



Whiston Willis Primary Academy

Curriculum Progression

Subject: PE

	Introduction to PE	Fundamental Skills	Dance	
NURSERY	<ul style="list-style-type: none"> - To move safely and sensibly in a space with consideration of others. - To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To work with others co-operatively and play as a group. 	<ul style="list-style-type: none"> - To develop balancing - To develop running and stopping - To develop changing direction - To develop jumping and landing - To develop hopping and landing with control. - To explore different ways to travel using equipment 	<ul style="list-style-type: none"> - To count to music. - To move safely - To explore movement - To begin to move with control and coordination - To remember and repeat actions 	<ul style="list-style-type: none"> -

	Fundamental Skills	Dance	Gymnastics	Games
RECEPTION	<ul style="list-style-type: none"> - To develop balancing - To develop running and stopping - To develop changing direction - To develop jumping and landing - To develop hopping and landing with control. - To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> - To use counting to stay in time with music -To move safely with confidence -To explore movement using a prop -To move with control and coordination -To remember and repeat actions - To perform in front of their peers 	<ul style="list-style-type: none"> - To copy and create shapes with your body - To create shapes on apparatus - To develop balancing - To develop jumping and landing safely - To develop rocking and rolling - To copy and create short sequences linking actions together 	<ul style="list-style-type: none"> - To develop running and stopping - To develop throwing and learn how to keep score. - To follow the rules of a game - To follow instructions and move safely when playing tagging games - To work co-operatively and take turns - To work with others to play team games
	<p>Educational program 3 and 4 year olds: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Educational program reception children: Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of</p>			

ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Year 1	Multi skills / Athletics	Dance	Gymnastics	Games
	<p>Multi Skills</p> <ul style="list-style-type: none"> - Perform balances using a number of different parts of the body - Co-ordinate the upper and lower body together. - Aim a variety of balls and equipment accurately. - Use controlled movement to travel in different ways. - Quickly change direction whilst running, with control and fluency - To practise ABC (agility, balance and co-ordination) at circuit stations. <p>Athletics</p> <ul style="list-style-type: none"> - Be able to change from fast to slow. - Know how to hop, and how to hop, travel and land safely on two feet. - Throw in a variety of ways - Run with good balance and co-ordination. - Explore which is the best way to jump to cover a distance 	<ul style="list-style-type: none"> - Practise travelling movements with a change in direction. - Understand beats in the music. - Move in time to the music, travelling, gesturing and jumping. - Dance to beats of four or eight. - Perform dance moves that flow smoothly from one to the next. - Use gesture as an image in dance. - Perform a dance in time to music and with fluency. 	<ul style="list-style-type: none"> - Travel in different directions at different speeds and levels. - Link isolated moves and shapes when travelling. - Explore rolling movements as a way of travelling. - Explore travelling to move along, over, around onto and off a bench. - Travel with a focus on changing direction and level, using small equipment. - Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far. 	<p>Throwing and catching (Field Games)</p> <ul style="list-style-type: none"> - Understand the correct technique for catching. - Consolidate and practise throwing a ball underarm - Throw and catch a ball to self and a partner - To know how to stop and retrieve a ball - Practise throwing to a target. - Use striking skills to play a game. - Know the tactics and skills to use in order to win a game <p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> - Develop anticipation and reaction when working with beanbags or balls - Develop accurate throwing skills. - Develop accuracy of send. - Understand when to use an underarm throw. - Stop, trap or catch the ball while on the move. - To use ball skills in game-based activities.

	<ul style="list-style-type: none"> - Use the skills learned in the previous lessons by completing an obstacle course. - 			
Year 2	Multi-skills / Athletics	Dance	Gymnastics	Games
	<p>Multi-Skills</p> <ul style="list-style-type: none"> - Learn about a stable base and losing balance - To combine a number of co-ordination drills, using upper and lower body movements. - Know how to throw a ball at the right speed and strength. - To travel in different ways, showing clear transitions between movements. - To maintain balance when changing direction. - To use skills learned in a game <p>Athletics</p> <ul style="list-style-type: none"> - Change direction when running, while maintaining balance. - Jump with balance and fluency - Know how to throw safely - To hurdle an obstacle and maintain effective running style. 	<ul style="list-style-type: none"> - Show contrasting movements with strength and clarity - Explore performing actions in response to stimuli. - Explore ideas by experimenting with actions, dynamics, directions and levels. - To develop a range of dance movements and improve timing. - To work to music, creating movements that show rhythm and control. - Perform a complete dance with clarity and flow, showing changes in levels and speed. 	<ul style="list-style-type: none"> - Learn to perform balances and movements, and combine them into a routine. - Link balances with other travelling moves, moving smoothly into and out of the balances. - Safely use benches and mats to develop sequences. - Work with a partner to create a sequence of gymnastic actions. - Safely move around the equipment, using knowledge from previous weeks. - Mirror and match a partner. 	<p>Throwing and catching (Field Games)</p> <ul style="list-style-type: none"> - Know how to throw a ball underarm with accuracy - Know the correct technique for striking a ball from a tee. - Know the best technique for catching. - Know the overarm throw technique and when to use it. - Aim for accurate throwing and consistent catching and striking. - Use fielding skills to play a game. <p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> - Move a ball using hands and feet - Know how to catch different objects. - Know how to throw overarm, underarm and bounce pass. - Pass with accuracy. - Dribble with control. - Catch the ball at different heights.

