



Curriculum Progression for PE

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INTENT

At Frodsham C of E Primary School, we encourage our children to develop an enthusiasm and enjoyment of Physical Education, rooted in our Christian values of Love, Faith, Kindness, Community, Respect and Resilience. Through PE, we provide meaningful opportunities for children to grow in character as well as in physical ability. We create and foster opportunities to be physically active within the school curriculum, through our extra-curricular programme and by being apart of community sporting events in our local area and beyond. These experiences help children build a sense of community, promote respect for others and provide chances to show kindness and good sportsmanship in all settings.

Using the curriculum plan Complete PE, we plan a broad, balanced and adapted PE curriculum; ensuring the progressive development of knowledge, skills and vocabulary and for the children to develop a love of PE. Furthermore, we aim to inspire in pupils a love and enjoyment in Sport that will remain with them for the rest of their lives.

We begin development in locomotion, ball skills and health and well being. Moving onto an understanding of attack and defence, team building and an in depth understanding of a wide range of games. All children will receive an education in gymnastics, dance, swimming, athletics and OAA. We endeavour to ensure that the PE curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

We endeavour to ensure that our PE curriculum equips children not only with physical competence but also the Christian values that will support their personal growth and confidence as they move into the next stage of their education and life experiences.

IMPLEMENTATION

The understanding of key Physical Education knowledge is an integral part of our PE lessons. The progression of skills for working in the PE curriculum are developed through the year groups and skills of enquiry are of key importance within lessons.

At Frodsham C of E Primary, teachers create a positive attitude to PE and reinforce an expectation that all children are capable of achieving high standards.

PE is taught weekly and is planned using the comprehensive Complete PE curriculum guide. Our strategy is to enable all children to be catered for through adapted planning suited to their abilities. We plan for children to become able and confident in leadership skills, where they are confident independent learners. Children will be able to recognise themselves, areas of success and development in themselves and their peers. This leadership and independence is celebrated within lessons. Throughout all aspects of PE, children are encouraged to demonstrate our core Christian values-showing kindness and respect to others, building resilience in the face of challenge and working together as a community.

Planning involves teachers creating practical, engaging lessons with opportunities for precise questioning to test knowledge and understanding and assess children regularly to identify those children with gaps in learning.

Our curriculum is progressive. We build upon the learning and skill development of the previous years. Physical education skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. Teachers demonstrate how to use specific equipment, to a high standard. Through the professional sporting calendar, we

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Curriculum Progression for PE

promote sporting events around the world, thus raising the profile of sport in our school. We allow time for the children to engage in these exciting events through linked intra school competitions and tournaments and extra-curricular activities.

NURSERY

I can...

- Explore climbing using outdoor equipment, exploring different ways of moving.
- Begin to develop ball skills, throwing, catching, aiming, dribbling, pushing, patting and kicking.
- Participate in dance related activities, moving to music, spin, rock, tilt, fall, slide and bounce.
- Explore a range of wheeled resources for children to balance, sit or ride on, or pull and push using two wheeled balance bikes, scooters wheelbarrows, prams.
- Explore obstacle activities moving over, under, through and around equipment, balance and move with confidence.
- Participate in races / team games involving gross motor movements.

Key vocabulary:

climb, movement, throw, catch, aim, dribble, push, pat, kick, spin, rock, tilt, fall, slide, bounce, balance, pull, healthy, active, obstacles, over, under, through, around, race, team, games.

Walking	Jumping	Dance- Ourselves	Feet 1	Rackets, Bats, Balls and Balloons	Games for Understanding
I can.... <ul style="list-style-type: none"> • Explore walking using different body parts in different directions, at different levels 	I can.... <ul style="list-style-type: none"> • Explore jumping, in different directions, at different speeds, different 	I can.... <ul style="list-style-type: none"> • Explore different movements using different parts of the body, adding 	I can.... <ul style="list-style-type: none"> • Explore moving with a ball using their feet. • Develop their technique of dribbling the 	I can.... <ul style="list-style-type: none"> • Explore different ways of pushing/hitting a balloon. • Understand why we need 	I can.... <ul style="list-style-type: none"> • Explore why we need to follow the rules and keep the score during a game.

