Portobello Primary School

National Curriculum coverage and progression of skills in Physical Education

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dance** | To move within and around an area  To develop fine motor skills  To travel in different ways  To use basic vocabulary relating to space and travel  To use body parts to create different shapes | To copy and explore basic movements and patterns  To remember simple movements and steps  To link movements to a range of stimuli  To use characters and narrative to perform  To use basic vocabulary related to travelling, direction, space | To copy and explore basic movements and patterns with control  To use different levels and change speed in relation to stimuli  To respond imaginatively to stimuli  To use body parts to create different shapes  To be aware and use space effectively  To change direction in a sequence  To use vocabulary to describe a performance and suggest improvements | To begin to improvise independently to create a simple dance  To begin to improvise with a partner to create a simple dance  To translate ideas from stimuli into movement with support  To begin to compare and adapt movements to create a sequence  To use vocabulary to describe a performance and suggest improvements | To improvise with a partner or on their own  To begin to create a longer dance sequence in a large group  To demonstrate precision and control  To begin to vary dynamics and develop actions  To demonstrate spatial awareness and rhythm  To evaluate and improve performances  To use vocabulary to describe a performance and suggest improvements | To begin to use expression when moving  To demonstrate strong movements through a sequence  To combine flexibility techniques and movements to create sequences  To move appropriately in relation to stimuli  To begin to show changes of pace and timing  To use space effectively  To improvise with confidence  To use more complex vocabulary to describe a performance and suggest improvements | To exaggerate movements using expression  To perform with confidence, using a range of movement patterns  To demonstrate creativity and imagination when sharing ideas  Demonstrates strong movements throughout a dance sequence.  To demonstrate strong movements through a sequence  To combine flexibility techniques and movements to create sequences  To move appropriately in relation to stimuli  To show changes of pace and timing of movements  To move to the beat accurately  To dance with fluency, linking all movements and ensuring they flow.  To demonstrate consistent precision when performing  To use complex vocabulary to describe a performance and suggest improvement |
| **Gymnastics** | **Reception**  To move within and around an area  To develop fine motor skills  To travel in different ways  To demonstrate different stretches and curling of the body  To hold weight on different body parts | **Year 1**  To copy and explore basic movements with some control and coordination  To perform different body shapes  To perform at different levels  To perform a 2 footed jump  To use equipment safely  To balance with some control  To link 2-3 simple movements | **Year 2**  To explore and create different pathways and patterns  To use equipment in a variety of ways to create a sequence  To link movements together to create a sequence  To copy, explore and remember movements  To create independent and group sequences  To begin to notice and evaluate similarities and differences | **Year 3**  To apply ideas independently and with others to create a sequence  To copy, explore and remember movements  To create independent and group sequences  To describe performances using simple vocabulary  To begin to notice and evaluate similarities and differences  To use turns when travelling in different ways  To begin to show flexibility in movements  To begin to develop good technique when travelling, balancing, using equipment etc. | **Year 4**  To link skills with control, technique, coordination and fluency  To understand composition by performing more complex sequences  To begin to use gym vocabulary to describe how to improve performances  To develop strength, technique and flexibility throughout performances  To create sequences using various body shapes and equipment  To combine equipment with movement to create sequences | **Year 5**  To select and combine skills, techniques and ideas  To apply combined skills accurately and appropriately  To evaluate performances using key vocabulary relating to strategy, tactics and composition  To use more complex gym vocabulary to describe how to improve performances  To develop strength, technique and flexibility throughout performances  To understand composition by performing more complex sequences | **Year 6**  To plan and perform with precision, control and fluency  To show a variety of actions including variations in speed, levels and directions  To adapt sequences to include a partner or a group  To gradually increase the length of sequences with a partner or small group  To evaluate performances using key vocabulary relating to strategy, tactics and composition  To develop strength, technique and flexibility throughout performances |
| **Games** | **Reception**  To develop fine motor skills  To use bean bags to throw and catch  To use quoits and hoops for small games/races  To use a ball  To begin to develop an understanding of team games | **Year 1**  To travel in a variety of ways including running and jumping  To begin to perform a range of throws  To receive a ball with basic control  To begin to develop hand-eye coordination  To participate in simple games | **Year 2**  To confidently send the ball to others using a range of throws  To begin to apply and combine a variety of skills  To develop strong spatial awareness  To begin to develop own games with peers  To understand the importance of rules in games  To develop simple tactics and use them appropriately  To begin to develop an understanding of attacking and defending | **Year 3**  To understand tactics and use them in game situations  Vary skills, actions and ideas and link these in order to suit games/activities  To show an increased level of coordination and control  To develop own rules for new games  To make imaginative pathways using equipment  To cooperate well in a group to develop games  To begin to compete against others in a controlled manner  To begin to collect appropriate resources  ***Lessons will cover a balance of all 3 families of games (Invasion/Striking and Fielding/Net and Wall)*** | **Year 4**  To vary skills, actions and ideas and link these in ways that suit the game/activity  To show confidence in using ball skills in various ways and link theses together  To use skills with coordination, control and fluency  To take part in competitive games with a strong understanding of tactics  To create their own games using knowledge and skills  To cooperate well in a group to develop games  To compare and comment on skills  To collect appropriate resources  To apply basic skills for attacking and defending  To use running, jumping, throwing and catching in isolation and combination  ***Lessons will cover a balance of all 3 families of games (Invasion/Striking and Fielding/Net and Wall)*** | **Year 5**  To vary skills, actions and ideas and link these in ways that suit the game/activity  To show confidence in using ball skills in various ways and link theses together  To use skills with coordination, control and fluency  To take part in competitive games with a strong understanding of