



## P.E. Knowledge and Skills Progression

### Intent

At Borrow Wood Primary School, Physical Education (PE) is an integral part of our broad and balanced curriculum and we strive to create a culture which aims to inspire an active generation to enjoy PE, make progress and achieve their potential.

We provide the highest possible standard of education that builds children's knowledge, skills and confidence in a wide range of sports and physical activities year on year. This enables them to embark on the next stage of their educational journey with everything they need to be successful.

Our PE curriculum is shaped by our school ethos, CHOICE. Within our lessons we promote inclusion, for example through playing by rules, respecting others and making physical education accessible for all. Children are challenged to demonstrate resilience and encouraged to try their best in the pursuit of excellence. Finally, through our teaching we promote emotional intelligence, where children are encouraged to take ownership for their behaviours, showing care and support for one another during lessons.

We aim to further enhance our PE offer by sharing good practice within the Odyssey Collaborative Trust, collaborating on such things as PE planning, good practice within subject leadership and working together to organise sporting events or competitions.

### EYFS

### Subject: Physical Development

### Early Years Framework

In the Early Years, staff follow the EYFS Statutory Framework, which includes physical development.

The key areas of physical development are:

1. Fine motor skills
2. Gross motor skills

When they are in the Foundation Stage, our children will enjoy a variety of rich activities to develop their fine and gross motor skills. Many of the skills children need fall into other areas of the early year's curriculum. The Early Learning Goals for physical development that children need to achieve by the end of reception are:

#### Gross Motor Skills:

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills ELG

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

### 3-4

- Do they show a preference for a dominant hand?
- Can they use one handed equipment? (e.g. bat, stick)
- Can they use tweezers to pick objects up?
- Can they play with one or more people cooperatively?
- Can they remember rules without adult support?
- Can they skip, hop, stand on one leg and hold a pose for a game like musical statues?
- Can they decide the best way to move across a different equipment?
- Can they increasingly be able to use and remember sequences and patterns of movements?
- Can they continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills?
- Are they increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips?
- Can they go up steps and stairs, or climb up apparatus, using alternate feet?

### Reception

- Can they use a range of different equipment competently and safely?
- Can they work and play cooperatively and take turns with others?
- Can they explain the reasons for rules, know right from wrong and try to behave accordingly?
- Can they revise and refine fundamental movement skills such as rolling, crawling, skipping and hopping?
- Can they negotiate space and obstacles safely, with consideration for themselves and others?
- Can they move with developing control and grace?
- Can they combine different movements with ease and fluency?
- Can they show increasing control when they travel, throw, kick, catch or move with a ball?
- Can they manage their own basic needs such as dressing?
- Can they demonstrate strength, balance and coordination when playing?

National Curriculum KS1	<p><b>The National Curriculum states that children in Key Stage 1 should:</b></p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Participate in team games, developing simple tactics for attacking and defending</li> <li>3. Perform dances using simple movement patterns</li> </ol>			
Topic	<b>Gymnastics (One half term)</b>	<b>Games (Three half terms)</b>	<b>Dance (One half term)</b>	<b>Athletics (One half term)</b>
Topic Specific Skills Progression	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they make their body tense, relaxed, curled and stretched?</li> <li>•Can they control their body when travelling?</li> <li>•Can they control their body when balancing?</li> <li>•Can they copy sequences and repeat them?</li> <li>•Can they roll in different ways?</li> <li>•Can they travel in different ways?</li> <li>•Can they balance in different ways?</li> <li>•Can they climb safely?</li> <li>•Can they stretch in different ways?</li> <li>•Can they curl in different ways?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they throw underarm?</li> <li>•Can they roll a piece of equipment?</li> <li>•Can they hit a ball with a bat?</li> <li>•Can they move and stop safely?</li> <li>•Can they catch with both hands?</li> <li>•Can they throw in different ways?</li> <li>•Can they kick in different ways?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they move to music?</li> <li>•Can they copy dance moves?</li> <li>•Can they perform some dance moves?</li> <li>•Can they make up a short dance?</li> <li>•Can they move around the space safely?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they run in a controlled way?</li> <li>•Can they jump forwards, backwards, sideways?</li> <li>•Can they throw an object in the correct direction?</li> <li>•Can they compete fairly in races and competitions?</li> </ul>
Wider Skills	<p><b>These skills should be taught and introduced across all topics.</b></p> <ol style="list-style-type: none"> <li>1. Can they describe how their body feels before, during and after an activity?</li> <li>2. Can they talk about what they have done?</li> <li>3. Can they describe what other people did?</li> <li>4. Can they copy actions?</li> <li>5. Can they repeat actions and skills?</li> <li>6. Can they move with control and care?</li> </ol>			