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Curriculum Progression for PE

and at different speeds.	levels, heights and distances.	emotion and expression.	ball and understand where and why we dribble beginning to keep control	to push/hit a balloon with accuracy and control.	
Key vocabulary: Walking, marching, tag	Key vocabulary: Jumping, landing, space, speed, height	Key vocabulary: Champion dancers, beat, rhythm	Key vocabulary: Dribble, control	Key vocabulary: Hitting, pushing	Key vocabulary: Rules, tag, sharing
RECEPTION					
Dance - nursery rhymes	Gymnastics – high, low, over, under	Ball skills – Hands 1	Gymnastics - moving	Ball skills - Hands 2	Athletics – sports day
I can... <ul style="list-style-type: none"> • Move in sequence • Create our own movements • Create simple movement sequences • Respond in movement to words and music • Explore contrasting tempos • Explore character movements 	I can... <ul style="list-style-type: none"> • Be introduced to high, low, over and under • Be introduced to the apparatus • Apply high and low on apparatus 	I can... <ul style="list-style-type: none"> • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing into space • Combine pushing and rolling • Combine rolling, pushing and bouncing 	I can... <ul style="list-style-type: none"> • Explore/develop walking • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game 	I can... <ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching 	I can... <ul style="list-style-type: none"> • Begin to understand the correct technique for; sprinting, egg and spoon, sack race, bouncy hopper and relay races. • Begin to learn how to stay in their own lane, correct use of arms, legs and eyes and setting pace.

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Curriculum Progression for PE

Key vocabulary: Movement, body parts, create, sequence, words, music, travel, character, partner.	Key vocabulary: High, low, over, under, shapes, safety, apparatus, explore.	Key vocabulary: Push, roll, bounce, control, possession, partner, team, defender.	Key vocabulary: High, low, big, small, under, over, through, around, on, along	Key vocabulary: Racket, bat, balloon, beanbag hit, force	Key vocabulary: Racket, bat, ball, movement, control, hit, push, accuracy, aim, target.
• YEAR 1					
Health and well being	Jumping	Team building	Gymnastics – body parts	Feet	Rackets, bats and balls
I can... <ul style="list-style-type: none"> • Begin to demonstrate agility, balance and co-ordination. • Understand what agility means and explore ways of being more 'agile', 'balanced' and 'coordinated' when moving. • Understand why we need to be agile, balanced and coordinated when playing sport. 	I can... <ul style="list-style-type: none"> • Begin to understand jumping and skipping in different directions, at different speeds and different levels and how this affects our bodies. • Begin to understand the different reasons when, where and why we jump in different ways and apply this to a competition. • Begin to develop understanding 	I can... <ul style="list-style-type: none"> • Begin to understand teamwork to become an effective team. • Begin to understand why it is important to include everyone when working as a team and how it feels to be left out. • Begin to learn and understand what makes an effective team and to trust each other. • Begin to develop their 	I can... <ul style="list-style-type: none"> • Begin to apply 'champion gymnastics' to explore movements and balances using the 'big' and 'small' parts of our bodies on the floor and on apparatus. • Begin to explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') creating combinations and sequences on different apparatus and 	I can... <ul style="list-style-type: none"> • Begin to learn the different ways of using our feet to move with a ball. • Begin to develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them. • Begin to develop using the inside and outside of their feet to dribble the ball. 	I can... <ul style="list-style-type: none"> • Begin to explore using a racket and a ball together. • Begin to explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. • Continue to develop an understanding of why moving a ball into a space is so important to evade defenders.

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Curriculum Progression for PE

	<p>of how to jump efficiently.</p> <ul style="list-style-type: none"> • Begin to learn how we jump applying the most effective technique using our head, arms and feet. 	<p>communication skills, enabling them to create simple strategies to complete a challenge and solve a problem.</p>	<p>explore how we can make them more creative.</p>		<ul style="list-style-type: none"> • Begin to explore hitting (pushing) a ball using a racket accurately. • Begin to understand why we need to aim at a target when hitting (pushing) the ball in a variety of games.
<p>Key vocabulary: Agility, balance, coordination</p>	<p>Key vocabulary: Jumping, skipping, direction, speed, levels.</p>	<p>Key vocabulary: Team work, inclusion, effective, communication, strategies, problem solving.</p>	<p>Key vocabulary: Balance, big and small body parts, floor, apparatus, narrow, wide, curled, combinations, sequences, explore, creativity.</p>	<p>Key vocabulary: Feet, movement, control, dribble, inside, outside.</p>	<p>Key vocabulary: Racket, bat, ball, movement, control, hit, push, accuracy, aim, target.</p>
<p>Running</p>	<p>Gymnastics – wide, narrow, curled</p>	<p>Dance – Penguin Small Dance Notes</p>	<p>Hands</p>	<p>Games for understanding</p>	<p>Sports day – athletics</p>
<p>I can...</p> <ul style="list-style-type: none"> • Begin to explore running, they will apply this 	<p>I can...</p> <ul style="list-style-type: none"> • Begin to apply 'champion gymnastics' to explore 	<p>I can...</p> <ul style="list-style-type: none"> • Master a variety of basic movement patterns 	<p>I can...</p> <ul style="list-style-type: none"> • Begin to develop bouncing (dribbling) and 	<p>I can...</p> <ul style="list-style-type: none"> • Begin to understand the basic principles 	<p>I can...</p> <ul style="list-style-type: none"> • Begin to understand the correct technique for;

