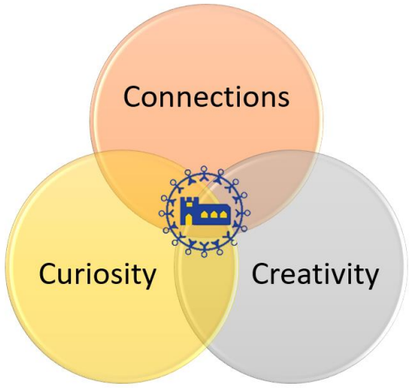
Physical Education – Knowledge and Skills Progression



Intent

At Lyne and Longcross C of E Primary School, we believe that a high quality physical education curriculum inspires all children which is why we chose to use the Get Set 4 PE scheme. Our aim is for all children to enjoy PE and lead a healthy, active lifestyle through their time now at school and later on into adult life. Our curriculum is designed to ensure pupils are physically active for sustained periods of time as well as creating the opportunity for children to engage in competitive sports and activities within and outside the school environment. Additionally, in order for children to be able to progress onto new skills, children build on existing skills and make connections between prior learning and the new learning that takes place within each year group. Pupils will develop competence to excel in a broad range of physical activities. Every child should be made to feel they are capable of success and a valued member which could be when working with a partner or as part of a team. We hope that we can highlight the fundamental values and provide these children with the skills to be able to enjoy and benefit when participating in sports at a higher level.

Implementation
Our curriculum covers a wide range of sports and activities whereby in kS1 fundamental movement skills are mastered and in KS2 skills learnt are built on and applied. As part of the planning process, pupils receive a motivating and creative curriculum and immerse themselves in Outdoor Adventurous Activity within other core and foundation subjects. Children participate in forest school which allows children to be curious about the environment around them and an in depth understanding about how to maintain a healthy active lifestyle and the benefits it can have.

Impact
By the end of the year, we hope that children will leave Lyne and Longcross with the knowledge and understanding of how different skills develop and how to apply these in a variety of sports/ activities. Every child in the school will make good or better progress which will be tracked using the intended learning outcomes on learning ladders. Pupils will be able to discuss their learning and enthusiastically talk about the benefits of Physical Education.

Children should be taught to: (Key Stage 1 and Key Stage 2)

Broken down into topics where applicable	Statements for each topic
Health and fitness	• Lead, healthy active lifestyles (both key stages)

Dance	• Perform dances using simple movement patterns. • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best
Gymnastics	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Develop balance, agility and co-ordination, and begin to apply these in a range of activities
Invasion Games	• Master basic movements including running, jumping, throwing and catching. • Participate in team games, developing simple tactics for attacking and defending. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]. • Apply basic principles suitable for attacking and defending in team and competitive games. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Net and Ball games	• Participate in team games, developing simple tactics for attacking and defending. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]. • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Fielding games	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. • Use running, jumping, throwing and catching in isolation and in combination
Athletics	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Develop balance, agility and co-ordination, and begin to apply these in a range of activities • Use running, jumping, throwing and catching in isolation and in combination
Swimming	• 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.

OAA	• Take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their physical education knowledge and understanding in preparation for the National Curriculum.

Gross motor skills	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Fine motor skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	

