




Burlish Park Primary School Physical Education Curriculum Progression

<p>PE National Curriculum/ Development Matters (EYFS)</p>	<p>Development Matters</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and</p>	<p>AIMS</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time - engage in competitive sports and activities - lead healthy, active lives. 	
		<p style="text-align: center;">Key stage 1</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 	<p style="text-align: center;">Key stage 2</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. <p>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:</p> <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.



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	accuracy when engaging in activities that involve a ball.							
Sustainable Development Goal	 <p>3 GOOD HEALTH AND WELL-BEING</p>	To ensure healthy lives and promote well-being for all at all ages.						
	Early Years		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Stability	Through various games, challenges, and tasks the children will begin to develop basic movements including running, jumping, throwing and catching develop balance, agility and co-ordination, and begin to apply these in a range of activities	Through various games, challenges and tasks the children will develop basic movements including running, jumping, throwing and catching develop balance, agility and co-ordination, and begin to apply these in a range of activities						
Locomotion								
Object Control								
Games			Play movement games to develop sending skills, receiving skills, sending and receiving skills and aiming skills. Develop the skills of movement without a ball and will and ball/object rolling,	Play movement Games to develop hand eye Coordination skills, tag skills, aiming and strike and field skills	Begin to develop the skills in order to play modified invasion games. target games, net and wall games and striking and fielding games. Develop the simple tactics for attacking and defending	Develop and master the skills necessary to play modified invasion games, target games net and wall games striking and fielding games	Develop the skills necessary to play sport specific games including Tri Golf Football Hockey Basketball Netball Tennis	Continue to develop and master the skills needed to play the following games successfully. Tri Golf Hockey Basketball



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			throwing, kicking, striking, aiming, catching and controlling.			Continue to develop the simple tactics for attacking and defending	Rounders Tag Rugby/Pop Lacrosse Cricket Learn the basic rules to play and officiate the games. Apply principles suitable for attacking and defending.	Netball Football Cricket Tennis Rounders Tag Rugby Develop the skills to learn to lead/lead to learn through the Active Leaders Programme
Key Vocab			Sending Receiving Kicking Striking Rolling Aiming	Controlling Coordination Tagging Attacking Defending	Tactics Net and Wall Strike and Field Invasion Target	Tactics Net and Wall Strike and Field Invasion Target	<i>Specific vocabulary connected to individual games.</i>	<i>Specific vocabulary connected to individual games.</i>
Sticky Knowledge			The names of the different skills. Kicking, rolling etc	Knowing the difference between and being able to identify attackers and defenders.	There are 4 different types of games. To pass and move to space.	There are different ways to outwit your opponent. Invasion games – dodge, pass for example. Net and wall – to place the ball in space.	<i>Specific rules of different games.</i>	<i>Specific rules of different games.</i>
Outdoor Adventurous Activities			Take part in outdoor and adventurous activity challenges both individually and within a team to continually develop cooperation, trust, teamwork, planning, communication and orienteering skills throughout the year groups.					Develop specific orienteering skills through various orienteering games.
Key Vocab			Cooperation Team Work Trust Planning Communication – verbal and non-verbal Challenge instructions					Orienteering Orientate Map work



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Sticky Knowledge			To be able to solve problems and challenges, they need to remember to plan, trust their group members, cooperate and communicate.				To always orientate the map correctly first before completing the orienteering activity.	
Swimming					Learn to swim competently, confidently and proficiently over a distance of at least 25 metres Develop the range of strokes. Learn ways to perform safe self-rescue in different water-based situations			
Key Vocab					Breaststroke Front crawl Backcrawl Treading water Water Safety Body position Streamline Buoyancy			
Sticky Knowledge					Different techniques are needed for the different strokes. Good streamline body position is needed for efficient swimming.			
Gym			Making Shapes Find ways to balance on different body parts to develop their balance and coordination skills Family of Actions Develop knowledge of the different core skills in gym sequences and begin to link them together, developing balance, agility and control.	Rocking and Rolling Learn the 6 basic rolls Balancing Act Develop their balance, coordination and agility skills through developing ways of balancing both on the floor and on apparatus.	Partner Work Continue to develop their balance, agility and coordination skills through partner-based sequence development. Find ways to match/mirror/copy their partner's work to extend their sequence knowledge.	Double Take Continue to develop their sequence development work through working with a partner, combining balancing together – weight bearing, counter balance and counter tension.	Acrobatic Gymnastics develop flexibility, strength, technique, control and balance through more acrobatic partner balances using apparatus and more advanced sequence development.	



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Key Vocab			Balance Roll Travel Link Jump Apparatus	Forward roll Backward roll Pencil Roll Teddy bear roll Egg Roll Shoulder Roll	Tension Extension Mirror Match Part and meet	Weight bearing Counter tension Counter balance	Acrobatic	
Sticky Knowledge			Sequences are created from different core skills. Pupils can recall the different core skills.	The difference between the different rolls.	Tension and extension is needed when holding a balance.	Counter balance is pushing against and counter tension is pulling apart.	Effective sequences need a variety of actions with smooth links and a variety of speed, levels and pathways.	
Dance			Story book approach	Country dancing	Topic approach	Country Dancing Topic Approach	Topic Approach	Exam Dance
Skills			Pupils will learn to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli including music. Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from cultures Express and communicate ideas and feelings		Copy and repeat routines in short phrases and perform with confidence. Create short sequence of movements showing imagination and creativity, linking phrases smoothly. Explore and perform actions creatively in response to music Stimulus. Demonstrate the ability to move fluently with variation in speed, height and direction. Create and perform routines for different dance styles. Analyse others performances and their own, identifying strengths and areas of their performance they would improve			
Key Vocab			Motif Phrase Routine Timing Theme Beat Cannon Unison Rhythm direction	Motifs – phrases – dances Actions, dynamics, relationships, space Balance, control, fluency Routine Gesture Timing Beat Cannon Unison Rhythm				
Sticky Knowledge			Dance routines are created using different motifs that are put together into phrases and then phrases are connected to create a routine.		Dances need a variety of relationships, dynamics and actions to be effective.			