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Curriculum Progression for PE

<p>to a competitive game, beginning to understand the basic principles of attack and defence.</p> <ul style="list-style-type: none"> • Begin to explore running using different body parts and different techniques and begin to understand how to run efficiently. • Begin to develop their running technique applying it into a game. • Begin to develop their understanding of where we need to run and why and at what speed for a racing context. 	<p>movements and balances in a wide, narrow and curled way on the floor and on apparatus.</p> <ul style="list-style-type: none"> • Begin to explore different ways of transitioning between each shape and linking them together using apparatus. 	<ul style="list-style-type: none"> • Develop balance, agility and co-ordination • Perform dances using simple movement patterns 	<p>stopping the ball. Pupils will understand why we need to keep the ball away from the defender and keep possession.</p> <ul style="list-style-type: none"> • Begin to explore different ways of sending (passing) and receiving the ball with their partner. • Begin to learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball. • Begin to learn why we need to send a ball using different force and speeds. 	<p>of attack and defence.</p> <ul style="list-style-type: none"> • Begin to learn what 'attacking' and 'defending' means and where / why we attack and defend during a game. • Begin to understand why we need to prevent the attackers from scoring. 	<p>sprinting, egg and spoon, sack race, bouncy hopper and relay races.</p> <ul style="list-style-type: none"> • Begin to learn how to stay in their own lane, correct use of arms, legs and eyes and setting pace.
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Curriculum Progression for PE

<ul style="list-style-type: none"> Begin to apply pupils understanding and application of running over a longer duration and as part of a team 					
Key vocabulary: Run, fast, slow, pace, speed, sole, feet, arms, legs.	Key vocabulary: Balance, wide, narrow, curled, floor, apparatus, transition, shape, link.	Key vocabulary: whoosh, flapping, fluttering, hovering, dropping, soaring, gliding, whizzing, diving, loop-the-loop improvisation, express, movement, images	Key vocabulary: Bouncing, dribbling, stop, defender, possession, send, pass, receive, accuracy, force, speed.	Key Vocabulary: Attacking, defending, scoring.	Key vocabulary: Technique, sprint, pace, strategy.
YEAR 2					
Health and Wellbeing	Jumping	Team building	Hands	Feet	Rackets, bats and balls
I can... <ul style="list-style-type: none"> Consolidate our understanding of agility, balancing and coordination and when this is applied during sport. Develop different 	I can.... <ul style="list-style-type: none"> Recap jumping, in different directions, at different speeds and different levels. Begin to understand the different reasons when, where and 	I can... <ul style="list-style-type: none"> Be introduced to teamwork. Understand why it is important to include everyone when working as a team and how it feels to be left out. Start to learn and understand 	I can... <ul style="list-style-type: none"> Develop and consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw. Experience a competition 	I can... <ul style="list-style-type: none"> Develop dribbling using our feet in order to keep control and possession of the ball. Develop and combine passing and receiving using our feet in order to keep possession of the ball and 	I can... <ul style="list-style-type: none"> Continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations and games. Start to consider the application of power as they attempt to hit

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Curriculum Progression for PE

