



West Dean C of E Primary School

The small school with a big heart

Physical Education Curriculum Progression

What will our PE learners be able to do when they leave us?

By the end of their time at West Dean C of E Primary school, our Year 6 PE learners will have been inspired to succeed and excel in competitive sport and other physically-demanding activities. They will be physically confident in a way which supports their health and fitness. They will have had a range of opportunities and experiences to compete in sport and other activities which have helped them to build character and help to embed values such as fairness and respect.

Curriculum Coverage (NC)

The national curriculum for physical education 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.

| EYFS | KS1 | KS2 |
|------|---|---|
| | <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. 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 ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns. | <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. |

PE progression of skills

| Skill focus | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|---|--|--|
| Body and Mind | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | Show an awareness of how the body functions/changes during exercise | Show an awareness of how the body functions/changes during exercise | Demonstrates a clear understanding of how the body changes/functions during exercise | Demonstrates a developed understanding of how the body changes/functions during exercise | Use knowledge of the relationship between the body and exercise to improve various fitness components | Use knowledge of the relationship between the body and exercise to improve all fitness components |
| Running and jumping | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | Use FUNdamentals of movement to experiment with different movements in varied environments | Use FUNdamentals of movement to employ simple tactics in varied environments | Use FUNdamentals of movement to employ simple tactics in competitive environments | Change running/jumping styles according to distance, with the intention of beating personal best | Utilise knowledge of technique to perform at an optimum level in different types of running/jumping | Utilise knowledge of technique to perform at an optimum level in different types of running/jumping (Sprints, middle distance and hurdles) |
| Throwing and Catching | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Throw and catch displaying a degree of competency, in isolation and in varied environments | Throw and catch displaying a degree of competency, in isolation and in varied environments | Throw and catch displaying a degree of accuracy, in isolation and in varied environments | Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control) | Utilise knowledge of technique to perform at an optimum level in different types of throw | Utilise knowledge of technique to perform at an optimum level in different types of throw |
| Speed, field, defend and attack | Move freely with confidence, negotiating space, adjusting speed and direction to avoid obstacles. | Demonstrate changes of direction, level and speed | Demonstrate changes of direction, level and speed during performances or in competitive environments | Demonstrate changes of direction, level and speed during performances or in competitive environments | Utilise changes of direction, level and speed during performances or in competitive environments to succeed | Field, defend and attack tactically by anticipating the direction of play. Utilise new skills in competitive situations, as an individual or part of a team. | Field, defend and attack tactically by anticipating the direction of play. Utilise new skills in competitive situations, as an individual or part of a team. |

| Skill focus | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|--|--|---|---|
| Sequence of movements - dance | Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency | Repeat and perform sequences of movements | Repeat and perform sequences of movements | Plan, perform and repeat sequences of movements in a group. Moves in a fluent and expressive manner | Create movements that convey a clear stimulus, refining these movements into sequences | Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely | Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely |
| Sequence of movements - gymnastics | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility. | Display development in the FUNdamentals of movement (jog,sprint, jump, hop, weight on hands, balance and coordination) | Show competence in the FUNdamentals of movement (jog,sprint, jump, hop, weight on hands, balance and coordination) | Competent in the FUNdamentals of movement (jog,sprint, jump, hop, weight on hands, balance and coordination) | Plan, perform and repeat sequences of movements,experimenting with ways of traveling and complex movements | Create complex and well executed sequences containing a variety of gymnastic components | Create complex, demanding and well executed sequences containing a variety of gymnastic components |
| Swimming | Be confident in the water | Begin to show competence in one stroke when swimming Swim unaided | Swim | Swim | Swim | Swim | Swim |
| Respect, fair play and leadership | Begin to understand fair play and respect. | With guidance participate displaying respect, fair play and working well with others | With guidance participate displaying respect, fair play and working well with others | Displays an understanding respect, fair play and working well with others | Displays an understanding of fair play, working well with others and leading a small group | Displays an understanding of fair play, working well with others and leading a medium group | Displays an understanding of fair play, working well with others and leading a large group |