

Woodlea primary School

PE curriculum content and progression

Age Phase	Physical skills	Resilience	Creativity	Collaboration	Being active
Year R	Provide opportunities for children to be active and interactive. Children develop their co-ordination, control and movement to complete simple tasks and activities. Explore varying dynamics of movement including changes to speed, directions, pathways, body shape and levels. Be able to change direction and speed to navigate around an object or person	Children develop a positive sense of themselves and others. Children will be able to manage their feelings. Children will develop confidence in their own ability.	Providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music, movement and dance. Children develop confidence and skills in expressing themselves.	Speak and listen in a range of situations. Children will build positive relationships and a respect for others. Develop their social skills and appropriate behaviour in groups. Children will work well in small groups.	Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Children will understand the importance of wearing the appropriate kit and stay safe both when indoors and exploring the outdoors.
Year 1	Be able to change direction and speed to navigate around an object or person Perform movement skills with control, accuracy and co-ordination Apply and adapt movement skills in multiple activities Explore varying dynamics of movement including changes to speed, direction, body shapes, levels	Children will be able to manage their feelings in the context of a simple game. Children will develop confidence in their own ability and participate in simple team games.	Children work with others to adapt and change their skills Begin to use their imagination to improve or create short sequences.	Work successfully in small groups Communicate in turn with others Listen to others Share own ideas with others Take on specific roles in small groups	Children begin to understand why it is important to warm up and cool down. Children understand how to stay safe including how to dress safely and appropriately for the activity. Understand why exercise is important, also in relation to making healthy choices with food. Responds to different demands of activity

					Participate in activities run by other children Explore the outdoors during FOX time
Year 2	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination individually and with others. Children develop their co-ordination, control and movement. Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities.	Children will be able to manage their feelings in a simple team game. Children will engage in competitive activities (both against self and against others). Children will participate in team games, developing simple tactics for attacking and defending.	Create and perform dances and gymnastic routines using simple movement patterns. Experiment with their work and evaluate with others with teacher feedback	Children will engage in co-operative activities in a range of increasingly challenging situations. Communicate effectively within group work Listen and share own ideas within a group Effectively take on specific roles with small groups	Children understand why it is important to warm up and cool down. Children understand how to stay safe including how to dress safely and appropriately for the activity and understand how they keep safe in different environments independently. Understand why exercise is important and what constitutes a balanced diet. Understand how different activities effect the body in different ways. Participate in activities run by other children Explore and understand the importance of being outdoors during FOX time

Age Phase	Physical skills	Resilience	Creativity	Collaboration	Being active
Year 3	Pupils will be able to: Develop fundamental movement skills with control and accuracy Apply and adapt basic movement skills (running, jumping, throwing, catching) in multiple contexts (jumping to catch a ball, a leap in a dance). Explore varying dynamics of movement including changes to speed, direction, pathways, levels (etc). Be able to change direction and speed to navigate around an object/person (agility and co-ordination).	Pupils will be able to: Be confident to participate in a team game. Manage their feelings appropriately in a simple competitive situation. Children will participate in team games, developing simple tactics for attacking and defending. Being to make basic evaluations of their own and others performances.	Pupils are able to: Describe and evaluate the work completed by others Suggest ideas for how they can develop their own and other's work Talk in more detail about how improvements can be made using a rich vocabulary (adjectives, verbs, adverbs) and subject specific language Develop imaginative movement ideas related to a theme or topic Try out new ideas and strategies Experiment with movement patterns and equipment	Pupils are able to: Confidently work towards their goal with others, with a partner or in a small group Understand the terms such as communication, collaboration and competition Confidently take on different roles in activities, with the knowledge of the tasks and what is expected of them All children should set up equipment and tasks for their group/team	Pupils are able to: Respond to the demands of an activity (speed, stamina, suppleness, strength and skill) Know that different activities will affect the body in different ways Know and describe the short term effects of different exercise activities on the body Know why we warm up and cool down and respond to warm up tasks independently Can organise their own kit, equipment in a timely way Work safely and with due consideration to others Explore the outdoors during FOX time
Year 4	Pupils will be able to: Know and perform fundamental movement skills with consistent control and accuracy.	Be confident to participate in a range of team situations Manage their feelings appropriately in a range of competitive situations.	Pupils are able to: Use more technical vocabulary related to the activity and to extend their knowledge	Pupils will: Consolidate skills in communication and collaboration in a positive	Pupils will be able to: Know and describe what an effective warm up and cool down is, and how to do this safely.

