

Tunstead Primary School – PE Curriculum Progression

Area of Study	Sycamore Year 1 & 2	Conifer Year 3 & 4	Birch Year 5 & 6			
REAL PE AREAS OF STUDY	National Curriculum Pupils should be taught to: 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. Participate in team games, developing simple tactics for attacking and defending		National Curriculum. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination Take part in outdoor and adventurous activity challenges both individually and within a team 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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Applying Physical Skills	I can perform a single skill or movement with basic control and coordination. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and coordination consistently. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Personal	I can follow instructions, practise safely and work on simple tasks by myself.	I try several times, if at first I don’t succeed and I ask for help when appropriate.	I know where I am with my learning and I have begun to challenge myself.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Social	I can work sensibly with others, taking turns and sharing.	I can help praise and encourage others in their learning.	I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	I can involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.
Cognitive	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can understand success criteria to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	I have a clear idea of how to develop my own and others’ work. I can recognise and suggest patterns of play which will increase chances of success and I can develop strategies to outwit opponents	I can review, analyse and evaluate my own and others’ strengths and weaknesses. I can read and react to different game situations as they develop.
Creative	I can explore and describe different movements	I can begin to compare my movements and skills with those of others. I can select and link	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics,	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.

		movements together to fit a theme.	similarities and differences in movements and expressions.	make activities more fun and challenging.	so they are different from or in contrast to others.	
Knowledge and Understanding of Fitness and Health	I am aware of why exercise is important for good health	I can use equipment appropriately and move and land safely. I can describe how my body feels before, during and after exercise.	I can describe my body changes before and after exercise. I can explain why we need to warm up and cool down.	I can describe basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme
Dance & Gymnastics	National Curriculum Pupils should be taught to: Perform dances using simple movement patterns.		National Curriculum. Pupils should be taught to: Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	<ul style="list-style-type: none"> • Copy and explore basic body actions and movement patterns. • Select movements to create their own dance phrases with beginnings, middles and ends. • Change speed and direction when travelling. • Show awareness of body parts, points and position when making shapes. 	<ul style="list-style-type: none"> • Copy, repeat and remember moves and shapes. • Movement shows control and coordination. • Perform a dance phrase with 2 or more joined movements. • Move and jump with some control and awareness of space. • Create a sequence using 2 or more linked actions. • Show contrasts on use of body and shape e.g small, tall, straight, curved. • Balance on different parts of the body and hold a still position. 	<ul style="list-style-type: none"> • Experiment with actions, dynamics, directions and levels. • Remember and repeat dance phrases. • Demonstrate control and coordination when performing a range actions with transitions. • Devise, repeat and perform a short sequence that shows changes in speed, level and direction. • Create a sequence using apparatus. 	<ul style="list-style-type: none"> • Vary levels and speed within a dance sequence. • Link movements into dance sequences. • Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling. • Show changes of direction, speed and level during a gymnastic sequence. • Create successful and stable balances and shapes. • Decide on strategies, skills and equipment needed to complete a challenge based on previous experience. 	<ul style="list-style-type: none"> • Learn different dance styles, explaining the patterns and forms of dance. • Actions are controlled and expressed. • Perform a range of gymnastic actions with consistency, fluency and clarity of movement. • Show body tension and extension and good weight transference when performing. • Combine dynamics when making sequences using change of speed, level and direction. 	<ul style="list-style-type: none"> • Choreograph creative and imaginative dance sequences independently and in a group. • Choreograph and perform more complex sequences. • Demonstrate a consistent theme throughout a dance. • Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements. • Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances. • Rehearse, refine and perfect gymnastic skills.

<p style="text-align: center;">Swimming</p>	<p>National Curriculum Pupils should be taught to:</p>		<p>National Curriculum Pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>
			<ul style="list-style-type: none"> • Explore and use skills, actions and ideas individually and in combination. • Start to coordinate movement of arms and legs. • Work with confidence in the water and explore and use skills, actions and ideas individually and in combination. • Remember, repeat and link skills. • Improve the control and coordination of their bodies in water. • Swim competently, confidently and proficiently over a distance of at least 25m. • Use a range of strokes effectively. • Perform safe self-rescue in different water based situations.