



# National Curriculum Progression – Physical Education

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the PE National Curriculum.

### Physical Development (Moving and Handling)

The main Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

### Key Stage 1 National Curriculum Expectations

#### Pupils should be taught to:

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 National Curriculum Expectations

#### Pupils should be taught to:

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. 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];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Intent

Through the study of PE, St Mary's children will understand the importance of healthy living, fitness and know how their bodies work. They will also learn the value of teamwork and develop collaboration skills alongside positive decision making. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate



## Implementation

P.E. is taught by class teachers and by our specialist sports coaches. All children additionally have the opportunity to access out of hours sporting clubs and activities. Through the use of the Sports Premium Grant training, equipment and resources are constantly reviewed to ensure the best quality provision for our children.



## Impact

Children develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. PE supports healthy life styles and gives children to opportunities to develop personal and team building skills and experience competitive activities within and beyond school.

Key Stage 1	Gymnastic Movement	Basic movements and Team Games	Dance
	<p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <ul style="list-style-type: none"><li>• Make body curved, tense, stretched and relaxed</li><li>• Control body when travelling and balancing</li><li>• Copy sequences and repeat them</li><li>• Roll, curl, travel and balance in different ways</li><li>• Plan and perform a sequence of movements</li><li>• Improve a sequence based on feedback</li><li>• Think of more than one way to create a sequence which follows some 'rules'.</li></ul>	<p>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"><li>• Throw underarm</li><li>• Throw and kick in different ways</li><li>• Use hitting, kicking and/or rolling in a game</li><li>• Decide the best space to be in during a game</li><li>• Use a tactic in a game</li><li>• Follow rules</li></ul>	<p>Perform dances using simple movement patterns</p> <ul style="list-style-type: none"><li>• Perform own dance moves</li><li>• Copy or make up a short dance</li><li>• Move safely in a space</li><li>• Change rhythm, speed, level and direction in a dance</li><li>• Make a sequence by linking sections together</li><li>• Use a dance to show a mood or feeling</li></ul>

	Lower Key Stage 2 (years 3 and 4)	Upper Key Stage 2 (years 5 and 6)
<b>Athletics</b> <i>Use running, jumping, throwing and catching in isolation and in combination</i>	<ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction</li> <li>Take part in a relay, remembering when to run and what to do</li> <li>Sprint over a short distance and show stamina when running over a long distance</li> <li>Jump in different ways</li> <li>Throw in different ways and hit a target, when needed</li> </ul>	<ul style="list-style-type: none"> <li>Show control when taking off and landing</li> <li>Throw with increasing accuracy</li> <li>Demonstrate stamina and increase strength</li> </ul>
<b>Competitive Games</b> <i>Play competitive games, modifies where appropriate (for example tennis, basketball, cricket, football, hockey, netball, rounders and badminton) and apply basic principles suitable for attacking and defending</i>	<ul style="list-style-type: none"> <li>Be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>Know and use rules fairly</li> <li>Throw and catch accurately with one hand</li> <li>Hit a ball accurately with control</li> <li>Vary tactics and adapt skills depending on what is happening in a game</li> </ul>	<ul style="list-style-type: none"> <li>Gain possession by working in a team and pass in different ways</li> <li>Choose a specific tactic for defending and attacking</li> <li>Use a number of techniques to pass, dribble and shoot</li> <li>Agree and explain rules to others</li> <li>Work as a team and communicate a plan</li> <li>Lead others in a game situation when the need arises</li> </ul>
<b>Gymnastics</b> <i>Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)</i>	<ul style="list-style-type: none"> <li>Adapt sequences to suit different types of apparatus and criteria</li> <li>Explain how strength and suppleness affect performance</li> <li>Move in a controlled way</li> <li>Include change of speed and direction in a sequence</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<ul style="list-style-type: none"> <li>Create complex extended sequences</li> <li>Combine action, balance and shape</li> <li>Perform consistently to different audiences</li> <li>Combine own work with that of others</li> <li>Create sequences to specific timings</li> </ul>
<b>Dance</b> <i>Perform dances using a range of movement patterns</i>	<ul style="list-style-type: none"> <li>Improvise freely and translate ideas from a stimulus into movement</li> <li>Share and create phrases with a partner and small group</li> <li>Remember and repeat dance perform phrases</li> <li>Take the lead when working with a partner</li> <li>Use dance to communicate and idea</li> </ul>	<ul style="list-style-type: none"> <li>Compose own dances in a creative way</li> <li>Perform dance to an accompaniment</li> <li>Dance shows clarity, fluency, accuracy and consistency</li> <li>Develop sequence in a specific style</li> <li>Choose own music and style</li> </ul>
<b>Outdoor and Adventurous Activity</b> <i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	<ul style="list-style-type: none"> <li>Follow a map in a familiar context</li> <li>Use clues to follow a route</li> <li>Follow a route safely</li> <li>Follow a map in a (more demanding) familiar context</li> <li>Follow a route within a time limit</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map to an unknown location</li> <li>Use clues and a compass to navigate a route change route to overcome a problem</li> <li>Use new information to change route</li> <li>Plan a route and a series of clues for someone else</li> <li>Plan with others, taking account of safety and danger</li> </ul>
<b>Evaluate</b> <i>Compare their performance with previous ones and demonstrate improvement to achieve their personal best</i>	<ul style="list-style-type: none"> <li>Compare and contrast gymnastic sequences</li> <li>Recognize own improvement in ball games</li> <li>Provide support and advice to others in gymnastics and dance</li> <li>Be prepared to listen to the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>Pick up on something a partner does well and also on something that can be improved</li> <li>Know why own performance was better or not as good as their last</li> <li>Know which sports they are good at and find out how to improve further</li> </ul>