<p>ways of moving at speed and will understand the consequences of not being agile.</p> <ul style="list-style-type: none"> • Explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful. • Understand what feet eye coordination means and will start to develop their kicking and dribbling 	<p>why we jump in different ways.</p> <ul style="list-style-type: none"> • Begin to develop their understanding of how to jump and skip efficiently and apply this to a game, a competition and a tournament. • Recap how we jump, applying the most effective technique using our head, arms and feet and how this affects our bodies. 	<p>what makes an effective team and to trust their team</p> <ul style="list-style-type: none"> • Develop their communication and cooperation skills, enabling them to create strategies to complete a challenge and solve a problem. 	<p>against other pupils, developing their ability to collaborate</p> <ul style="list-style-type: none"> • Work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game and to beat an opponent. • Be introduced to overarm throwing, applying their understanding of overarm throwing to win a game or competition. 	<p>score a point as a team.</p>	<p>targets that are of varying distances away.</p> <ul style="list-style-type: none"> • Be challenged to work with a partner and then against their partner as they become opponents and work to win games. • Begin to understand why in certain games, hitting into space is essential in order to score points against the opposing team.
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Curriculum Progression for PE

skills to develop their feet eye coordination skills when playing sport.					
Key vocabulary: Agility, balance, coordination, speed, kicking, dribbling.	Key vocabulary: Jumping, direction, speeds, skip, levels, body, head, arms, feet.	Key vocabulary: Teamwork, effective, trust, communication, cooperation, problem solving.	Key vocabulary: Underarm, overarm, accuracy, competition, collaborate, attack, defence,	Key vocabulary: Dribble, control, possession, passing, receiving.	Key vocabulary: Accuracy, completion, power, distance, opponent.
Dodging	Gymnastics – Linking	Dance – The Owl Who was afraid of the Dark	Gymnastics – pathways	Games for Understanding	Sports Day – Athletics
I can... <ul style="list-style-type: none"> • Explore dodging and learn how to dodge effectively and apply this to game. • Apply pupils' knowledge of how, where and why to dodge, into game situations. 	I can... <ul style="list-style-type: none"> • Apply 'champion gymnastics' to explore different movements that pupils can link together jump, roll and balance on and off apparatus, creating sequences. 	I can... <ul style="list-style-type: none"> • Respond to the stimulus using a range of different, controlled movements. • See how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition. 	I can... <ul style="list-style-type: none"> • Apply 'champion gymnastics' exploring different pathways (zig-zag, curved), creating movements that pupils can link together on apparatus into a sequence. • Perform their completed sequences. 	I can... <ul style="list-style-type: none"> • Create and understand simple attacking principles, applying them as a team into a game. • Develop their understanding of what 'attacking' and 'defending' means and when and why we attack as a team during a game. 	I can... <ul style="list-style-type: none"> • Understand the correct technique for; sprint, egg and spoon, sack race, bouncy hopper and relay races. • Learn how to staying in their own lane, correct use of arms, legs and eyes and setting pace.

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Curriculum Progression for PE

<ul style="list-style-type: none"> Learn the roles of attacking and defending and start to understand when we attack and when we defend while working in a team as part of a competition. 	<ul style="list-style-type: none"> Perform their completed sequences. 	<ul style="list-style-type: none"> Develop our character work, adding movements, expression and emotion to our motif. Pupils will create a 'frozen' position showing a reaction creating an emotion. Develop motifs with a partner including some different elements of choreography. 		<ul style="list-style-type: none"> Understand the transition from defence into attack and apply these tactics to a team game. Learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game. Develop their understanding of how their role changes from defence to attack. 	
<p>Key vocabulary: Dodging, effective, attack, defence, team, competition.</p>	<p>Key vocabulary: Link, jump, roll, balance, apparatus, sequence, perform.</p>	<p>Key vocabulary: Stimulus, control, movements, coordinate, character, expression, emotion, motif, reaction, choreography.</p>	<p>Key vocabulary: Pathways, zig zag, curved, link, apparatus, sequence.</p>	<p>Key vocabulary: Attacking, defending, transition, adapting, tactics.</p>	<p>Key vocabulary: Technique, pace.</p>
YEAR 3					



