



Curriculum and Progression in Physical Education

Intent:

The Physical Education curriculum at Rothbury First School is designed to give children access to high quality PE and sports provision throughout their time in school. It is intended to promote the benefits of physical activity whilst giving children the opportunity to excel beyond the academic. Children will be given opportunities to try new sports and activities whilst at Rothbury First School. The curriculum is intended to engender a love of physical activity by providing a range of activities, both indoor and out as well as the opportunity for children to take part in competitions and festivals with partner schools.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Move with confidence, imagination and in safety	Move with control and coordination	Show awareness of space of themselves and of others	Importance of keeping fit and healthy	Recognise changes to the body when active	Handling play equipment
Year A	Y1/2 Cricket F School Y3/4 Swimming Circuit training	Y1/2 PE F School Y3/4 Swimming Dance	Y1/2 Multi Skills Yoga Y3/4 F School Dance Yoga	Y1/2 Multi Skills Yoga Y3/4 F School Invasion games Yoga	Y1/2 Games Swimming Y3/4 Outdoor Games Team Games	Y1/2 Games Swimming Y3/4 Outdoor Games Athletics
Year B	Y1/2 Cricket	Y1/2 PE	Y1/2 Multi Skills	Y1/2 Multi Skills	Y1/2 Games	Y1/2 Games

	F School Y3/4 Swimming Circuit training	F School Y3/4 Swimming Dance	Yoga Y3/4 F School Dance Yoga	Yoga Y3/4 F School Invasion games Yoga	Swimming Y3/4 Outdoor Games Team Games	Swimming Y3/4 Outdoor Games Athletics
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	What will a Rothbury First School Athlete look like?		
	At the end of Reception they will have the following knowledge:	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will have the following knowledge:
Being an athlete	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) • Negotiate space and obstacles safely, with consideration for self and others. (PD: ELG) • Demonstrate strength, balance and coordination. (PD: ELG) • Move energetically, when running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) 	<p>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>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;</p> <p>Participate in team games, developing simple tactics for attacking and defending;</p>	<p>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.</p> <p>Enjoy communicating, collaborating and competing with each other.</p> <p>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>Use running, jumping, throwing and catching in isolation and in combination;</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking</p>

		Perform dances using simple movement patterns	<p>and defending;</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
General	Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise. Carry and place equipment safely..	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.
Gymnastics	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways,	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency

	<p>range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p>	<p>including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care</p>	<p>confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p>	<p>and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p>
Athletics	<p>Run in different ways for a variety of purposes.</p> <p>Jump in a range of ways, landing safely.</p> <p>Roll equipment in different ways. Throw</p>	<p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up</p>

	<p>underarm. Throw an object at a target.</p> <p>Control their body when performing a sequence of movements Participate in simple games</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p> <p>Begin to perform learnt skills with</p>	<p>distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p>	<p>combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run</p> <p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p>Perform learnt skills and techniques with control and confidence. Compete against self and</p>	<p>and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>
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		<p>some control. Engage in competitive activities and team games.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Perform learnt skills with increasing control. Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	
Games	<p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands</p>	<p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise</p>	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball</p>	<p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation.</p>

	<p>Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p>Kick an object at a target.</p> <p>Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p> <p>Play a range of chasing games.</p> <p>Follow simple rules.</p> <p>Control my body when performing a sequence of movements. Participate in simple games</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>accurate throwing and consistent catching</p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Pass the ball to another player in a game. Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to</p>	<p>for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the</p>	<p>ball for distance.</p> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space</p>	<p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player</p>
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		<p>play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>from scoring</p> <p>Vary the tactics they use in a game. Adapt rules to alter games.</p> <p>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>
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<p>Dance</p>	<p>Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.</p> <p>Control my body when performing a sequence of movements.</p> <p>Talk about what they have done. Talk about what others have done.</p>	<p>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and</p>
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					<p>techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>
Outdoor Adventurous Activities				<p>Orientate themselves with increasing confidence and accuracy around a short trail</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity</p> <p>Communicate with others</p> <p>Begin to complete</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise the features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the skills required to succeed at each.</p>

				<p>activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities</p>	<p>Associate the meaning of a key in the context of the environment</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>
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Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Forwards</p> <p>Backwards</p> <p>Sideways</p> <p>Bench</p> <p>Mat</p> <p>Table</p> <p>Roll</p> <p>Long</p> <p>Slow</p> <p>On</p> <p>Off</p> <p>Stretched</p> <p>Curled</p> <p>Tuck</p>	<p>Jump</p> <p>Hop</p> <p>Stop on command</p> <p>Sprint</p> <p>Run</p> <p>Skip</p> <p>Gallop Single balance</p> <p>Apparatus</p> <p>Side roll</p> <p>Climb</p> <p>Walk</p> <p>Throw</p> <p>Catch</p> <p>Roll</p>	<p>Jump</p> <p>Hop</p> <p>Stop on command</p> <p>Sprint</p> <p>Run</p> <p>Skip</p> <p>Gallop Single balance</p> <p>Apparatus</p> <p>Side roll</p> <p>Climb</p> <p>Walk</p> <p>Throw</p> <p>Catch</p> <p>Roll</p>	<p>Forward roll</p> <p>Backward Roll</p> <p>Control</p> <p>Coordination</p> <p>Precision</p> <p>Control</p> <p>Fluency</p> <p>Over Arm Throw</p> <p>Under Arm Throw</p> <p>Chest pass</p> <p>Volley</p> <p>Pivot</p> <p>Bounce</p> <p>Consistency</p>	<p>Forward roll</p> <p>Backward Roll</p> <p>Control</p> <p>Coordination</p> <p>Precision</p> <p>Control</p> <p>Fluency</p> <p>Over Arm Throw</p> <p>Under Arm Throw</p> <p>Chest pass</p> <p>Volley</p> <p>Pivot</p> <p>Bounce</p> <p>Consistency</p>

Body parts	Target	Target	Dynamics	Dynamics
Tall	Kick	Kick	Speed	Speed
Small	Accuracy	Accuracy	Direction	Direction
Shape	Aim	Aim	Level	Level
Hold	Dribble	Dribble	Coordination	Coordination
Still	Balance	Balance	Precision	Precision
Jump	Strike	Strike	Control	Control
Hop	Obstacle	Obstacle	Fluency	Fluency
Bounce	Hit	Hit	Dribble	Dribble
Travel	Pass	Pass	Participation	Participation
Copy	Opponent	Opponent	Tactics	Tactics
Walk	Control	Control	Attack	Attack
Jog	Rules	Rules	Defend	Defend
Throw	Team	Team	Defence	Defence
Target	Cooperate	Cooperate	Competitive	Competitive
Run	Control	Control	Competition	Competition
Hop	Accuracy	Accuracy	Compete	Compete
Skip	Team Work	Team Work	Mark	Mark
Fast	Dance	Dance	Create	Create
Pass In pairs	Theme	Theme	Perform	Perform
	Pattern	Pattern	Expressive dance phase	Expressive dance phase
	Movement	Movement	Expression	Expression
	Beat	Beat	Contrast Consistency	Contrast Consistency
	Sequence	Sequence	Evaluate	Dynamics
	Mirror	Mirror	Improve	Speed
			Develop	Direction
			Transition	Level
			Compose	Coordination
			Compare	Precision
			Adapt	Control
			Refine	Fluency
			Symmetry	Evaluate
				Improve
				Develop
				Transition
				Compose
				Compare
				Adapt

				Refine Symmetry
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