



PE– Progression of Key Concepts and National Curriculum Topic Coverage



Over-arching Aims of the PE 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.

The national curriculum for PE 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.

National Curriculum 2014: Progression in PE

Year 1 / 2	Year 3/ 4	Year 5 / 6
<p>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.</p> <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 	<p>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 with each other. 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.</p> <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. 	

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • To show control when rolling a ball • To hit a ball with control, using appropriate equipment • To run with control • To jump with control • To catch a ball / moving object • To kick with control 	<ul style="list-style-type: none"> • To understand the terms 'opponent' and 'team mate' • To develop basic tactics for small team games • To lead others in small game situations • To set myself targets to improve my performance. 	<ul style="list-style-type: none"> • To throw and catch various objects / balls with control and accuracy. • To follow rules of games and play fairly • To maintain possession of a ball • To pass to teammates when appropriate 	<ul style="list-style-type: none"> • To strike a ball and field with control • To choose appropriate tactics to cause problems for the opposition • To be an effective team member • To lead a team effectively 	<ul style="list-style-type: none"> • To choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) • To work alone or with team mates in order to gain points or possession • To strike a bowled or volleyed ball with some accuracy • To choose appropriate tactics for a game 	<ul style="list-style-type: none"> • To strike a bowled or volleyed ball with increasing accuracy • To use forehand and backhand strokes in racket games • To field, defend and attack tactically by anticipating the direction of play. • To can lead others when called upon. • I am a good role model to others

					<ul style="list-style-type: none"> • To uphold the spirit of fair play and respect in all competitive situations 	
Dance	<ul style="list-style-type: none"> • To move with control and co-ordination • To link two or more actions in a sequence 	<ul style="list-style-type: none"> • To copy and remember moves and positions • To choose appropriate movements to communicate mood / feelings / ideas 	<ul style="list-style-type: none"> • To refine movements into sequences • To change speed and level within a performance • To develop suppleness through stretching 	<ul style="list-style-type: none"> • To plan, perform and repeat sequences • To move in a clear, fluent and expressive manner • To create dances and movements that convey a clear idea • To develop physical strength by practicing moves 	<ul style="list-style-type: none"> • To compose creative and imaginative dance sequences • To express an idea in original and imaginative ways 	<ul style="list-style-type: none"> • To perform expressively and hold a precise and strong body posture • To create and perform complex sequences • To perform with high energy, slow grace or other themes and maintain this throughout a performance • To perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)
Gymnastics	<ul style="list-style-type: none"> • To move with some control and awareness of space • To link two or more actions to make a sequence • To show contrasts (e.g.: small / tall, straight / curved, wide / narrow) • To climb safely on low level equipment • To stretch and curl to develop flexibility • To jump in a variety of ways and land with some control and balance 	<ul style="list-style-type: none"> • To copy and remember actions • To travel by rolling forwards, backwards and sideways • To hold a position whilst balancing on different points of my body • To climb safely on large equipment • To stretch and curl to develop increasing flexibility • To jump in a variety of ways and land with increasing control and balance 	<ul style="list-style-type: none"> • To refine movements into sequences • To show changes of direction, speed and level during a performance • To swing and hang from equipment safely using my hands 	<ul style="list-style-type: none"> • To plan, perform and repeat sequences • To move in a clear, fluent and expressive manner • To travel in a variety of ways (e.g: flight by transferring weight to generate power in movement) • To understand centre and gravity and can use this to create interesting body shapes 	<ul style="list-style-type: none"> • To create complex and well executed sequences that include a range of movements: - travelling, balances, swinging, bending, stretching, twisting, gestures, linking shapes • To link sequences of movements effectively • To practice and refine gymnastic techniques • To demonstrate good kinaesthetic awareness 	<ul style="list-style-type: none"> • To create complex and well executed sequences that include a range of movements: - springing, flight, vaults, inversions, rotations, shapes that are strong, fluent and expressive. • To vary speed, direction, level and body rotation during floor performances • To practice and refine the gymnastic techniques listed above • To use equipment to vault and to swing, remaining upright

Athletics	<ul style="list-style-type: none"> • To run at different speeds. • To jump from a standing position • To perform a variety of throws with basic control 	<ul style="list-style-type: none"> • To change speed and direction whilst running. • To jump from a standing position with accuracy. • To perform a variety of throws with control and co-ordination. 	<ul style="list-style-type: none"> • To sprint over a short distance up to 60m • To use a range of throwing techniques (underarm / overarm) • To compete with others • To improve personal best performances 	<ul style="list-style-type: none"> • To run over a longer distance, conserving energy to sustain performance • To throw with accuracy to hit a target or cover a distance • To jump in a number of ways, using a run up if appropriate • To compete with others and aim to improve personal best performances 	<ul style="list-style-type: none"> • To combine sprinting with low hurdles over 60m • To throw accurately and refine performance by analysing technique and body shape • To compete with others and keep track of personal best performances, setting targets for improvement 	<ul style="list-style-type: none"> • To choose the best place for running over a variety of distances • To show control in take-off and landing when jumping • To compete with others and keep track of personal best performances, setting challenging targets for improvement
OAA			<ul style="list-style-type: none"> • To listen to instructions from a partner/ adult. • To think activities through and problem solve. • To discuss and work with others in a group. • To demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> • To support others • To seek support when I need it • To orientate a map • To lead a team • To be an effective team member • To show resilience when plans do not work • To use my initiative to try new ways of working • To use a compass to orientate myself 	<ul style="list-style-type: none"> • To support others • To seek support when I need it • To orientate a map • To lead a team effectively • To be an effective team member • To show resilience when plans do not work • To use my initiative to try new ways of working • To use a compass and digital devices to orientate myself • To remain aware of changing conditions and change plans if necessary 	<ul style="list-style-type: none"> • To select appropriate equipment for OAA • To identify possible risks and think of ways to manage them • To ask for and listen to expert advice • To embrace leadership and team roles • To gain the commitment and respect of my team • To remain positive even in the most challenging of circumstance • To show empathy towards others and offer support without being asked. • To seek support from the team and experts if in any doubt • To can use a range of devices in order to orientate myself

Swimming

Beginners (Non-swimmers and developing swimmers)	Developing and competent swimmers
<ul style="list-style-type: none">• To work with confidence in the water.• To explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions; hold their breathe under water. Remember, repeat and link skills learnt.• To know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction.• To improve the control and co-ordination of their bodies in the water. Swim up to 25m unaided, co-ordinating stroke and breathing.• To know that swimming is a type of exercise and that being active is fun and good for health• To recognise and describe what their bodies feel like during different activities• To watch, copy and describe what they and others have done and use the information to improve their work.	<ul style="list-style-type: none">• To consolidate and develop the quality of their skills. i.e. front crawl, back crawl, breaststroke, floating, survival skills. Improve linking movements and actions together more fluently.• To choose and use a variety of strokes and skills, according to the task and the challenge. i.e. swimming without aids, distance and time challenges.• To swim up to 50m unaided, co-ordinating stroke and breathing.• To know and describe the short term effects of exercise on the body and how it reacts to different types of activity.• To describe and evaluate the quality of swimming and recognise what needs improving.• To perform safe self-rescue in different water-based situations.