tactics  To create their own games using knowledge and skills  To cooperate well in a group to develop games  To compare and comment on skills  To apply basic skills for attacking and defending  To collect appropriate resources  To use running, jumping, throwing and catching in isolation and combination  ***Lessons will cover a balance of all 3 families of games (Invasion/Striking and Fielding/Net and Wall)*** | **Year 6**  To vary skills, actions and ideas and link these in ways that suit the game/activity  To show confidence in using ball skills in various ways and link theses together  To use skills with consistent coordination, control and fluency  To take part in competitive games with a strong understanding of tactics  To create their own games using knowledge and skills  To cooperate well in a group to develop games  To apply knowledge of skills for attacking and defending  To collect appropriate resources  To use running, jumping, throwing and catching in isolation and combination  To modify competitive games  ***Lessons will cover a balance of all 3 families of games (Invasion/Striking and Fielding/Net and Wall)*** |
| **Athletics** | **Reception**  To run with control and in a straight line  To hop on left leg and right leg  To begin to develop skipping  To begin to throw at a target  To begin to take turns within a team | **Year 1**  To run at different speeds  To jump from a standing position  To perform a variety of different throws with basic control  To use equipment safely | **Year 2**  To change speed and direction whilst running  To jump from a standing position with accuracy  To perform a variety of throws with control and coordination  To use equipment safely | **Year 3**  To begin to run at speeds appropriate for distance, e.g. sprinting and cross country  To perform a running jump with some accuracy  To perform a variety of throws using a selection of equipment  To use equipment safely and with good control | **Year 4**  To begin to build a variety of running techniques and use with confidence  To perform a running jump with more than one component, e.g. hop, skip, jump  To demonstrate accuracy in throwing and catching activities  To describe good athletic performance using correct vocabulary  To use equipment safely and with good control | **Year 5**  To begin to build a variety of running techniques and use with confidence  To perform a running jump with more than one component, e.g. hop, skip, jump  To demonstrate accuracy in throwing and catching activities  To describe good athletic performance using correct vocabulary  To use equipment safely and with good control  To begin to record and evaluate performances | **Year 6**  To begin to build a variety of running techniques and use with confidence  To perform a running jump with more than one component, e.g. hop, skip, jump  To demonstrate accuracy in throwing and catching activities  To describe good athletic performance using correct vocabulary  To use equipment safely and with good control  To record and evaluate performances using technical language |
| **Outdoor and**  **Adventurous activity** | **Reception**  To develop listening skills  To follow simple instructions  To look for clues | **Year 1**  To develop listening skills  To follow simple instructions and simple trails  To cooperate well as a team  To plan a route  To look for clues  To fill in a simple clue format | **Year 2**  To develop listening skills  To follow simple instruction and simple trails  To cooperate well as a team  To plan a route  To look for clues  To fill in a simple clue format | **Year 3**  To develop listening skills  To create simple body shapes  To listen to instructions  To begin to think about how to problem solve  To cooperate well in a group  To demonstrate an understanding of how to stay safe | **Year 4**  To develop strong listening skills  To use simple maps  To listen to instructions  To begin to think about how to problem solve  To use strategies to solve problems with support  To cooperate well in a group  To demonstrate an understanding of how to stay safe | **Year 5**  To develop strong listening skills  To use and interpret simple maps  To listen to instructions  To begin to think about how to problem solve  To use strategies to solve problems with support  To cooperate well in a group  To demonstrate an understanding of how to stay safe | **Year 6**  To develop strong listening skills  To use and interpret simple maps  To listen to instructions  To begin to think about how to problem solve  To use strategies to solve problems with support  To cooperate well in a group  To demonstrate an understanding of how to stay safe |
| **Swimming** | n/a | | | | To swim between 10m and 20m unaided in shallow water  To use floats to swim longer distances  To join in all swimming activities confidently  To explore how to move in and under water  To recognise how swimming affects breathing  To identify and describe differences between different leg and arm actions | To swim between 10m and 20m unaided in shallow water  To use floats to swim longer distances  To join in all swimming activities confidently  To explore how to move in and under water  To recognise how swimming affects breathing  To identify and describe differences between different leg and arm actions | To swim between 50 and 100m for 45-90 seconds  To use three different strokes, swimming on both front and back  To control breathing  To swim confidently and fluently on the surface and under water  To solve specific challenges as part of a group  To recognise how swimming affects the body and the pace efforts to meet challenges  To suggest activities to improve personal performance |
| **Healthy Lifestyles** | * To describe the effect exercise has on the body * To explain the importance of exercise and a healthy lifestyle * To understand the importance of warming up and cooling down | | | | | | |
| National Curriculum coverage for Key Stage 1:  *Pupils should be taught to:*   * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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   National Curriculum coverage for Key Stage 2:  *Pupils should be taught to:*   * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate * Apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance * Perform dances using a range of movement patterns * Take part in outdoor and adventurous activities both individually and within a team * Compare performances with previous ones and discuss improvements made to achieve their personal best   Swimming and water safety  *Pupils should be taught to:*   * Swim competently, confidently and proficiently over a distance of at least 25 metres * Use a range of strokes effectively * Perform safe self-rescue in different water-based situation | | | | | | | |
| Health and Safety  Before each PE lesson discuss **health and safety** with children.   * Children to be reminded to use the space, equipment, apparatus etc with care and in a safe manner. * Discuss specific equipment that may be used during each session and remind/model to children how this should be used safely and correctly. * Ensure children are aware of how they should **dress for PE appropriately** – PE kits, appropriate footwear, no jewellery, hair tied up etc. * Children should be taught and be able to explain why it is important to warm up prior to exercise and what happens to their body during different types of activity. They should also be aware of why it is important to cool down after exercising and be able to demonstrate how to do this. | | | | | | | |