

## PE : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

### Aims and Rationale

At our school, we recognise the value and importance of physical education (PE) for all children. Lessons are structured and sequenced to ensure we meet the requirements of both the Early Years Foundation Stage (EYFS) framework and the National Curriculum (NC). The content of our curriculum allows us to provide varied, fun, high-quality PE that 'inspires all pupils to succeed and excel in competitive sport and other physically demanding activities' (DfE, 2013). Such opportunities build character and resilience, help to embed values such as fairness and respect, teach children how to cooperate and collaborate with others and enhance learning and academic achievement. The way we teach PE allows pupils to improve their physical confidence, develop their fitness and in turn supports their overall well-being (AfPE; Almond, 2015). Furthermore, it develops physical literacy; equipping children with the necessary knowledge, skills and motivation for lifelong participation in physical activity (Whitehead, 2010; AfPE and Youth Sport Trust, 2016). We will provide opportunities for consolidation and challenge to ensure interest and progress in the subject.

All pupils participate in weekly high-quality PE lessons and sporting activity. Through these lessons, we strive to give children the opportunity to learn and develop new skills and put them into practice in a variety of ways. [They develop their PE knowledge through following the rules of games, developing tactical knowledge, and understanding the importance that sport and activity plays in leading a healthy lifestyle.](#) Skills are consolidated throughout and across year groups, before being developed further; allowing children to know more and remember more. The learning environment is appropriate to the age, maturity and skill level of pupils. Teachers have the flexibility to vary the games taught in PE lessons to ensure variety and to meet the needs and interests of the children.

In EYFS, children begin to: describe how their body feels before, during and after exercise; learn how to move in different ways e.g. run, hop, skip, balance and jump; throw, kick and catch and talk about what they have done. These skills are taught through dance, games and gymnastics. In Key Stage 1 (KS1), children will consolidate and build on the knowledge and skills gained in EYFS to understand how to exercise safely and explain what their body needs to stay healthy. They will extend their range of movement and skills with increased coordination and control. Children will begin to think about how they can improve as well as follow rules and consider tactics. All of these skills are taught through dance, games and gymnastics. In Key Stage 2 (KS2), children will extend their learning further to explain why they need to exercise and how to do so safely. They will apply the skills, techniques and ideas learnt so far with increased consistency; showing precision, control and fluency. Children will explain the rules of a game and choose movements and tactics to suit. They will continue to build their exercise and fitness stamina.

All of these skills are taught through dance, games and gymnastics, cross country, athletics and orienteering. **Pupils in Year 3 and Year 6 at Monk Fryston also have access to swimming lessons.** These content and sequencing choices have been informed by the National Curriculum objectives.

Coaches and outside agencies regularly visit school to run taster and trial coaching sessions to all age groups and after-school clubs. This broadens our childrens’ exposure to the range of physical activities available and further promotes the many ways they can enjoy a healthy, active lifestyle. We are also part of the Sherburn School Partnership. This provides opportunities for all pupils to attend a range of PE and sporting festivals, with scope for access to next-level competition.

We also offer the following to ensure PE is an integral part of the school day:-

- Weekly whole-school ‘Freddie Fit’ sessions
- Our Year 6 Sports Ambassadors organise and run a range of different physical activities and games once a week during afternoon break
- **External coaches deliver activity sessions during lunchtimes each week**
- Play equipment e.g. hoops and skipping ropes made available daily for use in zoned playground areas
- Classes take part in **regular** whole class ‘energiser’ activities
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We believe that the impact of teaching PE in the way we do allows us to provide children with rich, varied and positive experiences of both sport and physical activity in their formative years. In doing this, children will foster a life-long love of being physically active. Children will develop and improve their repertoire of PE skills over time to become physically literate, resilient, fair and respectful young people. Aside from their participation in weekly PE lessons and physical activities that are integral to the school day, our children will be eager to attend after school clubs, festivals and competitive sports events. Children will speak confidently about their PE learning, knowledge and skills and will begin to make relevant links between PE and other curriculum areas, such as science. All children will have a secure understanding of the benefits of a healthy active lifestyle, realise they can make positive healthy lifestyle choices and understand the impact that such choices have.

Curriculum Content	The key things we want children to know/be able to do
<b>FOUNDATION</b>	
1. Health and fitness:	Physical development involves providing opportunities for young

Describe how the body feels before, during and after an activity.

