



Midsomer Norton Schools Partnership - Physical Education Curriculum Progression



'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

	Year 3	Year 4	Year 5	Year 6
Games	<p>Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i></p> <p>Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching</p>	<p>Strike, throw and catch with control and clear sense of direction <i>Striking and Fielding (e.g. Cricket, Rounders)</i></p> <p>Follow the formal rules of the game and demonstrate they can play fairly</p> <p>Keep possession of a ball (with e.g. hockey stick, hands, feet) <i>Invasion (e.g. Hockey)</i></p> <p>Show awareness and accuracy in passing. <i>Invasion (e.g. Hockey, Football)</i></p>	<p>Carefully select and use a variety of techniques to pass <i>Invasion (e.g. Netball, Football, Rugby)</i></p> <p>Develop consistency in skills of running, throwing, catching, passing, jumping and kicking through practise and repetition <i>Invasion (e.g. Netball, Rugby)</i></p> <p>Develop the skills of forehand or backhand when playing racket games, showing control <i>Net and Wall (e.g. Tennis, Badminton)</i></p> <p>Hit a bowled or volleyed ball with accuracy in return <i>Striking and Fielding (e.g. Rounders, Cricket); Net and Wall (e.g. Tennis)</i></p>	<p>Choose and combine skills in game situations (running, throwing, catching, passing, and kicking) <i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i></p> <p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play <i>Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)</i></p> <p>Act as a good role model within a team, taking a lead role when required</p>
Dance	<p>Experiment with actions, dynamics, directions and levels</p> <p>Remember and repeat dance phrases</p>	<p>Vary speed and levels within a dance sequence</p> <p>Link movements into dance sequences</p>	<p>Learn different dance styles, explaining the patterns and forms of the dance</p> <p>Actions are controlled and express emotions</p>	<p>Choreograph creative and imaginative dance sequences, independently and in a group</p> <p>Choreograph and perform more complex sequences</p>



Midsomer Norton Schools Partnership - Physical Education Curriculum Progression



'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

<p>Gymnastics</p>	<p>Demonstrate control and coordination when performing a range of actions with transitions</p> <p>Devise, repeat and perform a short sequence that shows changes in speed, level and direction</p> <p>Create a sequence using apparatus</p>	<p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on experience</p>	<p>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>Show body tension and extension and good weight transference when performing</p> <p>Combine dynamics when making sequences using changes of speed, level and direction</p>	<p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>
<p>Athletics</p>	<p>Run at a speed appropriate to the distance</p> <p>Jump from a standing position</p> <p>Able to throw a ball using an under and over arm technique</p>	<p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop techniques to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p>	<p>Choose the best pace for running over a variety of distances</p> <p>Use a range of throws accurately to hit a target over a range of distances</p> <p>Combine running and jumping in athletic activities (long jump)</p>	<p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and endeavouring to improve performance.</p>



Midsomer Norton Schools Partnership - Physical Education Curriculum Progression



'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

Outdoor Education	<p>Use basic maps and diagrams to orientate themselves and to move from one place to another</p> <p>Use maps and compasses to orientate themselves</p> <p>Adjusts plans and actions depending on changing situations</p> <p>Able to work in a group to plan actions to solve a problem</p>	<p>Read a variety of maps and plans of the environment, recognising symbols and features</p> <p>Value the importance of planning and thinking as they work through their challenge</p> <p>Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>		
Swimming	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>			
Knowledge and Understanding of Health and Fitness	<p>Explain how their body feels during a range of physical activities, making reference to different parts of the body</p>	<p>Recognise changes in heart rate, temperature and breathing rate</p>	<p>Explain and demonstrate why and how people warm up for exercise</p> <p>Explain how physical exercise is important for good health</p>	<p>Understand and explain the short and long term effects of exercise</p> <p>Lead warm up and cool down activities in ways that enhance the forthcoming activity</p> <p>Explain why regular exercise is important to general health and well-being</p>
Key Vocabulary	<p>demonstrate, observe, evaluate, challenge, audience, possession, area, opposition, self-rescue, distance, defend, coordination, control</p>	<p>demonstrate, observe, evaluate, challenge, audience, possession, area, opposition, self-rescue, distance, defend, coordination, control</p>	<p>mobility, tension, linking, agility, barrier, expression, stimulus, gesture, dynamic, motif, composition, strategy, territory, submerge, buoyancy, formation, pressure, tactics, flexibility, phrase</p>	<p>mobility, tension, linking, agility, barrier, expression, stimulus, gesture, dynamic, motif, composition, strategy, territory, submerge, buoyancy, formation, pressure, tactics, flexibility, phrase</p>

