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P.E. Curriculum & Progression of Skills Overview

Overview - Skills progression - Physical Education

Pupils are taught the knowledge, understanding and skills needed to engage in the process of physical, cognitive and social and emotional activities.

Below are the skills and end points for each phase.

EYFS

Children at the expected level of development will:

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- Shows a preference for a dominant hand.
- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

	Year 1/2	Year 3/4	Year 5/6
Physical Domain	<p>By the end of year 1 pupils should be able to:</p> <ul style="list-style-type: none"> • Copy single movements and skills with a reasonable degree of accuracy and developing control • Perform simple dances using simple movement patterns, with prompts • Send and receive a variety of objects with developing control • Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes 	<p>By the end of year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Use a broad range of movement skills with control and consistency and relevant to the learning context. • Begin to use fundamental movement skills in combination in sequences and in small game situations • Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations <p>By the end of year 4, pupils should be able to:</p>	<p>By the end of year 5, pupils should be able to:</p> <ul style="list-style-type: none"> • Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. • Begin to adapt the performance of different movements to meet the outcomes required • Develop increasingly complex sequences of movements <p>By the end of year 6, pupils should be able to:</p>



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	<ul style="list-style-type: none"> • Begin to develop simple dynamic balance • Move in a range of different ways with increasing control <p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> • Move confidently in a range of different ways, linking together simple actions with control. • Perform a short series of actions/movements with some changes in level, speed and direction • Show good dynamic balance in a range of different contexts • Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts • Begin to apply simple physical skills in team games • Create and perform simple dances using simple movement patterns 	<ul style="list-style-type: none"> • Use fundamental movement skills in combination and with increasing confidence • Combine movements in different ways to produce different outcomes • Apply their skills in a range of modified game situations • Use skills effectively to execute simple attack and defence strategies in a range of modified game situations 	<ul style="list-style-type: none"> • Combine complex sequences of actions with quality and fluency • Show confidence in adapting movements and skills to meet a specific outcome • Apply their skills confidently in a range of sport specific contexts
<p>Cognitive Domain</p>	<p>By the end of year 1 pupils should be able to:</p> <ul style="list-style-type: none"> • Understand and follow simple rules • Use appropriate vocabulary to talk about what they are doing • Provide simple feedback to a partner on a specific focus • Observe and copy others 	<p>By the end of year 3, pupils should be able to:</p> <ul style="list-style-type: none"> • Apply physical skills with increasing confidence in a range of different activity areas • Show an understanding of simple attacking and defending strategies • Identify similarities in their own and others' work • Identify which actions are harder / easier 	<p>By the end of year 5, pupils should be able to:</p> <ul style="list-style-type: none"> • Explain clearly how to develop their own and others' work • Formulate strategies to outwit opponents • Identify aspects of their own performance that need to be improved and explain how • Use a variety of skills and techniques creatively to engage an audience



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	<ul style="list-style-type: none"> Identify appropriate movements to link to a given theme Follow simple instructions to achieve a task <p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> Describe what he/ she or a partner is doing using key words Remember and repeat simple movements and short patterns Begin to use simple strategies for attacking and defending e.g.: dodging, moving or sending into space Begin to apply skills in a range of different activity areas Create simple games and activities and identify the rules needed to make them successful Describe different movements using key words Select and link simple, appropriate movements to a given theme Create and perform simple dances using simple movement patterns 	<ul style="list-style-type: none"> Use given success criteria to identify what they can do well and begin to suggest areas for improvement Develop sequences of movement that express their own ideas <p>By the end of year 4, pupils should be able to:</p> <ul style="list-style-type: none"> Use an awareness of space and others to make good decisions Describe what they can do well and suggest areas for improvement Identify why one action / series of actions is more effective than another using given criteria for success Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome 	<ul style="list-style-type: none"> Plan and organise how to use skills and techniques to produce increasingly successful responses to a task <p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> Make effective judgements about the quality of a performance against a number of set criteria Identify key strengths and weaknesses of their own and others' performances and know how to improve Compare the complexities of different compositional elements, skills or tactics and how they affect performance Choreograph simple sequences / dances for themselves and others <p>Change their tactics in response to the actions of their opposition</p>
<p>Social and Emotional Domain</p>	<p>By the end of year 1 pupils should be able to:</p> <ul style="list-style-type: none"> Understand key safety principles e.g.: using equipment safely, moving and landing safely 	<p>By the end of year 3, pupils should be able to:</p> <ul style="list-style-type: none"> Recognise where they are with their learning and challenge themselves Persevere with challenging tasks and react positively when things are difficult 	<p>By the end of year 5, pupils should be able to:</p> <ul style="list-style-type: none"> Receive constructive feedback and use it to improve their performance Challenge feedback appropriately and express a different perspective



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	<ul style="list-style-type: none"> • Work independently on simple tasks, for short periods, asking for help when needed • Work with a partner, sharing and taking turns • Listen to feedback from a partner • Watch while someone shows them an action • Show an awareness of why exercise is good for health <p>Say how their bodies feel before, during and after exercise</p> <p>By the end of year 2, pupils should be able to:</p> <ul style="list-style-type: none"> • With encouragement, persist when learning is challenging and understand the importance of practice • Work independently and have a range of strategies for accessing help when needed • Support and encourage others with their work • Have the confidence to share their work and ideas and listen to others do the same. • Work with a partner to plan and review work • Describe how their bodies change before, during and after exercise <p>Explain why it is important to warm up and cool down</p>	<ul style="list-style-type: none"> • Co-operate with others on simple tasks and give and receive feedback • Work effectively in small groups where roles are clearly defined • Recognise when others are finding tasks challenging and provide support and encouragement • Describe the basic fitness components • Explain how often and how long they should exercise to be healthy <p>Record and monitor how hard they are working</p> <p>By the end of year 4, pupils should be able to:</p> <ul style="list-style-type: none"> • Identify and describe their own strengths and weaknesses • Set appropriate and challenging targets for themselves • Contribute to organising roles and responsibilities within a small group • Guide a small group through a simple task • Select and perform their own warm up and cool down activities, appropriate to the activity <p>Explain how different activities help develop the different components of fitness</p>	<ul style="list-style-type: none"> • Give feedback in a constructive and sensitive manner to improve their own performance and that of others • Negotiate and collaborate effectively with others, in a range of contexts • Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance <p>Identify the possible dangers when planning an activity</p> <p>By the end of year 6, pupils should be able to:</p> <ul style="list-style-type: none"> • Create their own learning plan and revise it when necessary • Make appropriate decisions about how to further their own learning and that of others • Lead a group to achieve a successful outcome in a range of different activities • Involve and motivate others to perform better <p>Explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event</p>
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Vocabulary	<p>Dance Travel Stillness Direction Space Body parts Levels</p> <p>Gymnastics: Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow</p>	<p>Games Speed Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring</p>	<p>Dance + Space Repetition Action and reaction Pattern</p> <p>Gymnastics: stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance</p>	<p>Games: Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting</p>	<p>Dance: + Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction</p> <p>Gymnastics: Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation</p>	<p>Games: Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand</p>
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Saughall All Saints C of E Primary School

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