



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 |
|-----------|---|--|--|--|---|---|
| Nursery | Planned according to need | Planned according to need | Planned according to need | Planned according to need | Planned according to need | Planned according to need |
| Reception | Introduction to PE | Fundamentals | Gymnastics | Dance | Ball skills | Games |
| Year A | Y1 Forest School Y2 Dance Y1/2 Fundamentals (1) Y3/4 Swimming Y3/4 Fundamentals | Y2 Forest School Y1 Dance Y1/2 Cricket Fri pm with Tom Vickers Y3/4 Swimming Y3/4 Ball skills | Y1/2 Team building (1) Yoga Y3 - Forest school Y4 - Dance | Y1/2 Team Building (2) Y1/2 Yoga/Y1/2 Fundamentals (2) Y4 - Forest school Y3 - Dance Y3/4 - Fitness | Y1/2 Swimming Y1/2 Invasion Games (1) Y3 - Forest school Y4 - Gymnastics Y3/4 - Rounders | Y1/2 Swimming Y1/2 Invasion games (2) Y4 - Forest school Y3 - Gymnastics Y3/4 Cricket (ex) |

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| Year B | Y2 Dance Y1 Forest School | Y2 ForestSchool Y1 Dance | Y1/2 Target Games (2) Y1/2 Fitness (1) | Y1/2 Fitness (2) Y1/2 Yoga | Y1/2 Swimming Y1/2 Athletics (1) | y1/2 Swimming Y1/2 Athletics (2) |
| | Y1/2 Target Games (1) | Y1/2 Cricket Fri pm with Tom Vickers | | | | |
| | Y3/4 Swimming Y3/4 Basketball | Y3/4 Swimming Y3/4 Dodgeball | Y3 - Forest school Y4 - Dance Y3/4 Handball | Y4 - Forest school Y3 - Dance Y3/4 Yoga (ex) | Y3 - Forest school Y4 - Athletics Y3/4 - Tag rugby | Y4 - Forest school Y3 - Athletics Y3/4 Cricket (ex) |

Yoga and cricket - Term varies depending on availability

| | What will a Rothbury First School Athlete look like? | | |
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| | 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) | <ul style="list-style-type: none"> -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. -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; -Participate in team games, developing simple tactics for attacking and defending; -Perform dances using simple movement patterns | <ul style="list-style-type: none"> -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. -Enjoy communicating, collaborating and competing with each other. -Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. -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]; |

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| | | | -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
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Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 |
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| <p>Dance</p> <p>NC KS1: perform dances using simple movement patterns.</p> <p>NC KS2: perform dances using a range of movement patterns.</p> | <ul style="list-style-type: none"> -Copy basic body actions and rhythms. -Choose and use travelling actions, shapes and balances -Travel in different pathways using the space around them. -Begin to use dynamics and expression with guidance -Begin to count to music | <ul style="list-style-type: none"> -Copy, remember and repeat actions. -Choose actions for an idea. -Use changes of direction, speed and levels with guidance. -Show some sense of dynamic and expressive qualities. -Begin to use counts. | <ul style="list-style-type: none"> -Copy, remember and repeat a series of actions. -Select from a wider range of actions -Use pathways, levels, shapes, directions, speeds and timing with guidance. -Use mirroring and unison when completing actions with a partner. -Show a character through actions, dynamics and expression. -Use counts with help to stay in time with music | <ul style="list-style-type: none"> -Copy, remember and perform a dance phrase. -Create short dance phrases that communicate an idea. -Use canon, unison and formation to represent an idea. -Match dynamic and expressive qualities to a range of ideas. -Use counts to keep in time with a partner and group. | <ul style="list-style-type: none"> -Copy, remember and adapt set choreography. -Choreograph considering structure individually, with a partner and in a group. -Use action and reaction to represent an idea. -Change dynamics to express changes in character or narrative -Use counts when choreographing short phrases. |
| <p>FMS (Fundamentals, fitness and athletics)</p> <p>NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> | <ul style="list-style-type: none"> -Run and stop with some control. -Jump and hop with bent knees. -Throw larger balls and beanbags into space. -Explore skipping as a travelling action. -Balance whilst | <ul style="list-style-type: none"> -Copy, remember and repeat actions. -Choose actions for an idea. -Use changes of direction, speed and levels with guidance. -Show some sense of dynamic and expressive qualities. -Begin to use counts. | <ul style="list-style-type: none"> -Copy, remember and repeat a series of actions -Select from a wider range of actions in relation to a stimulus. -Use pathways, levels, shapes, directions, speeds and timing with guidance. -Use mirroring and | <ul style="list-style-type: none"> -Copy, remember and perform a dance phrase. -Create short dance phrases that communicate an idea. -Use canon, unison and formation to represent an idea. -Match dynamic and expressive | <ul style="list-style-type: none"> -Copy, remember and adapt set choreography. -Choreograph considering structure individually, with a partner and in a group. -Use action and reaction to represent an idea -Change dynamics to |