Curriculum Knowledge and Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics Studied						
Health and fitness	• I can understand how exercise can make you feel. • I can develop knowledge about how exercise can make you strong and healthy. • I can develop knowledge about how exercise relates to breathing. • I can develop my understanding of how exercise helps my brain. • I can develop my understanding of how exercise helps my muscles. • I can begin to understand the importance of daily exercise.	• I can describe how my body feels during exercise. • I can persevere with new challenges. • I can show determination to continue working over a longer period of time. • I know to try my best.	• I can develop a good understanding of the need for PE uniform. • I can show an awareness of body changes during exercise (heavy breath, hot, sweaty). • I can show an awareness of how exercise is good for mental health and wellbeing	• I can understand of how the body changes during exercise. • I can explain and discuss the importance of exercise for our health and body. • I can show an increasing awareness of how exercise supports our mental health.	• I can show an increasing understanding of how our body changes before, during and after exercise. • I can show an in-depth understanding of why exercise is important for our health and body as well as our mindset. • I can understand of how sport is a part of everyday social environments.	• I can discuss and evaluate how our body changes before, during and after exercise. • I can explain why exercise is important for health and body, giving examples. • I can show an in-depth understanding of why exercise is important for our health and body as well as our mindset. • I can show an understanding of how sport is a part of everyday social environments.
Dance	• I can explore travelling actions and use counts of 8 to move in time with the music. • I can remember and repeat actions; responding imaginatively to a stimulus. • I can copy, remember and repeat actions that represent a theme. • I can use expression and create actions that relate to a story. • I can travel across a space using coordinated movements. • I can show expression and shape in my dance moves.	• I can begin to provide feedback using key words. • I can copy, remember, repeat and create dance phrases. • I can describe how my body feels during exercise. • I can show a character and idea through the actions and dynamics I choose. • I can use counts to stay in time with the music. • I can work with a partner using mirroring and unison in our actions. • I can show confidence to perform.	• I can create actions in response to a stimulus and move in unison with a partner. • I can create actions to move in contact with a partner or interact with a partner. • I can explain how dynamics affect the actions performed. • I can select and use actions to represent an idea. • I can work with a partner to choose actions that relate to an idea.	• I can choose actions and dynamics to convey a character or idea. • I can copy and remember set choreography. • I can use changes in timing and spacing to develop a dance. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.	• I can discuss, share and explore different styles of dance, individually, with a partner and in groups. • I can choreograph a dance sequence, including a range of movements. • I can provide feedback about successful elements and parts that could be improved. • I can show an in-depth understanding of the importance of warm ups and cool downs.	• I can provide feedback about successful elements and parts that could be improved. • I can choreograph a dance, incorporating props and a range of dynamics. • I can perform dances fluently and with control. • I can show an in-depth understanding of the importance of warm ups and cool downs.

Gymnastics	• I can explore how to travel using the space around me. • I can develop quality when performing gymnastic shapes. • I can develop stability and control when performing balances. • I can develop technique and control when performing shape jumps. • I can develop my technique in barrel, straight and forward rolls. • I can link gymnastic actions to create a sequence.	• I can repeat and link combinations of gymnastic actions, body shapes and balances with control. • I can use different parts of the body to hold a balance. • I can link together a number of gymnastic moves to form a sequence. • I can explore a range of ways to travel on a piece of apparatus.	• I can explore different shapes. • I can work with a partner and put the skills into a short sequence. • I can travel imaginatively across pieces of apparatus. • I can move on and off apparatus safely. • I can design and produce a gymnastic symmetrical sequence using apparatus. • I can perform with confidence to an audience.	• I can practise and form different body shapes, including symmetrical and asymmetrical. • I can construct sequences using counter balances and linking a range of movements. • I can confidently perform movements in canon and unison. • I can provide constructive feedback to others about their performance.	• I can create and perform sequences using different apparatus, in a group and with a partner. • I can explain how using the canon and synchronisation technique with a partner and in a group affects their performance. • I can provide constructive feedback to others about their performance. • I can show a basic understanding of the importance of warm ups and cool downs.	• I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using compositional devices to improve the quality. • I can use appropriate language to evaluate and refine my own and others' work. • I can work collaboratively with others to create a sequence. • I can understand how to work safely when learning a new skill. • I can understand what counter balance and can show examples with a partner.
Invasion Games	• I can develop control and co-ordination when dribbling a ball with my hands. • I can explore how to roll a ball with increasing accuracy. • I can explore how to throw a ball towards a target with increasing accuracy. • I can explore how to catch a ball with two hands. • I can explore my use of control and co-ordination when dribbling a ball with my feet. • I can explore how to track a ball that is coming towards me.	• I can master basic movements such as running, jumping, throwing and catching as well as developing agility and coordination. • I can begin to apply these to a range of activities. • I can participate in team games, developing simple tactics for attacking and defending.	• I can step forward with the opposite foot • I can send the ball to a team mate successfully using a push pass • I can receive the ball successfully using the right side of the stick • I can dribble the ball using the reverse side of the stick • I can trap the ball and keep my stick low to the ground to create a barrier • I can rotate the stick fully over the ball • I can dribble towards a goal if I have the space to. • I can move into space away from defenders. • I can use an open stick tackle. • I can apply the attacking and defending skills learnt in a game/ tournament.	• I can use the correct tactic to delay an opponent and help to prevent the other team from scoring. • I can use a high amount of control to dribble, pass, receive and shoot the ball. • I can use and move to spaces to help my team to keep possession and score goals. • I can discuss and use the correct, key terminology when feeding back to others about what they need to do to improve and manage the game. • I can use simple tactics to help my team score or gain possession. • I can develop passing and moving and play within the footwork rule.	• I can show an awareness of the different skills used for different situations and begin to use these. • I can use space in order to help your team achieve a successful pass. • I can understand the range of positions and know how to contribute when attacking and defending in a certain position. • I can pass, receive and shoot the ball with some level of control in a game situation.	• I can accurately pass, receive and shoot the ball with a high level of control in a game situation. • I can understand which pass to use when under pressure from an opponent. • I can apply a range of movement skills when attacking or defending.