## Borrow Wood Primary School - Physical Education Coverage and Skills Progression

	Year: 2	Subject: Physical Education		
National Curriculum KS1	<p><b>The National Curriculum states that children in Key Stage 1 should:</b></p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. Participate in team games, developing simple tactics for attacking and defending</li> <li>3. Perform dances using simple movement patterns</li> </ol>			
Topic	<b>Gymnastics (One half term)</b>	<b>Games (Three half terms)</b>	<b>Dance (One half term)</b>	<b>Athletics (One half term)</b>
Topic Specific Skills Progression	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Can they plan and show a sequence of movements?</li> <li>• Can they use contrast in their sequences?</li> <li>• Are their movements controlled?</li> <li>• Can they think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>• Can they work on their own and with a partner to create a sequence?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Can they use hitting, kicking and/or rolling in a game?</li> <li>• Can they stay in a 'zone' during a game?</li> <li>• Can they decide where the best place to be is during a game?</li> <li>• Can they use one tactic in a game?</li> <li>• Can they follow rules?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Can they dance imaginatively?</li> <li>• Can they change rhythm, speed, level and direction?</li> <li>• Can they dance with control and co-ordination?</li> <li>• Can they make a sequence by linking sections together?</li> <li>• Can they link some movements to show a mood or feeling?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Can they throw different shaped objects with a degree of accuracy?</li> <li>• Can they throw/jump showing an awareness of how they might improve?</li> <li>• Can they compete fairly and show sportsmanship in races and competitions?</li> </ul>
Wider Skills	<p><b>These skills should be taught and introduced across all topics.</b></p> <ol style="list-style-type: none"> <li>1. Can they show how to exercise safely?</li> <li>2. Can they describe how their body feels during different activities?</li> <li>3. Can they explain what their body needs to keep healthy?</li> <li>4. Can they talk about what is different between what they did and what someone else did?</li> <li>5. Can they say how they could improve?</li> <li>6. Can they copy and remember actions?</li> <li>7. Can they repeat and explore actions with control and coordination?</li> </ol>			

