

Charles Darwin Community Primary School - Physical Education curriculum progression 2019-20



EYFS	<p>Moving and handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 				<p>Health and self-care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practises some appropriate safety measures without direct supervision. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 			
	Gymnastics	Dance	Multi-Skills	Ball Skills	Throwing and Catching (Field Games)	Active Athletics	Swimming	
KPI	<p>I can Jump off an object and land safely I can travel with confidence around, under, over and through balancing and climbing equipment. I can move confidently in a range of ways, safely negotiating space.</p>	<p>I can experiment with different ways of moving.</p>	<p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>		<p>I can show a preference for a dominant hand.</p>	<p>I can show good control and co-ordination in large and small movements</p>		
Year 1	<ul style="list-style-type: none"> To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To explore movement actions 	<ul style="list-style-type: none"> To change direction during travelling moves. To link travelling moves that change direction and level. To link moves together. To use a variety of moves. 	<ul style="list-style-type: none"> To explore static balancing and understand the concept of bases. To combine a number of co-ordination drills, using upper and lower body movements. 	<ul style="list-style-type: none"> To master basic sending and receiving techniques. To develop balance, agility and co-ordination. To master basic sending and receiving skills. 	<ul style="list-style-type: none"> To learn skills for striking and fielding games. To practise basic striking, sending and receiving. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. 	<ul style="list-style-type: none"> To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practise short distance running 	<p>Children will follow the SJD Schools swimming scheme.</p>	

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	<p>with control, and to link them together with flow.</p> <ul style="list-style-type: none"> To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> To explore basic body patterns and movements to music. To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music. To practise taking off from different positions. To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements. To travel in different directions (side to side, up and down) with control and fluency. To practise ABC (agility, balance and coordination) at circuit stations. 	<ul style="list-style-type: none"> To develop balance, agility and co-ordination.: To master basic sending and receiving techniques To develop balance, agility and co-ordination. To master basic sending and receiving as well as developing balance agility and co-ordination. To make use of coordination, accuracy and weight transfer. To develop receiving skills. To use ball skills in game based activities 	<ul style="list-style-type: none"> To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game 		
KPI	I can run, skip and move safely and in control.	I can make up simple phrases in dance	I can move and balance to position my body	I can throw, kick hit stop and sometimes catch beanbags and balls	I can throw and hit balls in the context of a game	I know what I can do well in P.E.	
Year 2	<ul style="list-style-type: none"> To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. To explore ways of travelling around on large apparatus. To choose and use a variety of gymnastic 	<ul style="list-style-type: none"> To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control. To work to music, creating movements 	<p>Swimming</p> <p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p>	<ul style="list-style-type: none"> To use hand-eye coordination to control a ball. To catch a variety of objects. To vary types of throw. To kick and move with a ball. To develop catching and dribbling skills. To use ball skills in a mini festival. 	<ul style="list-style-type: none"> To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game. 	<ul style="list-style-type: none"> To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility. 	

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	actions to make a sequence.	that show rhythm and control.	To show breath control. Introduction to deeper water. Treading water.				
KPI	I can hold different shapes and different balances.	I can make short sequences in dance		I can control equipment using my hands or feet	I can catch, trap, throw, kick, hit balls and beanbags accurately using different skills and equipment.	I can move fast, slow and change direction quickly and safely.	
Year 3	<ul style="list-style-type: none"> To explore jumping techniques and link them with other gymnastic actions. To explore jumping techniques and to link them with other gymnastic actions. To select and adapt gymnastics actions to meet the task. To work with a partner or a small group to create a sequence that develops jumping skills. To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. 	<ul style="list-style-type: none"> To explore dance movements and create patterns of movement. To work with a partner to create dance patterns. To perform a dance with rhythm and expression. To use knowledge of dance to create a story in small groups. To develop precision of movement. To work co-operatively with a group to create a dance piece. To perform in front of others with confidence. 	<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control. Introduction to deeper water. Treading water.</p>	<ul style="list-style-type: none"> To be aware of others when playing games. To choose the correct skills to meet a challenge. To perform a range of actions, maintaining control of the ball. To perform a range of catching and gathering skills with control. To master the basic catching technique. To catch with increasing control and accuracy. To master the basic throwing technique. To throw and hit a ball in different ways (e.g. high, low, fast or slow). To apply skills and tactics in small-sided games. To identify and follow the rules of games. To choose and use simple tactics to suit different situations. To react to situations in ways that make it 	<ul style="list-style-type: none"> To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for catching a ball and use it in a game. To consolidate and develop a range of skills in striking and fielding. To practise the correct batting technique and use it in a game situation. To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for fielding and use it in a game situation. To consolidate the throwing, catching and batting skills already learned. To strike the ball for distance. 	<ul style="list-style-type: none"> To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a minicompetition, recording scores. 	