			• I can control the ball with different parts of the body and dribble under pressure. • I can change direction with the ball using an inside and outside hook. • I can jockey/ track an opponent • I can apply the rules and tactics learnt in a game	• I can develop passing and moving towards a goal. • I can develop movement skills to lose a defender. • I can defend an opponent and try to win the ball. • I can develop the shooting action. • I can develop playing using netball rules. • I can develop throwing, catching and running with the ball. • I can develop an understanding of tagging rules. • I can begin to use the 'forward pass' and 'off side' rules. • I can develop defending skills and use them in a game situation. • I can apply the rules and tactics I have learnt and play in a tag rugby tournament.		
Net and Ball games	• I can develop control and co-ordination when dribbling a ball with my hands. • I can explore how to roll a ball with increasing accuracy. • I can explore how to throw a ball towards a target with increasing accuracy. • I can explore how to catch a ball with two hands. • I can explore my use of control and co-ordination when dribbling a ball with my feet. • I can explore how to track a ball that is coming towards me.	• I can defend space on my court using the ready position. • I can describe how my body feels during exercise. • I can begin to use the correct technique to hit a ball over the net and into the court area. • I can use the correction positioning to throw accurately to a partner. • I can use simple tactics to make it difficult for an opponent. • I know how to score points and can remember the score.	• I can hold the racket, using the correct stance and grip. • I can successfully, play a range of basic shots. • I can use a range of movement patterns to play or return a shot. • I can control the ball in a game situation.	• I can develop hitting the ball using a forehand. • I can develop returning the ball using a forehand. • I can develop the backhand and understand when to use it. • I can work cooperatively with a partner to keep a continuous rally going • I can use simple tactics in a game to outwit an opponent. • I can demonstrate honesty and fair play when competing against others.	• I can develop a wide range of movement skills and use these under pressure in a game situation. • I can increase the speed of footwork in order to move successfully around the court. • I can apply the relevant skills and use these consistently. • I can develop forehand and backhand strokes in the form of a rally. • I can develop forehand and backhand strokes when hitting the ball. • I can understand the reasons why we use	• I can use forehand and backhand serves and develop my skill of rallying. • I can select the appropriate action for the situation and make this decision quickly. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly.

