



Please see Vocabulary Pyramid for each Year Group stored with this document

# Physical Education

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At Stretham Community Primary School we want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. Our PE curriculum enables all pupils, regardless of background, gender, ethnic origin or additional needs, to participate, learn and progress to develop their skills and knowledge from Reception through to Year 6. Each year the curriculum builds on previously taught content designed to ensure pupils' fitness, agility, coordination and stamina to improve. All pupils will be able to experience inclusive sports along with traditional games. Pupils will also have sporting opportunities and events both in and out of school which will enable them to find their own passion for sport and being physically active keeping the focus on the process rather than the outcome (on the learning and values development of the pupil rather than the result).

*Get Set 4 PE Scheme underpins our PE curriculum offer.*



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EYFS				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Copy basic body actions and rhythms.	Run and stop with some control.	Drop and catch with two hands.	Create shapes showing a basic level of stillness using different parts of their bodies.	Follow simple instructions
Choose and use travelling actions, shapes and balances.	Explore skipping as a travelling action.	Move a ball with feet.	Begin to take weight on different body parts.	Share their ideas with others.
Travel in different pathways using the space around them.	Jump and hop with bent knees.	Throw and roll a variety of beanbags and larger balls to space.	Show shapes and actions that stretch their bodies.	Explore activities making own decisions in response to a task.
Begin to use dynamics and expression with guidance.	Throwing larger balls and beanbags into space.	Kick larger balls to space.	Copy and link simple actions together.	Make decisions about where to move in space.
Begin to count to music.	Balance whilst stationary and on the move.	Stop a beanbag or large ball sent to them using hands.		Follow a path.
	Change direction at a slow pace.	Attempt to stop a large ball sent to them using feet.		Begin to identify personal success.
	Explore moving different body parts together.	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.		



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Year 1				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Copy, remember and repeat actions.	Attempt to run at different speeds showing an awareness of technique.	Drop and catch a ball after one bounce on the move.	Perform balances making their body tense, stretched and curled.	Follow instructions.
Choose actions for an idea.	Begin to link running and jumping movements with some control.	Move a ball using different parts of the foot.	Take body weight on hands for short periods of time.	Begin to work with a partner and a small group.
Use changes of direction, speed and levels with guidance.	Jump, leap and hop and choosing which allows them to jump the furthest.	Throw and roll towards a target with some varying techniques.	Demonstrate poses and movements that challenge their flexibility.	Understand the rules of the game and suggest ideas to solve simple tasks.
Show some sense of dynamic and expressive qualities.	Throw towards a target.	Kick towards a stationary target.	Remember, repeat and link simple actions together	Copy a simple diagram/map
Begin to use counts.	Show some control and balance when travelling at different speeds.	Catch a beanbag and a medium-sized ball.		Identify own and others' success.
	Begin to show balance and co-ordination when changing direction.	Attempt to track balls and other equipment sent to them.		
	Use co-ordination with and without equipment.	Strike a stationary ball using a racket.		
		Run, stop and change direction with some balance and control.		
		Recognise space in relation to others.		



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		Begin to use simple tactics with guidance.		
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Year 2				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Copy, remember and repeat a series of actions.	Show balance and coordination when running at different speeds.	Dribble a ball with two hands on the move.	Perform balances on different body parts with some control and balance.	Follow instructions accurately.
Select from a wider range of actions in relation to a stimulus	Link running and jumping movements with some control and balance.	Dibble a ball with some success, stopping it when required.	Take body weight on different body parts, with and without apparatus.	Work co-operatively with a partner and a small group, taking turns and listening to each other.
Use pathways, levels, shapes, directions, speeds and timing with guidance.	Show hopping and jumping movements with some balance and control.	Throw and roll towards a target using varying techniques with some success.	Show increased awareness of extension and flexibility in actions.	Try different ideas to solve a task
Use mirroring and unison when completing actions with a partner.	Change technique to throw for distance.	Show balance when kicking towards a target.	Copy, remember, repeat and plan linking simple actions with some control and technique	Follow and create a simple diagram/map.
Show a character through actions, dynamics and expression.	Show control and balance when travelling at different speeds.	Catch an object passed to them, with and without a bounce.		Understand when a challenge is solved successfully and begin to suggest simple ways to improve.
Use counts with help to stay in time with the music.	Demonstrates balance and co-ordination when changing direction.	Move to track a ball and stop it using feet with limited success		



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	Perform actions with increased control when co-ordinating their body with and without equipment.	Strike a ball using a racket.		
		Run, stop and change direction with balance and control.		
		Move to space to help score goals or limit others scoring.		
		Use simple tactics.		