2. Acquiring and developing skills:

Copy actions.

Repeat actions .

3. Evaluating and improving:

Talk about activities undertaken.

Describe what other people did.

4. Dance:

Move to music.

Copy dance moves.

Perform some dance moves.

Move around space safely.

5. Games:

Throw underarm.

Roll a piece of equipment. Move and stop safely.

Catch with both hands.

Kick in different ways.

6. Gymnastics:

Make the body tense, relaxed, curled and stretched.

Copy sequences and repeat them.

Roll in different ways.

Travel in different ways.

Balance in different ways.

Stretch in different ways.

Curl in different ways.

children to be active and interactive; and to develop their co-ordination, control, and movement.

Children must also be helped to understand the importance of physical activity.

**YEAR 1/2**

Curriculum Content	The key things we want children to know/be able to do
<p><b>Year 1</b></p> <p><b>1. Health and Fitness:</b></p> <p>Describe how the body feels, before, during and after an activity.</p> <p>Show how to exercise safely.</p> <p><b>2. Acquiring and Developing Skills:</b></p> <p>Move with control and care.</p> <p>Copy and remember actions.</p> <p><b>3. Evaluating and Improving:</b></p> <p>Describe what other people did.</p> <p>Discuss improvements which could be made.</p> <p><b>4. Dance:</b></p> <p>Copy dance moves.</p> <p>Make up a short dance.</p> <p>Dance imaginatively.</p> <p>Change rhythm, speed, level and direction</p> <p><b>5. Games:</b></p> <p>Hit a ball with a bat.</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> <li>● run at fast, medium and slow speeds: changing speed and direction, demonstrating increasing agility, moving in and out of obstacles and being able to stop on demand and showing some control.</li> <li>● move in a variety of ways at different levels and around obstacles.</li> <li>● jump in different ways, landing on both feet, for both height and distance.</li> <li>● throw in different ways to hit a target and catch with increasing accuracy in isolation using a variety of equipment (different sized balls, bean bags, quoits).</li> <li>● link movements to create and perform a sequence at different levels, showing some control when balancing, rolling and travelling.</li> <li>● say how they could improve their performance</li> <li>● begin to follow simple rules to play a game.</li> <li>● develop simple tactics for attacking and defending when playing simple games.</li> <li>● copy and perform sequences in dance using simple movement patterns.</li> <li>● take part in competition, against self and others.</li> <li>● describe how my body feels during different activities and explain what the body needs to keep healthy.</li> </ul> <p>Suggested activities -</p> <p>In dance:</p> <ul style="list-style-type: none"> <li>● street</li> </ul>

Throw in different ways.

Use hitting/kicking, and/or rolling in a game.

Follow rules.

### 6. Gymnastics:

Make the body tense, relaxed, curled and stretched.

Control the body when travelling.

Control the body when balancing.

Climb safely.

Plan and show a sequence of movements.

### Year 2

#### 1. Health and Fitness:

Show how to exercise safely.

Describe how my body feels during different activities.

Explain what my body needs to keep healthy.

#### 2. Acquiring and Developing Skills:

Copy and remember actions.

Repeat and explore actions with control and coordination.

#### 3. Evaluating and Improving:

- ballroom
- contemporary
- hip-hop

In gymnastics:

- rolls: pencil, teddy bear, forward, backward
- flight: take off landing and shapes such as tuck, pike, straddle, star
- balances: point, patch and partner balances.
- travel: tension and extension.

Talk about what is different between what I did and what someone else did.

Say how I can improve.

#### **4. Dance:**

Change rhythm, speed, level and direction.

Dance with control and coordination.

Make a sequence by linking sections together.

Link some movement to show a mood or feeling.

#### **5. Games:**

Stay in a zone during a game.

Decide where the best place to be is during a game.

Use one tactic in a game.

Follow rules.

#### **6. Gymnastics:**

Plan and perform a sequence of movements to include a balance, travelling action, jump and roll.

Think of more than one way to create a sequence which follows some rules

Demonstrate increasing control, agility and coordination when travelling.  
Be able to travel on hands and feet i.e. monkey walk, bunny hops.