	Demonstrate specialised skills across travel, balance and object control. Apply a range of fundamental movement skills effectively across activity areas. Run, jump, throw in isolation and with power and speed for distance and accuracy. Confidently apply skills in combination (e.g. run, jump, stop)	Not be afraid to persevere with tasks that they may find trickier. Make basic evaluations of their own and others performances.	Make connections in their physical learning to wider curriculum areas (English, Science, maths, History, Art Music etc) Suggest a variety of ways in which they and others can improve their work Create and perform original sequences of movement that connect to a theme, story, topic and concept	manner and know the benefits/differences of each Work together in small group situations to plan, perform and evaluate their learning Confidently take on different roles in activities.	Recognise what activities help to build speed, strength, stamina and why they are important Recognise how specific activities can affect the body and discuss how they feel before, during and after activity Know how health and fitness can affect performance Show awareness and respect of others and the environment they are working in Work independently and safely in a range of contexts Explore the outdoors during FOX time
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Age Phase	Element 1 Physical skills	Element 2 Resilience	Element 3 Creativity	Element 4 Collaboration	Element 5 Being active
Year 5	Pupils will be able to: Execute movement skills with precision and accuracy Perform and create more complex patterns to include twists, lifts, turns and rotations with control and confidence Perform a range of specialised skills in striking, rotating, shooting, running, throwing, dribbling and bowling etc Apply skills in challenging concepts of space, relationships with different equipment and effort	Pupils will be able to: Have the courage to take on new challenges Not be afraid to persevere with tasks that they may find trickier and encourage others to do the same. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. They should develop an understanding of how to improve in different physical activities and sports	Pupils are able to: Describe, analyse, interpret and evaluate others work (use of ipad/tech wherever appropriate), showing an understanding of the techniques and skills being used. Adapt performances to suit and audience Suggest parts of a game play that need improving and being to suggest practices in which to do this Be able to select movements based on their aesthetic quality and creativity Choose and imaginatively explore different actions in response to stimulus	Pupils will be able to: Work with others and communicate their ideas and feelings positively with growing confidence Identify their individual and collective strengths and weaknesses as part of a team Confidently discuss and share group ideas	Pupils will be able to: Organise warm up and cool down activities to suit the demands of the activity Understand the importance of the warm up and cool down and how to do this safely Identify different aspects of fitness required to take part in physical activity Show flexibility, strength, stamina, technique, control and balance Understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this Sustain participation in physically demanding activity
Year 6	Pupils should be able to: Perform fundamental skills with consistent control, precision and accuracy and in addition: Perform specialist movement patterns with control and co-ordination in specific activity contexts	Pupils should be able to: Have the courage to take on new challenges and encourage others to do so equally. Not be afraid to persevere with tasks that they may find trickier, encouraging others to do the same and thinking creatively and	Pupils are able to: perform dances using a range of movement patterns compare and evaluate their performances with previous ones Link their movement learning to the wider curriculum and	Pupils should enjoy communicating, collaborating and competing with each other. Pupils will be able to: Lead on tasks and activities. Be an effective team player, listening to others and	Pupils will: Understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long term health Know that there are different ways to be physically active

	Show variation in their movements to adapt to changes in speed, levels, apparatus, people, force using different parts of the body (e.g throw one handed) Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. Use running, jumping, throwing, catching in isolation and combination. Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) Show entry and exit into water Demonstrate a recognisable stroke Be able to keep float in water (treading water)	critically about the different options. Critically evaluate performance of themselves and others and how to improve in different physical activities and sports. Learn how to evaluate and recognise their own success. Play competitive games and consider and apply principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	explain how concepts and ideas connect through mood, gesture and expression Refine their own work and others using criteria Experience and distinguish different styles and genre of movement (e.g in dance).	contributing to the planning and evaluation of group tasks Communicate ideas, within all tasks and express feelings in a constructive and positive way. Compose and perform dances and sequences with a partner, in trios and small groups. Ensure everyone is included within the activity.	Regularly take part in activities they enjoy and/or want to improve in Plan, implement and lead activity, warm-ups and cool downs and know that these vary from one activity to another Consider safe practice and the welfare of others in all activity contexts (including aquatic environments) Take part in outdoor adventurous activity challenges both individually and within a team
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EYFS	KS1	KS2
Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Physical Development Early Learning Goal: Gross Motor Skills Children at the expected level of development will: - 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.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative 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, 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.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and 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, catching in isolation and 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 adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.