audiences
6	To develop technical sequences in a specific style To be able to demonstrate flexibility, strength, control and balance in a sequence of movements

<u>Year Group</u>	<u>Leadership</u>
5	To be able to confidently referee a game applying my knowledge of the rules effectively To be able to give tactical instructions to affect a game situation To be able to lead an effective warm up for a group
6	To be able to confidently referee a game applying their knowledge of the rules effectively To be able to give tactical instructions to affect a game situation. To be able to lead an effective warm up for a group

<u>Year Group</u>	<u>Team games 1 (Striking and fielding)</u>
EYFS	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
1	To be able to move and stop safely To be able to throw underarm To begin to catch more consistently To be able to strike with a racket or bat
2	To be able to send and receive To be able to decide the best space to be in during a game To be able to follow rules To use hand-eye coordination to control a ball To be able to catch a variety of objects
3	To be able to throw and catch with control To be aware of space and use it to support team-mates and to cause problems for the opposition To know and use rules fairly
4	To be able to catch with one hand To be able to hit, bowl, throw and catch with increasing accuracy To be able to vary my tactics and adapt my skills depending on what is happening in a game
5	To be able to use a range of techniques when fielding To be able to hit, throw, bowl and catch accurately and with control
6	To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team To be able to use a range of techniques with confidence and skill in a game situation

<u>Year Group</u>	<u>Team games 2 (Invasion)</u>
EYFS	To be able to combine different movements with ease and fluency
1	To be able to move and stop safely To be able to throw and kick in different ways To be able to stop a ball
2	To be able to throw, hit or kick a ball with increasing accuracy To be able to decide the best space to be in during a game To be able to use tactics in a game when attacking and defending To be able to follow rules
3	To be aware of space and use it to support team-mates and to cause problems for the opposition To know and use rules fairly
4	To be able to pass, throw and catch accurately with control To be able to keep possession of the ball To be able to vary my tactics and adapt my skills depending on what is happening in a game
5	To be able to gain possession by working as part of a team To be able to pass in different ways To be able to choose a tactic for defending and attacking To be able to use a number of techniques to pass, dribble and shoot
6	To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team To be able to use a number of techniques to pass, dribble and shoot with control and accuracy To be able to apply basic principles suitable for attacking and defending

<u>Year Group</u>	<u>Team Games 3 (Net / Wall)</u>
3	To be able to throw and catch with control To be able to serve underarm To be able to build up a rally
4	To be able to play a variety of shots To demonstrate and use the correct grip on a racket To develop greater accuracy of strokes
5	To develop techniques for ground strokes and volleys To develop a backhand technique and use it in a game To be able to serve overarm
6	To know where a shot should be aimed and show increasing accuracy To use good hand/eye co-ordination when playing and serving To use different shots in a game situation to outwit an opponent

<u>Year Group</u>	<u>Swimming</u>
KS2	To be able to use a range of strokes effectively To perform safe self-rescue in different water based situations To swim competently, confidently and proficiently over a distance of at least 25m

<u>Year Group</u>	<u>Outdoor and adventurous activities</u>
3	To be able to follow a map in a familiar context To be able to use clues to follow a route safely
4	To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others To be able to follow a route within a time limit
5	To confidently orientate myself and others to solve problems in unfamiliar environments To be able to follow a map into an unknown location To be able to use clues and a compass to navigate a route
6	To be able to plan route and a series of clues for someone else To be able to take part in outdoor and adventurous activity challenges both individually and in a team

<u>Year Group</u>	<u>Evaluation (to be covered through all units)</u>
1	With support, To be able to identify a good performance
2	To be able to identify a good performance and say why
3	To be able to compare my performances with previous ones, explaining differences and effectiveness
4	To be able to confidently evaluate my own performance and discuss improvements
5	To be able to confidently evaluate my own and other's performances, discussing improvements (verbally and written)
6	I confidently evaluate my own and other's performances discussing improvements to deliver a better performance (personal best)