					certain tactics and when to use them. • I can discuss and share ideas with a partner. • I can use accurate footwork to cover space in a game situation. • I can perform a serve and begin to use appropriate control and power.	
Fielding/ Striking games	• I can develop control and co-ordination when dribbling a ball with my hands. • I can explore how to roll a ball with increasing accuracy. • I can explore how to throw a ball towards a target with increasing accuracy. • I can explore how to catch a ball with two hands. • I can explore my use of control and co-ordination when dribbling a ball with my feet. • I can explore how to track a ball that is coming towards me.	• I can master basic movements such as running, jumping, throwing and catching as well as developing agility and coordination. • I can begin to apply these to a range of activities. • I can participate in team games, developing simple tactics for attacking and defending.	• I can develop overarm catching and throwing. • I can develop underarm bowling • I can learn how to grip the bat and develop a batting technique. • I can field a ball using a two handed pick up and a short barrier. • I can develop overarm bowling technique. • I can apply sills learnt to play mini cricket.	• I can investigate and develop different throwing techniques and when to use each one. • I can develop a range of skills, including the underarm and overarm throw with increasing accuracy. • I can use agility, balance and co-ordination in order to positions themselves effectively to catch or receive the ball in a game situation. • I can discuss and share fielding/ striking tactics with a team and understand their importance in a game situation. • I can demonstrate good sportsmanship when playing competitively. • I can use different tactics to suit the situation.	• I can develop a range of skills, including the underarm and overarm throw with increasing accuracy and use these under pressure. • I can discuss and share fielding/ striking tactics and use these effectively in a competitive game.	• I can strike a bowled ball with increasing consistency and accuracy. • I can use a wider range of fielding skills with increasing control under pressure. • I can work in collaboration with others so that games run smoothly. • I can understand and can apply some tactics in the game as a batter, bowler and fielder.
Athletics	• I can learn to move at different speeds for different distances. • I can begin to explore balance and stability. • I can begin to develop agility and coordination. • I can explore ways in which I can hop, jump and leap. • I can develop my skills of throwing for distance. • I can develop my skills of throwing for accuracy.	• I can use parts in my body to run over obstacles. • I can begin to explore jumping, hopping and leaping. • I can begin to link jumping, hopping and leaping movements in combination. • I can begin to develop the correct throwing technique with some accuracy. • I can use parts of the body to develop co-ordination	• I can confidently link jumping, hopping and leaping movements in combination. • I can use the correct jumping technique to gain height and distance. • I can develop the correct throwing technique with some accuracy and distance. • I can use parts of the body to develop co-ordination and greater control with equipment.	• I can develop stamina and an understanding of speed and pace in relation to distance. • I can develop power and speed in the sprinting technique. • I can develop technique when jumping for distance. • I can develop power and technique when throwing for distance. • I can develop a pull throw for distance and accuracy.	• I can choose the best pace for a running event. • I can perform a range of jumps showing some technique. • I can identify good athletic performance and explain why it is good. • I can show control at take-off and landing in jumping activities. • I can develop the role of coach, official and timer when working in a group.	• I can perform jumps for distance using good technique. • I can select and apply the best pace for a running event. • I can show accuracy and good technique when throwing for distance. • I can understand that there are different areas of fitness and how this helps me in different activities. • I can identify my own and others' strengths and areas

		and control with equipment.		• I can develop officiating and performing skills.	• I can use feedback to improve my sprinting technique. • I can use perseverance to achieve my personal best. • I can show accuracy and power when throwing for distance	for development and can suggest ways to improve.
Swimming	N/A	N/A	• I can develop an understanding of buoyancy and balance in the water. • I can develop independent movement with submersion. • I can develop gliding and crawl legs. • I can develop front crawl breathing. • I can develop gliding and backstroke. • I can develop rotation, sculling and treading water. • I can develop surface dives, submersion and handstands. • I can develop head above water breaststroke technique. • I can develop basic skills in water safety and floating. • I can learn techniques for personal survival. • I can develop water safety skills and an understanding of personal survival.	N/A	N/A	N/A
OAA	**Forest school**	**Forest school**	• I can begin to communicate with others, sharing ideas and listening to others. • I can solve problems effectively both with a partner and in a group by coming up with own strategies. • I can reflect on the end outcome, thinking about what was successful and what they could do next time. • I can develop basic map reading skills, including	• I can effectively communicate with others, sharing ideas and listening to others. • I can solve problems effectively both with a partner and in a group by coming up with own strategies. • I can use critical thinking to reflect on the end outcome, • I can confidently use basic map reading skills, including identifying key	• I can reflect on the end outcome, identifying successes and other methods they could use next time. • I can communicate effectively with their partner or group, sharing ideas and agreeing on a team strategy to use. • I can navigate around a course using symbols on the map. • I can begin to use critical thinking skills to approach a task.	• Inclusive of others, I can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges.

			identifying key symbols and what they mean. .	symbols and what they mean.		• I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.