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| <p>NC: KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance</p> | <p>stationary and on the move. -Change direction at a slow pace. -Explore moving different body parts together</p> | | <p>unison when completing actions with a partner. -Show a character through actions, dynamics and expression. -Use counts with help to stay in time with the music.</p> | <p>qualities to a range of ideas. -Use counts to keep in time with a partner and group</p> | <p>express changes in character or narrative. -Use counts when choreographing short phrases.</p> |
| <p>Games (Ball skills, sending and receiving, invasion, target, net and wall, striking and fielding)</p> <p>NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>NC: KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> | <p>-Drop and catch with two hands -Move a ball with feet. -Throw and roll a variety of beanbags and larger balls to space -Kick larger balls to space. -Stop a beanbag or large ball sent to them using hands. -Attempt to stop a large ball sent to them using feet -Hit a ball with hands. -Run and stop when instructed. -Move around showing limited awareness of others -Make simple decisions in response to a situation.</p> | <p>-Drop and catch a ball after one bounce on the move -Move a ball using different parts of the foot. -Throw and roll towards a target with some varying techniques. -Kick towards a stationary target. -Catch a beanbag and a medium-sized ball -Attempt to track balls and other equipment sent to them -Strike a stationary ball using a racket. -Run, stop and change direction with some balance and control. -Recognise space in relation to others. -Begin to use simple tactics with guidance.</p> | <p>-Dribble a ball with two hands on the move. -Dibble a ball with some success, stopping it when required. -Throw and roll towards a target using varying techniques with some success. -Show balance when kicking towards a target -Catch an object passed to them, with and without a bounce. -Move to track a ball and stop it using feet with limited success -Strike a ball using a racket. -Run, stop and change direction with balance and control. -Move to a space to help score goals or limit others scoring. -Use simple tactics.</p> | <p>-Dribble the ball with one hand with some control in game situations. -Dribble a ball with feet with some control in game situations. -Use a variety of throwing techniques in game situations. -Catch a ball passed to them using one and two hands with some success. -Receive a ball sent to them using different parts of the foot. -Strike a ball with varying techniques. -Change direction with increasing speed in game situations. -Use space with some success in game situations. -Use simple tactics individually and within a team.</p> | <p>-Link dribbling the ball with other actions with increasing control. -Change direction when dribbling with feet with some control in game situations. -Use a variety of throwing techniques with increasing success in game situations. -Kick with increasing success in game situations -Catch a ball passed to them using one and two hands with increasing success -Receive a ball using different parts of the foot under pressure. -Strike a ball using varying techniques with increasing accuracy -Change direction to lose an opponent with some success. -Create and use space with some success in game situations</p> |

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| | | | | | -Use simple tactics to help their team score or gain possession. |
| <p>Body management (Yoga and Gymnastics)</p> <p>NC: KS1: master basic movements as well as developing balance, agility and co-ordination.</p> <p>NC: KS2: develop flexibility, strength, technique, control and balance.</p> | <p>-Create shapes showing a basic level of stillness using different parts of their bodies</p> <p>-Begin to take weight on different body parts.</p> <p>-Copy and link simple actions together.</p> | <p>-Perform balances making their body tense, stretched and curled.</p> <p>-Take body weight on hands for short periods of time.</p> <p>-Demonstrate poses and movements that challenge their flexibility.</p> <p>-Remember, repeat and link simple actions together.</p> | <p>-Perform balances on different body parts with some control and balance.</p> <p>-Take body weight on different body parts, with and without apparatus.</p> <p>-Show increased awareness of extension and flexibility in actions</p> <p>-Copy, remember, repeat and plan linking simple actions with some control and technique</p> | <p>-Complete balances with increasing stability, control and technique.</p> <p>-Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p>-Demonstrate increased flexibility and extension in their actions.</p> <p>-Choose actions that flow well into one another both on and off apparatus.</p> | <p>-Use body tension to perform balances both individually and with a partner.</p> <p>-Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>-Demonstrate increased flexibility and extension in more challenging actions.</p> <p>-Plan and perform sequences showing control and technique with and without a partner.</p> |
| <p>OAA (Team building and OAA)</p> <p>NC KS1: participate in team games, developing simple tactics.</p> <p>NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team</p> | <p>-Follow simple instructions.</p> <p>-Share their ideas with others.</p> <p>-Explore activities making own decisions in response to a task.</p> <p>-Make decisions about where to move in space.</p> | <p>-Follow instructions</p> <p>Begin to work with a partner and a small group.</p> <p>-Understand the rules of the game and suggest ideas to solve simple tasks</p> <p>-Copy a simple diagram/map</p> <p>-Identify own and others' success.</p> | <p>-Follow instructions accurately.</p> <p>-Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>-Try different ideas to solve a task.</p> <p>-Follow and create a simple diagram/map.</p> <p>-Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p> | <p>-Follow instructions from a peer and give simple instructions</p> <p>-Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>-Plan and attempt to apply strategies to solve problems.</p> <p>-Orientate and follow a diagram/map.</p> <p>-Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p> | <p>-Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>-Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>-Plan and apply strategies to solve problems.</p> <p>-Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>-Watch, describe and evaluate the</p> |