## Borrow Wood Primary School - Physical Education Coverage and Skills Progression

	Year: 3	Subject: Physical Education			
National Curriculum KS2	<p><b>The National Curriculum states that children in Key Stage 2 should:</b></p> <ol style="list-style-type: none"> <li>1. use running, jumping, catching and throwing in isolation and in combination</li> <li>2. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>3. develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)</li> <li>4. perform dances using a range of movement patterns</li> <li>5. take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>6. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ol>				
Topic	<b>Gymnastics (One half term)</b>	<b>Games (Two half terms)</b>	<b>Dance (One half term)</b>	<b>Athletics (One half term)</b>	<b>OAA (One half term)</b>
Topic Specific Skills Progression	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they use a greater number of their own ideas for movement in response to a task?</li> <li>•Can they adapt sequences to suit different types of apparatus and their partner's ability?</li> <li>•Can they explain how strength and suppleness affect performances?</li> <li>•Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they throw and catch with control when under limited pressure?</li> <li>•Are they aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>•Do they know and use rules fairly to keep games going?</li> <li>•Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they improvise freely, translating ideas from a stimulus into movement?</li> <li>•Can they share and create phrases with a partner and in small groups?</li> <li>•Can they repeat, remember and perform these phrases in a dance?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they run at fast, medium and slow speeds, changing speed and direction?</li> <li>•Can they link running and jumping activities with some fluency, control and consistency?</li> <li>•Can they make up and repeat a short sequence of linked jumps?</li> <li>•Can they take part in a relay activity, remembering when to run and what to do?</li> <li>•Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they follow a map in a familiar context?</li> <li>•Can they move from one location to another following a map?</li> <li>•Can they use clues to follow a route?</li> <li>•Can they follow a route safely?</li> </ul>
Wider Skills	<p><b>These skills should be taught and introduced across all topics.</b></p> <ol style="list-style-type: none"> <li>1. Can they explain why it is important to warm-up and cool-down?</li> <li>2. Can they identify some muscle groups used in gymnastic activities?</li> <li>3. Can they explain how their work is similar and different from that of others?</li> <li>4. With help, do they recognise how performances could be improved?</li> <li>5. Can they select and use the most appropriate skills, actions or ideas?</li> <li>6. Can they move and use actions with co-ordination and control?</li> </ol>				
	<p><i>The following is stated in the NC 'All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.' At Borrow Wood we have opted to do this in Key Stage 2.</i></p>				

## Borrow Wood Primary School - Physical Education Coverage and Skills Progression

	Year: 4	Subject: Physical Education			
National Curriculum KS2	<p><b>The National Curriculum states that children in Key Stage 2 should:</b></p> <ol style="list-style-type: none"> <li>1. use running, jumping, catching and throwing in isolation and in combination</li> <li>2. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>3. develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)</li> <li>4. perform dances using a range of movement patterns</li> <li>5. take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>6. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ol>				
Topic	<b>Gymnastics (One half term)</b>	<b>Games (Two half terms)</b>	<b>Dance (One half term)</b>	<b>Athletics (One half term)</b>	<b>OAA (One half term)</b>
Topic Specific Skills Progression	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they work in a controlled way?</li> <li>•Can they include change of speed?</li> <li>• Can they include change of direction?</li> <li>•Can they include range of shapes?</li> <li>•Can they follow a set of 'rules' to produce a sequence?</li> <li>•Can they work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they catch with one hand?</li> <li>•Can they throw and catch accurately?</li> <li>•Can they hit a ball accurately and with control?</li> <li>•Can they keep possession of the ball?</li> <li>•Can they move to find a space when they are not in possession during a game?</li> <li>•Can they vary tactics and adapt skills according to what is happening?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they take the lead when working with a partner or group?</li> <li>•Can they use dance to communicate an idea?</li> <li>•Can they work on their movements and refine them?</li> <li>•Is their dance clear and fluent?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they run over a long distance?</li> <li>•Can they spring over a short distance?</li> <li>•Can they throw in different ways?</li> <li>•Can they hit a target?</li> <li>•Can they talk about technique for jumping well?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they follow a map in a more demanding familiar context?</li> <li>•Can they move from one location to another following a map?</li> <li>•Can they use clues to follow a route?</li> <li>•Can they follow a route accurately, safely and within a time limit?</li> </ul>
Wider Skills	<p><b>These skills should be taught and introduced across all topics.</b></p> <ol style="list-style-type: none"> <li>1. Can they explain why warming up is important?</li> <li>2. Can they explain why keeping fit is good for their health?</li> <li>3 Can they select and use the most appropriate skills, actions or ideas?</li> <li>4. Can they move and use actions with co-ordination and control?</li> <li>5. Can they make up their own small-sided game?</li> <li>6. Can they explain how their work is similar and different from that of others?</li> <li>7. Can they use their comparison to improve their work?</li> </ol>				

