

PE Curriculum and progression of skills 2021-2022

Key stage 1

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

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]
- 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.

Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.

Year group	Gymnastics	Athletics (Indoor/Outdoor)	Invasion Games (Netball, Rugby, Basketball and Football)	Swimming	Bat and Ball skills/Striking and fielding (Tennis/Hockey/Rounders/Cricket)	Dance and Health
EYFS	<ul style="list-style-type: none"> • Move confidently and safely in their own and general space. (Use space effectively – under, round, over equipment and obstacles) • Move and stop, recognising both commands and acting upon them immediately. • Show contrast with their bodies including tall/short, wide/thin, straight/curved. • Copy simple movements and simple sequences. • Make shapes with their bodies, according to commands. • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Learn skills of running, jumping and throwing with a range of equipment. • Vary speed of running based on commands given. • Use comparative language, e.g. faster, longer and be able to physically demonstrate this. 	<ul style="list-style-type: none"> • To move and stop confidently negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. 		<ul style="list-style-type: none"> • Start showing an ability to use their dominant hand to work with a partner in different activities. Explore and use skills effectively for particular games: • Roll a ball • Throw a ball underarm and overarm • Explore balancing. 	<ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • To be able to negotiate space confidently, using appropriate strategies. • To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... • To begin to respond with their bodies to different types of music.

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Year 1	<ul style="list-style-type: none"> To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To explore movement actions with control and to link them together with flow. To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> - Explore and throw a variety of objects with one hand. - Jump from a stationary position with control. - Change speed and direction whilst running. 	<ul style="list-style-type: none"> To be confident and keep themselves safe in the space in which an activity or game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing, catching, passing and shooting games. Choose and use skills effectively for particular games: <ul style="list-style-type: none"> - Throw a ball accurately to a target using increasing control. - Explore throwing and catching in different ways. - Explore kicking in different ways with increasing control. 		<ul style="list-style-type: none"> To be confident and keep themselves safe in the space in which an activity or game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Use skills effectively for particular games: <ul style="list-style-type: none"> - Throw a ball accurately underarm to a target using increasing control. - Show increasing control when rolling an object, using a technique - Hit a ball with control using appropriate object. Explore throwing and catching in different ways. 	<ul style="list-style-type: none"> Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in own general space using changes of speed level and direction. Compose and link movement to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.

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Year 2	<ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence. 	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction. • Use and link running and jumping activities with some fluency, control and consistency. • Make up and repeat a short sequence of linked jumps • Throw a variety of objects, changing their action for accuracy and distance. 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose to use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game to support the game. • Begin to lead others in a simple team game. • Be able to pass and stop a ball to a teammate accurately. • Understand how to intercept a moving ball. • Understand the role of attacker and defender. 		<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • To be able to hit a ball accurately using a piece of equipment. 	<ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance. • Explore the change of rhythm, speed, level and direction. • Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.

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Year 3	<ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To select and adapt gymnastic actions to meet the task. • To work with a partner or a small group to create a sequence that develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing the action for accuracy and distance. • Record own distances, numbers and times. 	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender. • Move into space to help support a team. • Defend against an opponent and try to win the ball. 		<ul style="list-style-type: none"> • Using overarm and underarm throwing and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. 	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas. • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities of dance.

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Year 4	<ul style="list-style-type: none"> • To identify and practice body shapes. • To identify and practice symmetrical and asymmetrical body shapes. • To use counterbalances and incorporate them into a sequence of movement. • To perform movements in canon (turns) and in unison. • To perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> • An opportunity for Year 4 children to develop water confidence through a range of exercises, games and drills. Children will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, for example: front crawl, backstroke and breaststroke • Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Use overarm and underarm throwing and catching skills with increasing accuracy. • Strike a bowl and ball after bounce. • Bowl a ball with some accuracy and consistency. • Choose and use simple tactics for different situations. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently. • Describe, interpret and evaluate dance, using appropriate language.

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Year 5	<ul style="list-style-type: none"> ▪ To identify and practice body shapes and balances. ▪ To identify and practice symmetrical and asymmetrical body shapes. ▪ To use and refine the following skills: flexibility, strength, balance, power and mental focus. ▪ To develop skills for movement including rolling, bridging and dynamic movement. ▪ To use counterbalances and incorporate them into a sequence of movements. ▪ To perform movement in canon and in unison. ▪ To perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> ▪ Choose the best pace for a running event. ▪ Perform a range of jumps showing some technique. ▪ Show control at take-off in jumping activities. ▪ Show accuracy and good technique when throwing for distance. ▪ Understand how stamina and power help people to perform well in different athletic activities. 	<ul style="list-style-type: none"> ▪ Understand there are different skills for different situations and begin to use these. ▪ Move into space to help a team. ▪ Play in a range of positions and know how to contribute when attacking and defending. ▪ Pass, receive and shoot the ball with some control under pressure. 		<ul style="list-style-type: none"> ▪ To sometimes strike a bowled ball. ▪ Begin to develop a wider range of skills and use these under some pressure ▪ Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> ▪ Adapt and refine actions, dynamics and relationships in a dance. ▪ Perform different styles of dance clearly and fluently. ▪ Recognise and comment on dances, showing an understanding of style. ▪ Suggest ways to improve their own and other people's work.

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Year 6	<ul style="list-style-type: none"> • To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. 	<ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Select and apply different movement skills to lose a defender. • Use marking and interception to improve defending. 	<ul style="list-style-type: none"> • Year 6 assessment of swimming (carried out on residential). <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 example: front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation. 	<ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine actions, dynamics and relationships to improve a dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine their own and others' work.