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Athletics		Through various games and challenges, develop basic athletics principles of running, jumping and throwing.	Through various games and challenges, pupils will continue to develop basic athletics principles of running, jumping and throwing.	Continue to develop and master the basic athletics principles of running, jumping and throwing through games and challenges.	Continue to develop running, throwing and jumping skills introducing the basis techniques for sprinting, hurdling, relay running, the pull/push and sling throws and long/triple and high jumping.	Continue to develop running, throwing and jumping skills. Learn more of the techniques needed for successful sprinting, hurdling, relay running, the pull/push and sling throws and long/triple and high jumping.	Continue to develop running, throwing and jumping skills. Develop specific techniques around the different athletics events; Javelin, shot putt, discus, long jump, high jump, triple jump, sprinting, pace running, hurdling and relay running. Compare their performances with previous ones and demonstrate improvement to achieve their personal best using the athletics award scheme.	Continue to develop running, throwing and jumping skills. Continue to develop and master the specific techniques around the different athletics events; Javelin, shot putt, discus, long jump, high jump, triple jump, sprinting, pace running, hurdling and relay running. Compare their performances with previous ones and demonstrate improvement to achieve their personal best using the athletics award scheme.
Key Vocab		Running, throwing, jumping Hurdles	Running, throwing, jumping hurdles	Sprinting Relay Hurdles Javelin Sling Long Jump High Jump	Discus Javelin Shot Triple Jump Ling Jump High Jump Long distance running	Pace Technique	Sprint Start Starting blocks Push, pull, sling	Relay – upswing, downswing, push pass
Sticky Knowledge		Athletics is made up from running, throwing and jumping.	Low to high when sprinting.	Moving start in the relay is effective. Use arms to gain height or length when jumping.	The difference between the sling, push and pull throws	The whole body is important when throwing.	Specific techniques for the different athletic events.	In depth techniques for the different events.
Health and Fitness			Learn different Yoga poses and be able to recall them independently	Pupils will learn more difficult yoga poses and be able to recall them.	Pupils will be able to recall many of the Yoga poses and	Pupils will be able to follow Sun Salutations	Pupils will learn paired Yoga poses.	Pupils will lead each other in Yoga sequences (Sun salutations).



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			<p>To copy and follow yoga sequences.</p> <p>Teach basic movement skills (footwork, agility, reaction, power and speed) through SAQ. Correct running mechanics will be taught.</p> <p>Pupils taught to be able to change direction without loss of balance and control.</p>	<p>To follow more complex Yoga sequences.</p> <p>Pupils will continue to develop their SAQ skills.</p>	<p>Pupils will develop the ability to be active for sustained periods of time through cross country running. (1400m)</p> <p>Pupils will develop the skill of pace running.</p> <p>Pupils aerobic endurance will increase through various fitness circuits.</p> <p>Pupils will continue to develop their SAQ skills.</p>	<p>Pupils will continue to develop the ability to be active for sustained periods of time through cross country running. (1400m)</p> <p>Pupils will continue to develop the skill of pace running.</p> <p>Pupils aerobic endurance will increase through various fitness circuits.</p> <p>Pupils will continue to develop their SAQ skills.</p>	<p>Learn to create Yoga sequences (Sun Salutations) that include individual and paired Yoga poses.</p> <p>Pupils will continue to develop the ability to be active for sustained periods of time through cross country running. (1600m)</p> <p>Pupils aerobic endurance will increase through various fitness circuits.</p> <p>Pupils will continue to develop their SAQ skills. And create their own SAQ drills for others to follow.</p>	<p>Pupils will continue to develop the ability to be active for sustained periods of time through cross country running. (1600m)</p> <p>Pupils aerobic endurance will increase through various fitness circuits.</p> <p>Pupils will continue to develop their SAQ skills through creating their own SAQ drills and combined sessions.</p>
Key Vocab			<p>Yoga</p> <p>Speed</p> <p>Agility</p> <p>Quickness</p> <p>Footwork</p>	<p>Yoga</p> <p>Speed</p> <p>Agility</p> <p>Quickness</p> <p>Reaction</p> <p>Power</p>	<p>Aerobic Endurance</p> <p>Pace</p> <p>Cross Country</p> <p>Fitness Circuits</p>	<p>Sun Salutations</p> <p>Stamina</p>	<p>Aerobic Endurance</p> <p>Pace</p> <p>Cross Country</p> <p>Fitness Circuits</p> <p>Sun Salutations</p> <p>Stamina</p>	<p>Aerobic Endurance</p> <p>Pace</p> <p>Cross Country</p> <p>Fitness Circuits</p> <p>Sun Salutations</p> <p>Stamina</p>
Sticky Knowledge			<p>Yoga poses are held stable for a moment of stillness.</p>	<p>The benefits of a healthy body.</p>	<p>What effect aerobic exercise has on the body.</p>	<p>What a Sun salutation is in Yoga.</p>	<p>Names of the different exercises in the fitness circuits.</p>	<p>The names of the muscles being developed.</p>