- Know the difference between running for speed and running for distance
- To complete an obstacle course with control and agility.
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- Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour.
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At the end of Key Stage 1 pupils should be taught to:

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
2. participate in team games, developing simple tactics for attacking and defending
3. Perform dances using simple movement patterns.

Year 3	Multi Skills/Athletics	Dance	Gymnastics	Games
	<p><u>Multi-skills (3.1)</u></p> <ul style="list-style-type: none"> - Change the centre of balance to different parts of the body. - Use hand-eye co-ordination to keep control of an object. - Use agility, stopping and turning in a game. - To observe and be aware of others' speed and try to match it. - Use hand-eye co-ordination to balance, carry and travel with an object. - Focus and concentrate on the skills learned and use them effectively. <p><u>Athletics (3.6)</u></p> <ul style="list-style-type: none"> - To run in different directions and at different speeds, using a good technique. - Use legs as well as arms when throwing. - Know how to perform a standing long jump, understanding the rules. - To understand the relay and passing the baton. - Know which techniques to use for long-distance running and 	<p><u>African dance (3.2)</u></p> <ul style="list-style-type: none"> - Count beats and change direction while dancing - Keep count and tempo while dancing. - Maintain a consistent tempo throughout the dance, using counting. - Learn how to work co-operatively with others to create a new dance - Create a story of harvest using African dance steps - Dance to the beat and keep time. 	<p><u>Groovy Gymnastics (3.3)</u></p> <ul style="list-style-type: none"> - Be able to jump with a stable, safe landing. - Explore a variety of jumps. - Be able to land safely when jumping from a bench. - Use the skills learned to work as a group to create complex shapes at different levels. - Use all skills learned in previous lessons to develop a sequence. - Analyse own and others' performance. 	<p><u>Brilliant ball skills (3.4)</u></p> <ul style="list-style-type: none"> - Dribble a ball with greater control - Develop the ability to control a ball while moving, throwing and catching it. - Stop the ball in the hands without fumbling. - Develop the underarm throwing technique and introduce the overarm throw - To identify and follow the rules of football games. - Apply the tactics learned. <p><u>Throwing and catching (3.5)</u></p> <ul style="list-style-type: none"> - Know techniques for accurate overarm and underarm throwing. - To practise the correct technique for catching a ball - Know the batting technique for cricket - Retrieve the ball effectively. - Use fielding skills to stop the batter scoring. - Use skills learned in a cricket game situation.

	<p>which to use for short-distance running.</p> <ul style="list-style-type: none"> - Know how to compete in a sporting way, showing an understanding of rules. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<p><u>Young Olympians (4.6)</u></p> <ul style="list-style-type: none"> - To select and maintain a running pace for different distances. - To practise throwing with power and accuracy. - To throw safely and with understanding. - Demonstrate good running technique when jumping over obstacles. - Understand how to perform a standing broad jump - Put skills into practise, aiming to improve on previous results. 	<p><u>Dynamic Dance (4.2)</u></p> <ul style="list-style-type: none"> - To identify and practise the patterns and actions of line dancing. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - Perform a line dance using a range of movement patterns. - To create partnered dances that reflect the line dancing style. - To perform a line dance using a range of movement patterns. - To perform and evaluate own and others' work. 	<p><u>Gym Sequences (4.3)</u></p> <ul style="list-style-type: none"> - Use and refine the following skills: flexibility, strength, balance, power and mental focus. - Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence. - Perform gymnastic moves using a piece of equipment. - Use own and others' body weight to balance. - Add interest to a sequence by varying movement or balance. <p>To perform and evaluate own and others' sequences.</p>	<p><u>Invaders (4.1)</u></p> <ul style="list-style-type: none"> - Know how to dribble a ball, change direction and maintain control. - To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. - Improve accuracy of passing by using a target. - Know how to communicate with team members. - Learn what skills might be used to stop someone scoring. - To play in a mini football competition. <p><u>Nimble nets (4.5)</u></p> <ul style="list-style-type: none"> - Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket. - Learn how to drop and hit the ball.

