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Description automatically generated**PHYSICAL EDUCATION at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

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|  | **YEAR 1/2** | **YEAR 3/4** | **YEAR 5/6** |
| **PHYSICAL LITERACY** | **YEAR 1**   * Focus on fundamental movement skills (running, jumping, throwing, catching) through fun games and activities.   **YEAR 2**   * Build upon fundamental skills by refining techniques and introducing more complex movements (e.g., skipping, hopping). | **YEAR 3**   * Progress to refining and mastering fundamental skills through structured session practices and activities.   **YEAR 4**   * Introduce more advanced movement patterns, coordination, and agility exercises. | **YEAR 5**   * Strengthening complex movements, introducing flexibility and strength exercises.   **YEAR 6**   * Mastery of various skills, emphasising personal fitness and lifelong physical activity habits. |
| **SOCIAL DEVELOPMENT** | **YEAR 1**   * Emphasis on cooperation, teamwork, and basic communication during activities.   **YEAR 2**   * Encourage peer collaboration, sharing, and fair play in team-based activities. | **YEAR 3**   * Emphasize fair competition, leadership skills, and respect for opponents.   **YEAR 4**   * Encourage teamwork, problem-solving in group activities, and developing empathy through team sports. | **YEAR 5**   * Encourage peer coaching, responsible leadership, and inclusive participation in various activities.   **YEAR 6**   * Promote sportsmanship, resilience, and self-discipline through challenging physical activities. |
| **UNDERSTANDING OF RULES** | **YEAR 1**   * Introduction to simple game rules, playing in small groups, and exposure to basic sports like tag games, relay races, and modified versions of traditional sports.   **YEAR 2**   * Further exploration of game rules in different sports such as soccer, basketball, and basic athletics. Introduction to modified versions to enhance understanding. | **YEAR 3**   * Begin to delve deeper into the technical aspects of specific sports, understanding positions, and basic strategies.   **YEAR 4**   * Focus on refining skills in selected sports (e.g., football, netball, cricket) and understanding game tactics. | **YEAR 5**   * In-depth exploration of specific sports, understanding strategic play, and adapting to more formal game settings.   **YEAR 6**   * Advanced understanding of game strategies, refining technical skills, and readiness for more competitive game formats or inter-school competitions. |

Throughout each year, integration of these elements into the curriculum should be flexible, ensuring that children with different skill levels are appropriately challenged while fostering a positive attitude toward physical activity and sports. Regular assessment and feedback are vital to monitor progress and adjust the curriculum as needed.

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| **NURSERY** | * Fundamental movement skills: Walking, running, jumping, throwing, catching, balancing. * Activities to develop gross motor skills: Obstacle courses, dance, simple ball games. * Basic spatial awareness and coordination exercises.   **Social Development:**   * Emphasis on cooperative play and sharing. * Group activities encouraging interaction and communication.   **Physical Literacy:**   * Introduction to teamwork through basic group games.   **Understanding of Rules and Sports:**   * Simple games with basic rules, such as 'Simon Says' or 'Duck, Duck, Goose.' * Introduce the concept of following instructions in physical activities. * Familiarization with basic equipment and its uses in a playful manner. |
| **RECEPTION** | **Physical Literacy:**   * Refinement of fundamental movement skills: Skipping, hopping, galloping. * Introduction to basic sports-related movements: Kicking, throwing, and catching with greater accuracy. * Coordination activities involving more complex tasks.   **Social Development:**   * Encouraging teamwork through group games and activities. * Emphasis on fair play and good sportsmanship. * Activities promoting communication, such as relay races or partner exercises.   **Understanding of Rules and Sports:**   * Introduction to simple sports rules: Football, basketball, or tag games with modified rules. * Practice following and understanding more structured game rules. * Exposure to a variety of sports and their basic concepts.   **Key Considerations for Progression:**   * Building Foundations: The Nursery stage should focus on building fundamental movement skills and fostering a love for physical activity without a strict emphasis on structured games. * Increasing Complexity: As children move through Reception, the activities should gradually become more complex, introducing them to basic sports rules and refining their motor skills. * Inclusivity and Enjoyment: Ensure that the activities are inclusive and enjoyable for all children, regardless of their skill level, promoting a positive attitude towards physical activity. * Integration of Learning: Connect physical education with other areas of learning, such as mathematics (counting steps in a game), language (describing movements), or science (understanding the body during exercise). |