Curriculum Progression for PE

Communication and tactics	Dance – The Stone Age Dance Notes	Gymnastics – Symmetry and asymmetry	Netball	Challenging Collaboration	Rounders
<p>I can...</p> <ul style="list-style-type: none"> • Look at what makes an effective team with the focus being on creating tactics as a team with focus on • Collaboration and communication • Learn why they need to work as a team to create simple tactics. • Look at what makes an effective team leader. • Develop the qualities required to lead a team effectively and solve problems. 	<p>I can...</p> <ul style="list-style-type: none"> • Use a variety of movements in isolation and combination • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare and evaluate performances against previous ones • Demonstrate improvement to achieve personal targets 	<p>I can...</p> <ul style="list-style-type: none"> • Apply the concept of ‘excellent gymnastics’, the class will focus on exploring movements and balances in a symmetrical and asymmetrical way. • Re-create pupils symmetrical and asymmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. 	<p>I can...</p> <ul style="list-style-type: none"> • Be introduced to passing and receiving in order to keep possession of the ball. • Concentrate on the attacking players, keeping possession. • Develop an understanding of how to win the ball back (defending and attacking), at a later stage, but questions to provoke thinking are appropriate. • Use passing and moving skills (creating space) to keep possession, developing this 	<p>I can...</p> <ul style="list-style-type: none"> • learn to look at what makes an effective team with the focus on collaboration. • learn why they need to work as a team to beat an opponent using effective collaboration skills. • be challenged to apply their collaboration skills in a range of competitive games. • effectively apply their understanding of why it is so important to collaborate in order for their team to 	<p>I can...</p> <ul style="list-style-type: none"> • Be introduced to the concept of batting and fielding. • Develop an understanding of the purpose of each team. • Be introduced to throwing overarm. • Develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders. • Introduce ways of stopping the ball. • Learn when, where and to

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Curriculum Progression for PE

		<ul style="list-style-type: none"> Start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence. 	<p>concept into mini game situations.</p> <ul style="list-style-type: none"> Understand not just how we shoot but also where we shoot in terms of court position and why? Use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results in a shot at goal using the correct technique. 	<p>complete the challenges successfully.</p> <ul style="list-style-type: none"> consider the effectiveness of their tactics as the challenges progress in complexity and adapt the tactics when appropriate. collaborate as a team to create and apply a range of attacking and defensive tactics and strategies that they can then apply in competitive games. 	<p>they use a long barrier and how this can improve our fielding skills to keep the batter's score as low as possible.</p>
<p>Key vocabulary: Effective, tactics, focus, collaboration, communication, problem solving.</p>	<p>Key vocabulary: roll, jump, turn, fall, still, travel, gesture, fluidity Transition, co-operatively, evaluation</p>	<p>Key vocabulary: Balance, symmetrical, asymmetrical, apparatus, sequence, traveling.</p>	<p>Key vocabulary: Passing, receiving, possession, attack, defend, technique.</p>	<p>Key vocabulary: Teamwork, collaboration, cooperations, tactics, communication, leadership, strategy</p>	<p>Key vocabulary: Batting, fielding, throwing, overarm, underarm, power, distance, catching, striking, speed, direction.</p>
Tag Rugby	Football	Golf	Tennis	Athletics	Mindfulness

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<p>I can.....</p> <ul style="list-style-type: none"> • Learn to move a ball, passing and receiving in order to keep possession. • Begin to understand the purpose of tagging, when, where and why this is applied. • Begin to understand the purpose of attacking and the need to create space when they are attacking. • Bring together the suggested sequence of learning to take part in a level 1 tournament. 	<p>I can...</p> <ul style="list-style-type: none"> • Introduce/develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling 	<p>I can....</p> <ul style="list-style-type: none"> • throw the ball and/or strike the ball using the Roller (Putter) accurately, sending the ball to the intended target. • understand where to throw / hit the ball and be able to outwit their opponent using their accurate throwing and striking skills. • apply their skills with developing confidence as they grow in their ability to show self-belief and emotional regulation. • develop life skills such as 	<p>I can....</p> <ul style="list-style-type: none"> • Begin to understand tennis, outwitting an opponent • Create space to win a point • Consolidate how to win a game introduce rackets • Begin to introduce the forehand 	<p>I can...</p> <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Perform a Standing Long Jump 	<p>I can....</p> <ul style="list-style-type: none"> • Explore relaxation techniques • Apply relaxation techniques and use them effectively • Perform balanced meditative poses • Use props to help us balance in our meditative poses
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		teamwork and cooperation, as they collaborate effectively with others including their opponents.			
Key Vocabulary: Attack, Tag, defend	Key Vocabulary: Dribble, pass, receive	Key Vocabulary: Hole, The 'Tee', Holes, Course, Shots Accuracy Opponent Rolling Throwing	Key Vocabulary: Forehand	Key Vocabulary: Relay, accuracy, distance, tactics speed	Key Vocabulary: Relaxation, pose, meditate
<p>Dodging- <i>This Yr2 aspect will be taught before Tag Rugby- we have adapted this approach for the needs of the children in Y3</i></p> <p>I can:</p> <ul style="list-style-type: none"> dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders. 	<p>Team Building- <i>This Yr2 aspect will be taught - we have adapted this approach for the needs of the children in Y3</i></p> <p>I can:</p> <ul style="list-style-type: none"> develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully. demonstrate a strong understanding of what makes 				