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

<p>Threshold Concepts</p>	<ul style="list-style-type: none"> ▪ 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] ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare performances with previous ones and demonstrate improvement to achieve personal best. 			
<p>POP tasks</p>	<p>Applying Give the child a longer sequence that they need to repeat and show controlled movement. (e.g. gymnastics sequence/dance performance/dribbling in ball games)</p> <p>Personal Can the children set themselves a suitable challenge to compete against. (e.g. number of baskets scored in a minute/number of steps up on a bench/time of balance).</p> <p>Social Can the children show and explain to others their ideas? (e.g. dance performance/sequence of movements in gymnastics/different ways to pass a ball in netball in a circle).</p>	<p>Applying Can the children react and respond to a situation? (e.g. rugby - turn around and catch a ball.)</p> <p>Personal Give the children a hard challenge. Can the children show resilience and react positively when things are difficult?</p> <p>Social Can the children lead a small group through a warm up as a young leader? Can the other children follow the warm up sensibly?</p>	<p>Applying Can the children show agility in their movements and landings? (e.g. different jumps in gymnastics/catching a ball in netball and landing on feet correctly.)</p> <p>Personal Can the children explain their strengths and weaknesses based on a unit of PE? (I can tag well but I need to improve on my marking etc)</p> <p>Social Can the children observe and give appropriate feedback as a young coach?</p>	<p>Applying Can the children apply skills they have learnt into a different context? (e.g. marking in netball -> marking in a game of tag/jumps in gymnastics -> dance).</p> <p>Personal Can the children suggest ways to improve on their weaknesses? Can they modify their ideas if necessary?</p> <p>Social Can the children motivate other people in a team or small group as a young captain?</p>



Midsomer Norton Schools Partnership - Physical Education Curriculum Progression



'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

	<p>Cognitive On a particular skill, can the children explain what they are doing well and what they need to improve? (e.g. I can use two hands to catch a ball but need to bring it closer to my body/my balance is good but I wobble a bit)</p> <p>Creative Can the children make up their own rules to a game they are given? (e.g. 4v4 possession game. Maybe introduce time limit? Number of passes? You can't move?)</p> <p>Healthy and Fitness Can the children describe how and why their body changes during and after exercise?</p>	<p>Cognitive In a sequence/ routine/ performance, can the children explain what they are doing well and what they need to improve? (e.g. in triple jump, I can hop well but struggle with the jump at the end)</p> <p>Creative Can the children adapt an activity to make it more challenging? (e.g. balancing. On the other leg? Whilst throwing and catching a ball?)</p> <p>Health and Fitness Can the children describe the fundamental fitness areas? (cardio, muscular, aerobic, anaerobic etc)</p>	<p>Cognitive Can the children suggest tactics to help their team get an advantage?</p> <p>Creative Can the children adapt a dance based on different pieces of music?</p> <p>Health and Fitness Can the children, in small groups, design and lead suitable warm-up and cool down activities?</p>	<p>Cognitive Can the children react to new rules in a game, develop new tactics, and implement them to aid success? (e.g. add an extra player to a netball team - how will you change your tactics? / Football - you are only allowed one touch)</p> <p>Creative Can the children adapt their dance based on engaging an audience?</p> <p>Health and Fitness Can the children design and lead a basic fitness activity?</p>
--	---	--	--	--