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| | | | | | effectiveness of their team strategy, giving ideas for improvements |
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***FMS - Fundamental Movement Skills**

***OAA - Outdoor Adventurous Activities**

| Swimming | Beginners | Developers | Intermediate |
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| <p>NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> | <ul style="list-style-type: none"> -Submerge and regain feet in the water. -Breathe in sync with an isolated kicking action from poolside. -Use arms and legs together to move effectively across a short distance in the water. -Glide on front and back over short distances. -Float on front and back for short periods of time. -Confidently roll from front to back and then regain a standing position. | <ul style="list-style-type: none"> -Confidently and consistently retrieve an object from the floor with the same breath. -Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. -Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. -Combine gliding and floating on front and back over an increased distance. -Float on front and back using different shapes with increased control. -Comfortably demonstrate sculling head first and treading water. | <ul style="list-style-type: none"> -Confidently combine skills to retrieve an object from greater depth. -Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. -Confidently demonstrate good technique in a wider range of strokes over increased distances. -Combine gliding and transitioning into an appropriate stroke with good control. -Confidently link a variety of floating actions together demonstrating good technique and control. -Select and apply the appropriate survival technique to the situation. |

Vocabulary

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 |
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| <p>Push, stop, jump, space, forwards, safely, balance, backwards</p> <p>Run, stop, throw, roll, team, kick, space, catch</p> <p>Move, copy, space</p> <p>shape, around, travel, sideways, forwards, backwards, skip, move, copy, over, rock, pass, tag, bounce, share, team, path, listen, aim,</p> | <p>Far, hop, aim, fast, slow, bend, improve, direction, travel, safely, balance, send, counts, pose, level, heart, lungs, exercise, body, mood,</p> <p>hop, land, action, jump, roll, speed, point, defender, points, dribbling, attacker, score, partner, ready, position, net, underarm, lead, co-operate, teamwork, solve, instructions, hit, target, throw, catch, exit, enter, front, travel, rules, kicking back, feel, breathe, copy, listen, slowly</p> | <p>Sprint, jog, distance, height, take off, landing, overarm,</p> <p>underarm, collect, target, dribble, mirror, action, pathway, direction, speed, timing, strong, pace, race, steady, sprint, dodge, jog, hurdle, link, sequence, tuck, straddle, star, pike, received, teammate, chest pass, possession, goal, dodge, bounce, pass, receive, quickly, trap, defend, return, collect, against, support, successful, map, communicate, fielder, runs, batter, bowler, pulling, splash, unaided, gliding, floating, breathing, accurate, overarm, release, underarm, focus, position, flow, pose, create, choose.</p> | <p>Speed, power, strength, accurately, higher, pace, control, faster, further, track, receive, chest, shoulder, overhead, flow, explore, create, perform, match, feedback, expression, distance, balance, technique, tension, coordination, rhythm, flow, explore, matching, interesting, contrasting, receiver, footwork, rebound, tracking, interception, mark, playing, area, serve, racket, rally, opponent, backhand, outwit, court, forehand, volley, set, tactics, co-operatively, continuously, dig, rules, route, trust, navigate, plan, discuss, strike, grip, rounder, backstop, bowl, post, wicket, batting, keeper, fielding, sculling, crawl, breaststroke, submersion,</p> | <p>Power, stamina, officiate, perseverance, determination, accuracy, personal best, release, select, control, consistently, technique, reaction, unison, represent, dynamics, technique, coordination, healthy, progress, muscle, stamina, momentum, accelerate, transfer, decelerate, pace, stability, quality, perform, apparatus, outwit, opposition, opponent, contact, pivot, court, field, pitch, receiver, backhand, forehand, volley, footwork, set, tactics, continuously, dig, leader, effectively, symbol, inclusive, orientate, stance, retrieve, stumped, two handed pick up, short barrier, stroke, huddle, alternate, survival, treading water, buoyancy, chipping, opponent,</p> |

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| | | | rotation, backstroke, dodge, drive, putt, course, block, try, link, perform, flexibility, | swing, communicate, protect, align, relax, stable, grounded, mindfulness, down dog. |
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