

PE: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

FOUNDATION

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>Characteristics of Effective Learning:</u> 1. Playing and Exploring 2. Active Learning 3. Creating and thinking critically		
<u>Physical Development and Literacy</u> 1. The importance of physical literacy - Writing 2. Physical Development - Gross Motor Skills Fine Motor Skills		

YEAR 1 & 2

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>All children should be able to:</u> 1. Run at fast, medium and slow speeds: changing speed and direction, demonstrating increasing agility, moving in and out of obstacles and being able to stop on demand and showing some control. 2. Can move in a variety of ways at different levels and around obstacles. 3. Can jump in different ways, landing on both feet, for both height and distance. 4. Can throw in different ways to hit a target and catch with increasing accuracy in isolation using a variety of equipment (different sized balls, bean bags, quoits). 5. Can link movements to create and perform a sequence at different levels, showing some control when balancing, rolling and travelling. 6. Say how they could improve their performance 7. Begin to follow simple rules to play a game. 8. Develop simple tactics for attacking and defending when playing simple games. 9. Can copy and perform sequences in dance using simple movement patterns. 10. Take part in competition, against self and others. 11. Describe how my body feels during different activities and explain what the body needs to keep healthy.		
<u>Suggested Activities</u> In Dance: 1. Street 2. Ball room 3. Contemporary 4. Hip-hop In Gymnastics: 1. Rolls: Pencil, teddy bear, forward, backward 2. Flight: take off landing and shapes such as tuck, pike, straddle, star 3. Balances: Point, patch and partner balances. 4. Travel: Tension and extension.		
<u>Key vocabulary</u>		

YEAR 3 & 4

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>All children should be able to:</u> 1. Run at fast, medium and slow speeds: changing speed and direction. Run up to a distance 1000m developing levels of stamina. 2. Jump in different ways, demonstrating control when taking off and landing. Link running and jumping activities with some degree of fluidity, control and consistency. 3. Throw in different ways and catch with increasing accuracy in isolation and combination. 4. Catch the ball with a basic level of accuracy under limited pressure in a variety of game situations and size of ball. 5. Follow a set of rules to produce a sequence, demonstrating some control and coordination when balancing and traveling. 6. Begin to develop strength, technique and flexibility throughout performances. 7. Use a basic level of appropriate vocabulary to describe how to improve and refine performances. 8. Understand, explain and apply simple rules to a game situation and understand how to keep themselves safe. 9. Copy and perform sequences in dance and improvise to create and share movements with a partner. 10. Begin to understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns. 11. Support each other when reading a map and follow a route in a more familiar context, adapting the route as necessary. 12. Take part and embrace both leadership and team roles with support. 13. Combine action, balance and shape, demonstrating increasing control and coordination with my body when traveling. 14. Sometimes repeat remember and perform phrases 15. Develop strength, technique and flexibility throughout performances. 16. Explain why keeping fit is good for health and explain what effect exercise has on the body. 17. Explain why warming up is important.		
<u>Suggested Activities</u> In Dance: 1. Street 2. Ball room 3. Contemporary 4. Hip-hop In Gymnastics: 1. Rolls: Pencil, teddy bear, forward, backward 2. Flight: take off landing and shapes such as tuck, pike, straddle, star 3. Balances: Point, patch and partner balances. 4. Travel: Tension and extension.		
<u>Key vocabulary</u>		

YEAR 5 & 6

The key things we want children to know/be able to do	Cycle A	Cycle B
<u>All children should be able to:</u> 1. Run fast, medium and slow: developing stamina. 2. Jump controlling when to take off and land and can combine running and jumping. 3. Demonstrate passing, shooting, dribbling when moving into space 4. Dodging, turning, tackling and defending 5. Tactical knowledge: Positions, roles of each position, physical attributes that are beneficial to each position. 6. Throw and catch with increasing accuracy 7. Catch the ball when travelling and under pressure 8. Understand, explain and apply rules to a game situation 9. Safety and commands of when to throw, jump or start. 10. Have experienced at least 3 different genres of dance 11. Compose own dances, planning and performing sequences individually and in a group 12. Understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns. 13. Be able to read a compass in order to orientate and read a map and plan an efficient route 14. Take part and embrace both leadership and team roles 15. Combine action, balance and shape, demonstrating control and coordination with my body when traveling. 16. Develop strength, technique and flexibility throughout performances including time and linking movements with a sophisticated perception of spatial awareness 17. Plan and deliver an effective warm up and explain why this is important. 18. Recognise the importance of a healthy lifestyle and the impact exercise plays. 19. Swim competently, confidently and proficiently over a distance of at least 25 metres 20. Use a range of strokes effectively (front crawl, backstroke, breaststroke) 21. Perform safe self-rescue in different water-based situations An underpinning theme throughout each strand is pupils should be taught the success criteria and have opportunities to analyse and evaluate their own performance and that of others. To use more complex physical vocabulary to describe how to improve and refine performances.		
<u>Suggested Activities</u> In games: 1. Tag rugby 2. Football 3. Netball 4. Hockey 5. Handball		

6. Basketball 7. Tennis 8. Badminton, In athletics: 1. Javelin 2. Shot Putt 3. Discus 4. Long jump 5. Sprinting and middle distance. In Dance: 1. Street 2. Ball room 3. Contemporary 4. Hip-hop In Gymnastics: 1. Rolls: Pencil, teddy bear, forward, backward 2. Flight: take off landing and shapes such as tuck, pike, straddle, star 3. Balances: Point, patch and partner balances. 4. Travel: Tension and extension.		
<u>Key vocabulary</u>		