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				difficult for opponents to win.	<ul style="list-style-type: none"> To know how to play a striking and fielding game competitively and fairly. 		
KPI	I can hold balances with small bases with stillness and tension and link sequences using changes of levels	I can work as part of a small group to produce a simple performance		I can send and receive a variety of balls using a range of equipment with control in mainly static situations.	I can make up and apply rules and use simple tactics in a game.	I can describe my achievements and those of others.	
Year 4	<ul style="list-style-type: none"> To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences 	<ul style="list-style-type: none"> To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create an individual dance that reflects the chosen dancing style. To create partnered dances that reflect the dancing style and apply the key components of dance. To perform dance using a range of movement patterns. To perform and evaluate own and others' work. 	To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.	Invasion (Tag Rugby/Hockey) <ul style="list-style-type: none"> To keep possession of a ball. To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence. To play in a mini tournament 	Striking and Fielding (Cricket/Rounders) <ul style="list-style-type: none"> To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. To use hand-eye coordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour. 	Nimble Nets (Short Tennis) <ul style="list-style-type: none"> To become familiar with balls and short tennis rackets. To get the ball into play. To accurately serve underarm. To build up a rally. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. To play a competitive tennis game. 	Young Olympians (Athletics) <ul style="list-style-type: none"> To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.
KPI	I can perform a wider range of still shapes and balances with tension and extension and begin to create sequences using	I can negotiate with others when developing elements of composition		I can show good hand/eye coordination in games and activities with more people involved	I can be clear about what is good in a skill or game and identify how it could be improved	I can move with some agility in different activities, keeping control of equipment being used	I can make a simple analysis of my own or someone else's performance and make suggestions on how to improve.

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	various levels and speeds						
Year 5	<ul style="list-style-type: none"> To identify and practise body shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences 	<ul style="list-style-type: none"> To identify and practise the patterns and actions of the chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create and perform an individual dance that reflects the chosen dance style. To create partnered dances that reflect the chosen dancing style and apply the key components of dance. To create group dances that reflect the dance style. To perform a dance using a range of movement patterns. To perform and evaluate own and others' work. 	<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water.</p> <p>Treading water.</p>	<p>Invasion (Netball)</p> <ul style="list-style-type: none"> To demonstrate basic passing and receiving skills using a netball. To develop an understanding and knowledge of the basic footwork rule of netball. To use good hand/eye co-ordination to pass and receive a ball successfully. To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. To understand the importance of 'getting free' in order to receive a pass. To understand how to make space by moving away and coming back and by dodging. To be able to demonstrate a range of defending skills and understand how to mark an opponent. To understand how to intercept a pass. To learn how to shoot. To understand the different positions in a 	<p>Striking and Fielding (Cricket)</p> <ul style="list-style-type: none"> To develop skills in batting and fielding. To choose fielding techniques. To run between the wickets. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. To use all the skills learned by playing in a mini tournament. 	<p>Nimble Nets (Tennis)</p> <ul style="list-style-type: none"> To identify and apply techniques for hitting a tennis ball. To develop the techniques for ground strokes and volleys. To develop a backhand technique and use it in a game. To practise techniques for all strokes. To use the scoring system and court for singles tennis. To play a tennis game using an overhead serve and the correct selections of shots. To understand and use doubles scoring in a tennis game. 	<p>Young Olympians (Athletics)</p> <p>To use correct technique to run at speed.</p> <ul style="list-style-type: none"> To develop the ability to run for distance. To throw with accuracy and power. To identify and apply techniques of relay running. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. To demonstrate good techniques in a competitive situation.

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				netball team (five-a-side). • To recognise which positions are attacking and which are defending.			
KPI	I can show some poise and control using more difficult balances and agilities with changes in speeds and levels	I can use compositional ideas with imagination		I can select and use a wider range of tactics	I can perform a range of sending and receiving skills in more complex games	I can use a range of more difficult skills and techniques in activities with variations in speed and adjustments to suit the situation	I can measure and identify ways to improve my own performance
Year 6	<p>Gymnastics</p> <ul style="list-style-type: none"> • To identify and practise gymnastic shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences 	<p>Dance</p> <p>To identify and practise the patterns and actions in a street dance style.</p> <ul style="list-style-type: none"> • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and analyse own and others' performance. 	<p>Swimming</p> <p>Individuals who are not already able to swim 25m will be given the opportunity to attend booster sessions in Year 6</p>	<p>Invasion (Rugby)</p> <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition. 	<p>Striking and Fielding (Rounders)</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team. 	<p>(Tennis/Badminton)</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. 	<p>Young Olympians (Athletics)</p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.

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						<ul style="list-style-type: none"> • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. 	
	I can use a range of skills to plan and perform a sequence with poise and balance	I can take the lead within a small group and help them improve aspects of their skill and performance		I can select more complex tactics within competitive sports	I can perform sending and receiving skills and adjust the skill to fit the situation,	I can use a range of skills at different speeds with agility and control	I can motivate others to improve and achieve their personal best

- **Children will be given the opportunity to participate in the Ready Set Ride Programme in Year 1 and the Bikeability programme in Year 5, in order to develop their confidence and proficiency riding a bicycle.**
- Children will be given opportunities to participate in a range of sports and games, appropriate to their age and ability. Rules and team sizes will be adjusted accordingly.
- Every child will be encouraged to understand the value of an active lifestyle and to work towards achieving their own personal best.
- The school will provide a range of after-school sports clubs to extend the curriculum and to focus on the development of key skills within a particular sport.
- Children will be able to participate in a variety of intra-school competitions, as well as Level 1 inter-school competitions, in conjunction with the School Sports partnership and the Youth Sport Trust. Pathways to Level 2 competition are accessible and possible within this structure.
- The school will promote a positive sporting ethos at all times and encourage children to display the core values of sport.