This progression provides a framework for the gradual development of physical literacy, social skills, and sports understanding from Nursery through Reception stages, setting a strong foundation for further physical education as children progress through primary school.

**PHYSICAL EDUCATION**

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|  | **YEAR 1/2** | **YEAR 3/4** | **YEAR 5/6** |
| **DANCE** | **Introduction to Rhythm and Movement**   * Basic Movements: Introduce fundamental movements like walking, hopping, skipping, and jumping. * Rhythm Awareness: Use music to help children understand rhythm and timing. * Simple Choreography: Create basic sequences using familiar movements to develop coordination.   **Exploring Different Dance Styles**   * Introduction to Dance Styles: Introduce different styles like ballet, folk dance, or cultural dances. * Basic Technique: Focus on posture, body alignment, and basic dance steps relevant to chosen styles. * Creative Expression: Encourage students to create short dance sequences based on given themes or concepts. | **Developing Coordination and Expression**   * Refinement of Technique: Develop basic steps into more coordinated movements within chosen dance styles. * Group Choreography: Introduce collaborative work by having students create small group dances. * Performance Preparation: Practice performance skills such as stage presence, projection, and storytelling through dance.   **Building Complexity and Understanding Composition**   * Intermediate Technique: Progress to more complex steps and sequences within chosen dance styles. * Exploration of Composition: Teach basic principles of dance composition such as formations, transitions, and dynamics. * Cultural Exploration: Explore dances from various cultures, allowing students to appreciate diversity in dance forms. | * Advanced Technique: Further refine techniques and introduce more advanced movements within chosen styles.   **Exploring Choreography and Individual Expression**   * Individual Choreography: Encourage students to create their own short solo dances, expressing their unique creativity. * Performance Skills Development: Focus on refining performance skills, including expression, emotion, and storytelling through movement.   **Culmination and Performance**   * Mastering Techniques: Solidify and refine techniques learned in previous years. * Extended Dance Projects: Undertake longer-term dance projects, allowing students to delve deeper into specific styles or themes. * End-of-Year Performance: Prepare for and perform in a school-wide event showcasing their acquired skills and individual or group choreographies. |

Throughout each year, it's crucial to incorporate elements of creativity, music appreciation, cultural understanding, and performance skills. Additionally, adjusting the curriculum to fit the needs and interests of the students is essential for a successful and engaging dance program in primary schools.

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|  | * **YEAR 3/4** | **YEAR 5/6** |
| **OUTDOOR ADVENTUROUS ACTIVITIES** | * Introduction to Orienteering: Basic map reading skills, understanding symbols, and following simple maps within the school grounds or a nearby park. * Team Building Activities: Initiating team-based challenges that involve problem-solving, communication, and cooperation. Activities such as trust falls, human knots, or relay races can be incorporated. | * Intermediate Orienteering: Advancing map-reading skills with slightly more complex maps and terrains. Introduction to using a compass for navigation in addition to maps. * Low-Rope Obstacle Course: Engaging in low-risk physical challenges that promote balance, coordination, and teamwork. Designing and navigating through simple obstacle courses. |

Each year's progression builds upon the skills acquired in the previous year, gradually introducing more complexity and challenges. It's important to ensure safety measures are in place, including adequate supervision, proper equipment, and age-appropriate activities throughout the progression.

Remember, this progression is flexible and can be adjusted based on the school's resources, location, and the students' abilities. Outdoor adventurous activities should focus not only on physical skills but also on developing teamwork, problem-solving, and resilience in the students.

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