				<ul style="list-style-type: none"> - To build up a rally. - Be aware of the correct body position and contact point for an accurate shot. - Practise the volley technique - Play a variety of tennis shots, demonstrating correct technique. <p><u>Striking and fielding (4.4)</u></p> <ul style="list-style-type: none"> - Practise underarm and overarm throws and when to use them. - Be able to field a ball in a variety of ways in order to stop it travelling further. - Be able to catch the ball in a variety of situations. - To use hand-eye co-ordination to strike a moving and a stationary ball. - Field an approaching ball. - Play a game using all the skills learned in a cricket game.
				<p>Swimming</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres

				<ul style="list-style-type: none">- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]- Perform safe self-rescue in different water-based situations.
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Year 5 and 6

Fundamental Skills	Dance	Gymnastics	Games
<p>Invaders (5.1)</p> <ul style="list-style-type: none"> - To develop an understanding and knowledge of the basic footwork rule of netball. - Use a range of different passes appropriately in a modified game. - To understand how to make space by moving away and coming back and by dodging. - Apply a variety of defending skills into a modified game. - Use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle. - Take part in a full game of High 5 Netball, playing in a range of positions. <p>Young Olympians (5.6)</p> <ul style="list-style-type: none"> - Sustain running at a continuous pace - Demonstrate correct push technique. 	<p>Dynamic dance (5.2)</p> <ul style="list-style-type: none"> - Perform a Bollywood dance using a range of movement patterns. - Develop and improve dancing and performance skills. - To create and perform an individual dance - To create partnered dances that reflect the Bollywood dancing style and apply the key components of dance. - Develop an understanding of how to prepare for a dance performance - To perform and evaluate own and others' work <p>Dynamic dance (6.2)</p> <ul style="list-style-type: none"> - To observe and understand the style of street dance. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create a dance that represents a street dance style. - To create a dance as a group, using any street dance moves. - To dance as a group in time to music in a street dance style. 	<p>Gym Sequences (5.3)</p> <ul style="list-style-type: none"> - Recap on linking moves and understand how they will be used in developing sequences. - Learn how to work co-operatively with a partner to produce a sequence. - Learn how to link moves together with fluency and good body tension - Include counterbalance skills in a short sequence. - Complete a sequence of balances and moves at the same time as a partner, in unison. - Develop the skill of critique, including the ability to identify strengths and areas for improvement. <p>Gym sequences (6.3)</p> <ul style="list-style-type: none"> - To use and refine the following skills: flexibility, strength, balance, power and mental focus. - To identify and practise symmetrical and asymmetrical body shapes. 	<p>Striking and fielding (5.4)</p> <ul style="list-style-type: none"> - Hold the bat correctly and place the ball accurately. - Choose which type of fielding technique to use. - Return the ball accurately. - Develop a technique for overarm throwing and know when to use it. - To know how to direct the ball using a bat. - Score and play a game in a sporting manner. <p>Nimble nets (5.5)</p> <ul style="list-style-type: none"> - Know the correct technique for forehand, backhand and volley. - Improve forehand accuracy. - Consolidate backhand technique. - Play a game of singles tennis. - Learn the correct techniques for an overhead serve. - Apply all the tennis skills learned to a game.

	<ul style="list-style-type: none"> - Know the position to stand in when receiving a baton. - Understand how to successfully perform a standing long jump. - Throw for accuracy and speed in a game. - Apply the skills learned in this unit to a competition. <p>Invaders (6.1)</p> <ul style="list-style-type: none"> - To understand the basic rules of tag rugby. - To work as a team, using ball-handling skills. - To pass and carry a ball using balance and co-ordination. - To practise footwork and dodging skills while carrying the ball. - To apply rules and skills learned to a game. - To play in a mini tag rugby competition. <p>Young Olympians (6.6)</p> <ul style="list-style-type: none"> - To run efficiently for speed. 	<ul style="list-style-type: none"> - To perform and analyse own and others' performance. 	<ul style="list-style-type: none"> - To develop skills for movement, including rolling, bridging and dynamic movement. - To use counterbalances and incorporate them into a sequence of movements. - To complete a sequence of balances and moves in unison with a partner. - To develop the skill of critique, including the ability to identify strengths and areas for improvement. 	<p>Nimble nets (6.5)</p> <ul style="list-style-type: none"> - Hit the shuttle with reasonable consistency and accuracy in a co-operative rally. - Demonstrate the correct technique when serving the shuttle to start a game. - To know the purpose and benefits of playing the overhead clear shot to outwit an opponent. - To understand that the drop shot is an attacking shot, and why. - Be able to select and apply a range of shots in a game situation to win points. - Be able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point. <p>Striking and fielding (6.4)</p> <ul style="list-style-type: none"> - To demonstrate good agility and balance in order to throw accurately. - To revise the long barrier technique. - To know how to direct the ball.
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	<ul style="list-style-type: none"> - To practise throwing with power and accuracy. - To throw safely and with understanding. - Demonstrate good running technique when jumping over obstacles. - To understand which technique is most effective when jumping for distance. - To utilise all the skills learned in this unit in a competitive situation. 			<ul style="list-style-type: none"> - To know how to play as a backstop in a game. - To assess and analyse others' strengths. - To play in a mini tournament and understand the rules of the rounders game.
	<p>By the end of KS2 Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. 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 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			