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 areaTo develop fine motor skillsTo travel in different waysTo use basic vocabulary relating to space and travel To use body parts to create different shapes | To copy and explore basic movements and patternsTo remember simple movements and stepsTo link movements to a range of stimuliTo use characters and narrative to performTo use basic vocabulary related to travelling, direction, space | To copy and explore basic movements and patterns with controlTo use different levels and change speed in relation to stimuliTo respond imaginatively to stimuliTo use body parts to create different shapesTo be aware and use space effectively To change direction in a sequenceTo use vocabulary to describe a performance and suggest improvements | To begin to improvise independently to create a simple danceTo begin to improvise with a partner to create a simple danceTo translate ideas from stimuli into movement with supportTo begin to compare and adapt movements to create a sequenceTo use vocabulary to describe a performance and suggest improvements | To improvise with a partner or on their ownTo begin to create a longer dance sequence in a large groupTo demonstrate precision and controlTo begin to vary dynamics and develop actionsTo demonstrate spatial awareness and rhythmTo evaluate and improve performancesTo use vocabulary to describe a performance and suggest improvements | To begin to use expression when movingTo demonstrate strong movements through a sequence To combine flexibility techniques and movements to create sequences To move appropriately in relation to stimuliTo begin to show changes of pace and timingTo use space effectivelyTo improvise with confidenceTo use more complex vocabulary to describe a performance and suggest improvements | To exaggerate movements using expressionTo perform with confidence, using a range of movement patternsTo demonstrate creativity and imagination when sharing ideasDemonstrates 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 stimuliTo show changes of pace and timing of movementsTo move to the beat accuratelyTo dance with fluency, linking all movements and ensuring they flow.To demonstrate consistent precision when performingTo use complex vocabulary to describe a performance and suggest improvement |
| **Gymnastics** | **Reception**To move within and around an areaTo develop fine motor skillsTo travel in different waysTo demonstrate different stretches and curling of the bodyTo hold weight on different body parts | **Year 1**To copy and explore basic movements with some control and coordinationTo perform different body shapesTo perform at different levelsTo perform a 2 footed jumpTo use equipment safelyTo balance with some controlTo link 2-3 simple movements | **Year 2**To explore and create different pathways and patternsTo use equipment in a variety of ways to create a sequenceTo link movements together to create a sequenceTo copy, explore and remember movementsTo create independent and group sequencesTo begin to notice and evaluate similarities and differences  | **Year 3**To apply ideas independently and with others to create a sequenceTo copy, explore and remember movementsTo create independent and group sequencesTo describe performances using simple vocabularyTo begin to notice and evaluate similarities and differences To use turns when travelling in different waysTo begin to show flexibility in movementsTo begin to develop good technique when travelling, balancing, using equipment etc.  | **Year 4**To link skills with control, technique, coordination and fluencyTo understand composition by performing more complex sequencesTo begin to use gym vocabulary to describe how to improve performancesTo develop strength, technique and flexibility throughout performancesTo create sequences using various body shapes and equipmentTo combine equipment with movement to create sequences | **Year 5**To select and combine skills, techniques and ideasTo apply combined skills accurately and appropriatelyTo evaluate performances using key vocabulary relating to strategy, tactics and compositionTo use more complex gym vocabulary to describe how to improve performancesTo develop strength, technique and flexibility throughout performancesTo understand composition by performing more complex sequences | **Year 6**To plan and perform with precision, control and fluencyTo show a variety of actions including variations in speed, levels and directionsTo adapt sequences to include a partner or a groupTo gradually increase the length of sequences with a partner or small group To evaluate performances using key vocabulary relating to strategy, tactics and compositionTo develop strength, technique and flexibility throughout performances |
| **Games** | **Reception**To develop fine motor skillsTo use bean bags to throw and catchTo use quoits and hoops for small games/racesTo use a ball To begin to develop an understanding of team games  | **Year 1**To travel in a variety of ways including running and jumpingTo begin to perform a range of throwsTo receive a ball with basic controlTo begin to develop hand-eye coordinationTo participate in simple games | **Year 2**To confidently send the ball to others using a range of throwsTo begin to apply and combine a variety of skillsTo develop strong spatial awarenessTo begin to develop own games with peersTo understand the importance of rules in gamesTo develop simple tactics and use them appropriatelyTo begin to develop an understanding of attacking and defending | **Year 3**To understand tactics and use them in game situationsVary skills, actions and ideas and link these in order to suit games/activitiesTo show an increased level of coordination and controlTo develop own rules for new gamesTo make imaginative pathways using equipmentTo