Curriculum Progression for PE

<ul style="list-style-type: none"> • demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. • develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others. • develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games <p>Key Vocabulary: Dodge Tag Defender Attacker Space</p>	<p>an effective team.</p> <ul style="list-style-type: none"> • create and apply simple tactics. • develop and apply life skills such as fairness and respect as they work together to complete the challenges. • Develop life skills such as courage and self belief as they strive to complete the different challenges, adapting strategies and never giving up. <p>Key Vocabulary: Teamwork, inclusion, communication, cooperation strategy courage motivation</p>				
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YEAR 4



Curriculum Progression for PE

Athletics	Golf	Dodgeball	Football	Tag Rugby	Ancient Greeks-Dance Notes
<p>I can...</p> <ul style="list-style-type: none"> Develop running at speed Explore their stride pattern Explore running at pace Understand and apply tactics when running for distance Begin to throw a Javelin understand Triple Jump 	<p>I can...</p> <ul style="list-style-type: none"> strike the ball using the Launcher with increased power and control, sending the ball to the intended target. continue to develop their Putting skills. develop life skills such as communication and respect as they collaborate effectively with others including their opponents. develop their understanding of where to hit the ball and why, in order to be able to outwit their opponent using their accurate striking skills. 	<p>I can...</p> <ul style="list-style-type: none"> Be introduced to jumping and ducking Develop throwing with accuracy and power over an increased distance Develop catching Consolidate dodging, jumping and ducking 	<p>I can...</p> <ul style="list-style-type: none"> Refine dribbling Be introduced to turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting 	<p>I can...</p> <ul style="list-style-type: none"> Be introduce moving with the ball, passing and receiving Be introduce tagging • Create space when attacking Develop passing and moving Combine passing/moving to create attacking opportunities 	<p>I can...</p> <ul style="list-style-type: none"> Use a variety of movements in isolation and combination Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare and evaluate performances against previous ones Demonstrate improvement to achieve personal targets

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	<ul style="list-style-type: none"> apply their skills with confidence as they grow in their ability to take responsibility and support others. 				
Key vocabulary: Tactics, speed distance, pace, power, stride pattern	Key vocabulary: Launcher roller hole tee holes course shots accuracy opponent power	Key vocabulary: Attacker, defender, dodge, ducking, jumping, aiming	Key vocabulary: Attacker, transition, defender, goalkeeper, dragback, turning	Key vocabulary: Space, attacker, defender, forward pass, offside	Key vocabulary: Slow motion, Gods/Goddess, statues, sacrifice, offering, freeze, link together timing, spatial awareness, focus, facial expressions, cues, accuracy of movement and dynamics, rehearse, evaluate, perform
Netball	Mindfulness	Communication and Tactics	Bridges	Swimming X2	
I can... <ul style="list-style-type: none"> Refine passing and receiving Develop passing and creating space Develop passing, moving and shooting 	I can.... <ul style="list-style-type: none"> use their skills of deep breathing, meditative balances and mime in order to focus and apply these techniques in a 	I can <ul style="list-style-type: none"> Complete the benches and mats challenge Complete the round the clock card challenge Complete the pen challenge 	I can <ul style="list-style-type: none"> Be introduced to bridges Learn the application of bridge learning onto apparatus Develop sequences with bridges 	I can.... <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for 	

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<ul style="list-style-type: none"> • Combine passing and shooting • Introduce defending 	<p>variety of activities.</p> <ul style="list-style-type: none"> • effectively apply life skills such as communication as they collaborate with others and support each other to develop their mindfulness techniques. • develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity • discuss and explain and feelings. their emotions, understanding why it is important to use mindfulness techniques in 	<ul style="list-style-type: none"> • Complete the river rope challenge • Complete the caving challenges 	<ul style="list-style-type: none"> • Sequence formation • Sequence completion 	<p>example, front crawl, backstroke and breaststroke]</p> <ul style="list-style-type: none"> • perform safe self-rescue in different water-based situations 	
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Curriculum Progression for PE