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Year 3				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Copy remember and perform a dance phrase.	Show balance, coordination and technique when running at different speeds, stopping with control.	Dribble the ball with one hand with some control in game situations.	Complete balances with increasing stability, control and technique.	Follow instructions from a peer and give simple instructions
Create short dance phrases that communicate an idea.	Link running, hopping and jumping actions using different take offs and landing.	Dribble a ball with feet with some control in game situations.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.
Use canon, unison and formation to represent an idea.	Jump for distance and height with an awareness of technique.	Use a variety of throwing techniques in game situations.	Demonstrate increased flexibility and extension in their actions.	Plan and attempt to apply strategies to solve problems
Match dynamic and and expressive qualities to a range of ideas.	Throw a variety of objects, changing action for accuracy and distance.	Kick towards a partner in game situations.	Choose actions that flow well into one another both on and off apparatus.	Orientate and follow a diagram/map.
Use counts to keep in time with a partner and group.	Demonstrate balance when performing other fundamental skills.	Catch a ball passed to them using one and two hands with some success.		Reflect on when and why challenges are solved successfully and use others' success to help them to improve.



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	Show balance when changing direction in combination with other skills.	Receive a ball sent to them using different parts of the foot.		
	Can co-ordinate their bodies with increased consistency in a variety of activities.	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.		



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Year 4				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Copy, remember and adapt set choreography	Demonstrate how and when to speed up and slow down when running.	Link dribbling the ball with other actions with increasing control.	Use body tension to perform balances both individually and with a partner.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.
Choreograph considering structure individually, with a partner and in a group.	Link hopping and jumping actions with some control.	Change direction when dribbling with feet with some control in game situations.	Demonstrate increasing strength, control and technique when taking own and others weight.	Confidently communicate ideas and listen to others before deciding on the best approach.
Use action and reaction to represent an idea.	Jump for distance and height showing balance and control.	Use a variety of throwing techniques with increasing success in game situations	Demonstrate increased flexibility and extension in more challenging actions	Plan and apply strategies to solve problems.
Change dynamics to express changes in character or narrative.	Throw with some accuracy and power towards a target area.	Kick with increasing success in game situations.	Plan and perform sequences showing control and technique with and without a partner.	Identify key symbols on a map and use a key to help navigate around a grid.
Use counts when choreographing short phrases.	Demonstrate good balance when performing other fundamental skills.	Catch a ball passed to them using one and two hands with increasing success		Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.





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	Show balance when changing direction at speed in combination with other skills.	Receive a ball using different parts of the foot under pressure.		
	Begin to co-ordinate their body at speed in response to a task.	Strike a ball using varying techniques with increasing accuracy.		
		Change direction to lose an opponent with some success.		
		Use simple tactics to help their team score or gain possession.		



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Year 5				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Run at the appropriate speed over longer distances or for longer periods of time.	Use dribbling to change the direction of play with some control under pressure.	Show increasing control and balance when moving from one balance to another.	Use clear communication when working in a group and taking on different roles.
Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Show control at takeoff and landing in more complex jumping activities.	Dribble with feet with some control under increasing pressure.	Use strength to improve the quality of an action and the range of actions available.	Begin to lead others, providing clear instructions
Confidently perform choosing appropriate dynamics to represent an idea.	Perform a range of more complex jumps showing some technique	Use a variety of throwing techniques with some control under increasing pressure.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Plan and apply strategies with others to more complex challenges
Use counts accurately when choreographing to perform in time with others and the music.	Show accuracy and power when throwing for distance.	Catch and intercept a ball using one and two hands with some success in game situations.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Orientate a map confidently using it to navigate around a course.



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	Demonstrate good balance and control when performing other fundamental skills.	Receive a ball using different parts of the foot under pressure with increasing control.		Explain why a particular strategy worked and alter methods to improve
	Demonstrate improved body posture and speed when changing direction.	Strike a ball using a wider range of skills. Apply these with some success under pressure.		
	Can co-ordinate a range of body parts at increased speed.	Use a variety of techniques to change direction to lose an opponent.		
		Create and use space for self and others with some success.		
		Understand the need for tactics and can identify when to use them in different situations		



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Year 6				
Dance	F.M.S.-through fundamentals, fitness and athletics	Games-through invasion, target, net and wall, striking and fielding games	Body Management-through yoga and gymnastics	OAA
Perform dances confidently and fluently with accuracy and good timing.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.	Use dribbling to change the direction of play with control under pressure.	Combine and perform more complex balances with control, technique and fluency.	Communicate with others clearly and effectively when under pressure.
Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.	Link running, jumping and hopping actions with greater control and co-ordination.	Use a variety of dribbling techniques to maintain possession under pressure.	Demonstrate more complex actions with a good level of strength and technique.	Confident to lead others and show consideration of including all within a group.
Improvise and combine dynamics demonstrating an awareness of the impact on performance.	Perform jumps for height and distance using good technique.	Use a variety of throwing techniques including fake passes to outwit an opponent.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.



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Use counts when choreographing and performing to improve the quality of work.	Show accuracy and good technique when throwing for distance.	Select and apply the appropriate kicking technique with control	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
	Show fluency and control when travelling, landing, stopping and changing direction.	Catch and intercept a ball using one and two hands with increasing success in game situations.		Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
	Change direction with a fluent action and can transition smoothly between varying speeds.	Receive a ball with consideration to the next move.		
	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.		
		Confidently change direction to successfully outwit an opponent.		
		Effectively create and use space for self and others to outwit an opponent.		
		Work collaboratively to create tactics within their team and evaluate the effectiveness of these.		



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## Progression Journey: **Swimming**

NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.



### Beginners

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.

### Developers

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, feet first and treading water.

### Intermediate

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.