cooperate well in a group to develop gamesTo begin to compete against others in a controlled mannerTo 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/activityTo show confidence in using ball skills in various ways and link theses togetherTo use skills with coordination, control and fluency To take part in competitive games with a strong understanding of tacticsTo create their own games using knowledge and skillsTo cooperate well in a group to develop gamesTo compare and comment on skillsTo collect appropriate resourcesTo apply basic skills for attacking and defendingTo 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/activityTo show confidence in using ball skills in various ways and link theses togetherTo use skills with coordination, control and fluency To take part in competitive games with a strong understanding of tacticsTo create their own games using knowledge and skillsTo cooperate well in a group to develop gamesTo compare and comment on skillsTo apply basic skills for attacking and defendingTo collect appropriate resourcesTo 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/activityTo show confidence in using ball skills in various ways and link theses togetherTo use skills with consistent coordination, control and fluency To take part in competitive games with a strong understanding of tacticsTo create their own games using knowledge and skillsTo cooperate well in a group to develop gamesTo apply knowledge of skills for attacking and defendingTo collect appropriate resourcesTo use running, jumping, throwing and catching in isolation and combinationTo 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 lineTo hop on left leg and right legTo begin to develop skippingTo begin to throw at a targetTo begin to take turns within a team | **Year 1**To run at different speedsTo jump from a standing positionTo perform a variety of different throws with basic controlTo use equipment safely | **Year 2**To change speed and direction whilst runningTo jump from a standing position with accuracyTo perform a variety of throws with control and coordinationTo use equipment safely | **Year 3**To begin to run at speeds appropriate for distance, e.g. sprinting and cross countryTo perform a running jump with some accuracyTo perform a variety of throws using a selection of equipmentTo 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, jumpTo demonstrate accuracy in throwing and catching activitiesTo describe good athletic performance using correct vocabularyTo 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, jumpTo demonstrate accuracy in throwing and catching activitiesTo describe good athletic performance using correct vocabularyTo use equipment safely and with good controlTo 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, jumpTo demonstrate accuracy in throwing and catching activitiesTo describe good athletic performance using correct vocabularyTo use equipment safely and with good controlTo record and evaluate performances using technical language |
| **Outdoor and****Adventurous activity**  | **Reception**To develop listening skills To follow simple instructionsTo look for clues | **Year 1**To develop listening skills To follow simple instructions and simple trailsTo cooperate well as a teamTo plan a routeTo look for cluesTo fill in a simple clue format | **Year 2**To develop listening skillsTo follow simple instruction and simple trailsTo cooperate well as a teamTo plan a routeTo look for cluesTo fill in a simple clue format | **Year 3**To develop listening skillsTo create simple body shapesTo listen to instructionsTo begin to think about how to problem solveTo cooperate well in a groupTo demonstrate an understanding of how to stay safe | **Year 4**To develop strong listening skillsTo use simple mapsTo listen to instructionsTo begin to think about how to problem solveTo use strategies to solve problems with support To cooperate well in a groupTo demonstrate an understanding of how to stay safe | **Year 5**To develop strong listening skillsTo use and interpret simple mapsTo listen to instructionsTo begin to think about how to problem solveTo use strategies to solve problems with support To cooperate well in a groupTo demonstrate an understanding of how to stay safe | **Year 6**To develop strong listening skillsTo use and interpret simple mapsTo listen to instructionsTo begin to think about how to problem solveTo use strategies to solve problems with support To cooperate well in a groupTo demonstrate an understanding of how to stay safe |
| **Swimming** | n/a | To swim between 10m and 20m unaided in shallow waterTo use floats to swim longer distancesTo join in all swimming activities confidentlyTo explore how to move in and under waterTo recognise how swimming affects breathingTo identify and describe differences between different leg and arm actions | To swim between 10m and 20m unaided in shallow waterTo use floats to swim longer distancesTo join in all swimming activities confidentlyTo explore how to move in and under waterTo recognise how swimming affects breathingTo identify and describe differences between different leg and arm actions | To swim between 50 and 100m for 45-90 secondsTo use three different strokes, swimming on both front and backTo control breathingTo swim confidently and fluently on the surface and under waterTo solve specific challenges as part of a group To recognise how swimming affects the body and the pace efforts to meet challengesTo 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
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| 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
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| Health and SafetyBefore 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.
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