	order to combat negative emotions				
Key vocabulary: Attacker, defender, possession, chest pass, foot work	Key vocabulary: Relaxation, pose, meditate, deep breathing, mime	Key vocabulary: Communication, teamwork, tactics, strategy, responsibility, listening, trust	Key vocabulary: Excellent gymnastics, control, extension, interesting, bridge, levels, flow	Key vocabulary: Stroke, front crawl, breathe	
YEAR 5					
Athletics	Basketball	Hockey	Football	Netball	Counter Balance and Counter Tension
I can... <ul style="list-style-type: none"> • Finish a race • Evaluate their performance • Sprint: their personal best • Relay changeovers • Take part in Shot Put • Be introduced to the Hurdle 	I can... <ul style="list-style-type: none"> • Refine passing and receiving • Apply passing, footwork and shooting into mini games • Introduce officiating • Introduce defending • Explore the function of other passing styles 	I can <ul style="list-style-type: none"> • Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from 	I can... <ul style="list-style-type: none"> • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating 	I can... <ul style="list-style-type: none"> • Refine passing and receiving • Explore the function of other passes • Develop defending and marking the player with the ball • Tactical Play 	I can... <ul style="list-style-type: none"> • Be introduced to Counter Balance • Apply Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion

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Curriculum Progression for PE

		defence to attack			
Key vocabulary: Tactics, Speed, Distance, Evaluation, change over, personal best, Lap	Key vocabulary: Tactics, transition, marking, rebound, travelling, double dribble	Key vocabulary: Attacker, defender, space, possession, Intercepting, barrier, Shooting	Key vocabulary: Tactics, marking, tackle, pressure, shadowing, tracking back	Key vocabulary: Tactics, transition, marking, possession, shoulder pass, bounce pass	Key vocabulary: Excellent gymnastics, interesting, levels, flow, counter balance, counter tension, unison, canon
Golf I can... <ul style="list-style-type: none"> • consolidate their ability to hit the ball with the Roller (Putter)/Launcher (Wedge) accurately and consistently, avoiding the Hazards by varying the speed and angles of their strikes. • make effective decisions to complete the hole in as few shots as possible, understanding the consequences 					

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Curriculum Progression for PE

<p>of their ball landing in a Hazard.</p> <ul style="list-style-type: none"> • be challenged to always try their best, even when they find it difficult and when they, or their team is losing. • be able to manage the games themselves, show respect for their opponent and developing conflict resolution strategies. <p>Key Vocabulary Opponent power penalty shot</p>					
<p>Problem Solving</p>	<p>Health related Exercise</p>	<p>Street Art</p>	<p>Sports Hall Athletics</p>	<p>Communication and Tactics</p>	<p>Rounders</p>
<p>I can....</p> <ul style="list-style-type: none"> • Experience face orienteering 	<p>I can...</p> <ul style="list-style-type: none"> • Explore and understand cardio fitness 	<p>I can....</p> <ul style="list-style-type: none"> • Use movement to create Street Artists' 'Tags' 	<p>I can...</p> <ul style="list-style-type: none"> • Finish a race • Evaluate our performance 	<p>I can...</p> <ul style="list-style-type: none"> • Create and apply simple tactics 	<p>I can....</p> <ul style="list-style-type: none"> • Develop fielding tactics maximising players

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Curriculum Progression for PE

<ul style="list-style-type: none"> • Experience cone orienteering • Experience point and return • Experience point to point • Experience timed course Orienteering competition 	<ul style="list-style-type: none"> • Explore and understand flexibility fitness • Explore and understand strength fitness 	<ul style="list-style-type: none"> • Use a variety of concepts/relationships to change and develop our Street Art movements • Combine Breakdance with Street Art 	<ul style="list-style-type: none"> • Sprint: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles 	<ul style="list-style-type: none"> • Develop leadership • Develop communication as a team • Communicate to create defending and attacking tactics as a team 	<ul style="list-style-type: none"> • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Apply tactics in mini games
Key vocabulary: Communication, teamwork, tactics, strategy, adapt, motivation, cooperation	Key Vocabulary: Cardiovascular system, strength, flexibility, fitness, circuits, fitness test	Key Vocabulary: Excellent dancers, expression, creativity, emotion, stimulus,	Key Vocabulary: Tactics, speed, evaluation, distance, change over, personal best	Key Vocabulary Communication, teamwork, tactics, strategy, leadership, team member	Key Vocabulary: Tactics, fielder, bowling, batting and bowler square, no ball, out
YEAR 6					
Athletics	Basketball	Challenging Collaboration	Carnival	Matching and Mirroring	Leadership
I can... <ul style="list-style-type: none"> • Run for speed competition • Run for distance competition • Take part in a throwing competition 	I can... <ul style="list-style-type: none"> • Consolidate keeping possession and officiating • Consolidate defending • Create, understand and apply attacking 	I can... <ul style="list-style-type: none"> • work together in their teams to beat their opponents playing quickly and efficiently in all the challenges/games. • think tactically and create 	I can... <ul style="list-style-type: none"> • Perform with technical control and rhythm in a group • Create rhythmic patterns using the body 	I can... <ul style="list-style-type: none"> • Be introduced to matching /mirroring • Apply matching mirroring learning onto apparatus • Sequence development 	I can... <ul style="list-style-type: none"> • Understand what makes an effective leader • Communicate as a leader Introducing the STEP principle: Space , Task, Equipment and People