## Borrow Wood Primary School - Physical Education Coverage and Skills Progression

	Year: 5	Subject: Physical Education			
National Curriculum KS2	<p><b>The National Curriculum states that children in Key Stage 2 should:</b></p> <ol style="list-style-type: none"> <li>1. use running, jumping, catching and throwing in isolation and in combination</li> <li>2. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>3. develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)</li> <li>4. perform dances using a range of movement patterns</li> <li>5. take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>6. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ol>				
Topic	<b>Gymnastics (One half term)</b>	<b>Games (Two half terms)</b>	<b>Dance (One half term)</b>	<b>Athletics (One half term)</b>	<b>OAA (One half term)</b>
Topic Specific Skills Progression	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they make complex or extended sequences?</li> <li>•Can they combine action, balance and shape?</li> <li>•Can they perform consistently to different audiences?</li> <li>•Are their movements accurate, clear and consistent?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they gain possession by working as a team?</li> <li>•Can they pass in different ways?</li> <li>•Can they use forehand and backhand with a racquet?</li> <li>•Can they field?</li> <li>•Can they choose the best tactics for attacking and defending?</li> <li>•Can they use a number of techniques to pass, dribble and shoot?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they compose their own dances in a creative and imaginative way?</li> <li>•Can they perform to an accompaniment, expressively and sensitively?</li> <li>•Are their movements controlled?</li> <li>•Does their dance show clarity, fluency, accuracy and consistency?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Are they controlled when taking off and landing in a jump?</li> <li>•Can they throw with accuracy?</li> <li>•Can they combine running and jumping?</li> <li>•Can they follow specific rules? E.g. no jumps in long jump</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they follow a map in an unknown location?</li> <li>•Can they use clues and compass directions to navigate a route?</li> <li>•Can they change their route if there is a problem?</li> <li>•Can they change their plan if they get new information?</li> </ul>
Wider Skills	<p><b>These skills should be taught and introduced across all topics.</b></p> <ol style="list-style-type: none"> <li>1. Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>2. Do they show good control in their movements?</li> <li>3. Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>4. Can they use their observations to improve their work?</li> <li>5. Can they explain some important safety principles when preparing for exercise?</li> <li>6. Can they explain what effect exercise has on their body?</li> <li>7. Can they explain why exercise is important?</li> </ol>				

## Borrow Wood Primary School - Physical Education Coverage and Skills Progression

	Year: 6	Subject: Physical Education			
National Curriculum KS2	<p><b>The National Curriculum states that children in Key Stage 2 should:</b></p> <ol style="list-style-type: none"> <li>1. use running, jumping, catching and throwing in isolation and in combination</li> <li>2. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>3. develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)</li> <li>4. perform dances using a range of movement patterns</li> <li>5. take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>6. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ol>				
Topic	<b>Gymnastics (One half term)</b>	<b>Games (Two half terms)</b>	<b>Dance (One half term)</b>	<b>Athletics (One half term)</b>	<b>OAA (One half term)</b>
Topic Specific Skills Progression	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Do they combine their own work with that of others?</li> <li>•Can they link their sequences to specific timings?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they explain complicated rules?</li> <li>•Can they make a team plan and communicate it to others?</li> <li>•Can they lead others in a game situation?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they develop imaginative dances in a specific style?</li> <li>•Can they choose their own music, style and dance?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they demonstrate stamina?</li> <li>•Can they use their skills in different situations?</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>•Can they plan a route and series of clues for someone else?</li> <li>•Can they plan with others taking account of safety and danger?</li> </ul>
Wider Skills	<p><b>These skills should be taught and introduced across all topics.</b></p> <ol style="list-style-type: none"> <li>1. Can they explain how the body reacts to different kinds of exercise?</li> <li>2. Can they choose appropriate warm ups and cool downs?</li> <li>3. Can they explain why we need regular and safe exercise?</li> <li>4. Can they analyse and explain why they have used specific skills or techniques?</li> <li>5. Can they modify use of skills or techniques to improve their work?</li> <li>6. Can they create their own success criteria for evaluating?</li> <li>7. Do they apply their skills, techniques and ideas consistently?</li> <li>8. Do they show precision, control and fluency?</li> </ol>				