

'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



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Gymnastics	<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>
Athletics	<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>



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

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Threshold Concepts	<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. 			
POP tasks	<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>

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	<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>
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Milestone 2	Games	Dance	Gymnastics	Swim	Athletics	Outdoor Adventurous
	<p>Throw and catch with control and accuracy.</p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a 	<p>Swim between 25 and 50 metres unaided.</p> <ul style="list-style-type: none"> • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<p>Sprint over a short distance up to 60 metres.</p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up 	<p>Arrive properly equipped for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves.

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	<ul style="list-style-type: none"> • Lead others and act as a respectful team member. 	moves and stretching.	<p>kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 		<p>where appropriate.</p> <ul style="list-style-type: none"> • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Remain aware of changing conditions and change plans if necessary.
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Milestone 3	Games	Dance	Gymnastics	Swim	Athletics	Outdoor Adventurous
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	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves 	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes 	<p>Swim over 100 metres unaided.</p> <ul style="list-style-type: none"> • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length 	<p>Combine sprinting with low hurdles over 60 metres.</p> <ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement 	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of
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	<p>play.</p> <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>	<p>that are strong, fluent and expressive.</p> <ul style="list-style-type: none"> • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed 			<p>devices in order to orientate themselves.</p> <ul style="list-style-type: none"> • Quickly assess changing conditions and adapt plans to ensure safety comes first.
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			actions). • Use equipment to vault and to swing (remaining upright).			
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