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Curriculum Progression for PE

<ul style="list-style-type: none"> Take part in a Jumping competition 	<p>tactics in game situations</p> <ul style="list-style-type: none"> Create, understand and apply defending tactics in game situations 	<p>ideas for beating their opponents.</p> <ul style="list-style-type: none"> make effective decisions during the challenges/games. demonstrate life skills such as self motivation as they strive to succeed on their own or as part of a team throughout the challenges/games. 	<ul style="list-style-type: none"> Experience dance from a different culture Choreograph elements including still imagery 		
<p>Key vocabulary: Tactics, teamwork, speed, distance, evaluation, false start, events</p>	<p>Key vocabulary: Tactics, transition, counter account, high press, backcourt violation, man to man marking</p>	<p>Key vocabulary: Communication leadership strategy</p>	<p>Key vocabulary: Excellent dancers, expression, creativity, emotion, stimulus, choreography, rhythm</p>	<p>Key vocabulary: Excellent gymnastics, flow, levels, matching, mirroring, unison, cannon</p>	<p>Key vocabulary: Communication, teamwork, tactics, strategy, leadership, team member</p>
<p>Communication and Tactics</p>	<p>Tag Rugby</p>	<p>Netball</p>	<p>Sports Hall Athletics</p>	<p>Cricket</p>	<p>Rounders</p>
<p>I can.....</p>	<p>I can....</p>	<p>I can....</p> <ul style="list-style-type: none"> Consolidate attacking 	<p>I can....</p> <ul style="list-style-type: none"> Run for speed competition 	<p>I can...</p>	<p>I can....</p> <ul style="list-style-type: none"> Be introduced to full rounders

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Curriculum Progression for PE

<ul style="list-style-type: none"> Understand what makes an effective leader Communicating as a leader Introducing the STEP principle: Space, Task, Equipment and People 	<ul style="list-style-type: none"> Consolidate passing and moving Consolidate defending Create, understand and apply attacking/defending tactics in game situations Consolidate attacking and defending in min games 	<ul style="list-style-type: none"> Consolidate defending Understand and apply attacking tactics to game scenarios Understand and apply defending tactics in game situations 	<ul style="list-style-type: none"> Run for distance competition Throw for competition Jump for competition 	<ul style="list-style-type: none"> Consolidate batting, fielding and bowling Create, understand and apply attacking and defensive tactics in game 	<ul style="list-style-type: none"> Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations
<p>Key vocabulary: Communication, teamwork, tactics, strategy, leadership, team member</p>	<p>Key Vocabulary: Tactics, transition, offside, formations, knock on, advantage</p>	<p>Key Vocabulary: Tactics, transition, umpire, netball positions, markings</p>	<p>Key Vocabulary: Tactics, speed, evaluation, distance, team work, events, false start</p>	<p>Key vocabulary: Tactics, umpire, boundary, four runs, six runs, over</p>	<p>Key Vocabulary: Tactics, fielder, bowling, run out, umpire, outfielder</p>
<p>Mindfulness <i>This Yr4 aspect will be taught -we have adapted this approach for the needs of the children in Y6</i> I can....</p> <ul style="list-style-type: none"> use their skills of deep breathing, meditative balances and mime in order 					

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Curriculum Progression for PE

<p>to focus and apply these techniques in a variety of activities.</p> <ul style="list-style-type: none">• effectively apply life skills such as communication as they collaborate with others and support each other to develop their mindfulness techniques.• develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity• discuss and explain and feelings. their emotions, understanding					
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Curriculum Progression for PE

<p>why it is important to use mindfulness techniques in order to combat negative emotions</p> <p>Key vocabulary: Relaxation, pose, meditate, deep breathing, mime</p>					
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