<p>Demonstrate increasing control when balancing by showing good tension and extension in the arms and legs, hands and feet.</p> <p>To explore shapes in the air and show control when jumping and landing e.g star jump</p> <p>Develop control in different rolls i.e. pencil roll, teddy bear roll. Begin to forward roll.</p>	
<p><b>YEAR 3/4</b></p>	
Curriculum Content	The key things we want children to know/be able to do
<p><b>Year 3</b></p> <p>1. Health and Fitness: Explain why it is important to warm up and cool down.</p> <p>2. Acquiring and Developing Skills: Select and use the most appropriate skills, actions or ideas. Move and use actions with coordination and control.</p> <p>3. Evaluating and Improving: Recognise how performances could be improved.</p> <p>4. Dance:</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> <li>● run at fast, medium and slow speeds: changing speed and direction. Run up to a distance 1000m developing levels of stamina.</li> <li>● jump in different ways, demonstrating control when taking off and landing. Link running and jumping activities with some degree of fluidity, control and consistency.</li> <li>● throw in different ways and catch with increasing accuracy in isolation and combination.</li> <li>● catch the ball with a basic level of accuracy under limited pressure in a variety of game situations and size of ball.</li> <li>● follow a set of rules to produce a sequence, demonstrating some control and coordination when balancing and traveling.</li> <li>● begin to develop strength, technique and flexibility throughout performances.</li> <li>● use a basic level of appropriate vocabulary to describe how to improve and refine performances.</li> </ul>

Improvise freely, translating ideas from a stimulus into a movement.

Share and create phrases with a partner and in small groups.

Remember, repeat and perform these phrases in a dance.

#### 5. Games:

Throw and catch with control when under limited pressure.

Know and use rules fairly.

Keep possession with some success.

#### 6. Gymnastics:

Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling

Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish

Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.

Combine the phases of earlier rolling actions to perform the full forward roll  
Begin the backward roll

Use a greater number of own ideas for movement in response to a task.

Compare and contrast gymnastic sequences, commenting on similarities and differences.

- understand, explain and apply simple rules to a game situation and understand how to keep themselves safe.
- copy and perform sequences in dance and improvise to create and share movements with a partner.
- begin to understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns.
- support each other when reading a map and follow a route in a more familiar context, adapting the route as necessary.
- take part and embrace both leadership and team roles with support.
- combine action, balance and shape, demonstrating increasing control and coordination with my body when traveling.
- sometimes repeat remember and perform phrases
- performances.
- explain why keeping fit is good for health and explain what effect exercise has on the body.
- explain why warming up is important.

Suggested activities -

In dance:

- street
- ballroom
- contemporary
- hip-hop

In gymnastics:

- rolls: pencil, teddy bear, forward, backward
- flight: take off landing and shapes such as tuck, pike, straddle, star
- balances: point, patch and partner balances.
- travel: tension and extension.



7. Swimming:

Put face in the water and blow bubbles.

Fully submerge under water.

Swim 10-25 metres using a consistent stroke.

8. Athletics/Cross Country:

Run at fast, medium and slow speeds, changing speed and direction.

Make up and repeat short sequences of linked jumps.

Take part in a relay activity, remembering when to run and what to do.

Run 400m.

9. Orienteering:

Follow a map in a familiar context.

Move from one location to another following a map.

Follow a route safely.

**Year 4**

1. Health and Fitness:

Explain why warming up is important.

Explain why keeping fit is good for my health.

Explain what effect exercise has on my body.

## 2. Acquiring and Developing Skills:

Select and use the most appropriate skills, actions or ideas

Make up my own small sided game.

Show good control in my movements.

## 3. Evaluating and Improving:

Explain how my work is similar and different to others.

Use my observations to improve my work.

## 4. Dance:

Work on my movements and refine them.

Compose my own dances in a creative and imaginative way.

## 5. Games:

Hit a ball accurately with control.

Keep possession of the ball.

Vary tactics and adapt skills according to what is happening.

Choose the best tactics for attacking and defending.

## 6. Gymnastics:

Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling

Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish

Balance on floor and apparatus exploring which body parts are the safest to use

Explore balancing with a partner: facing, beside, behind and on different levels

Move in and out of balance fluently

Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping

Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus

Add a quarter or half turn into a jump before landing

Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action

## 7. Athletics/Cross Country:

<p>Link running and jumping activities with some degree of fluidity, control and consistency.</p> <p>Run a distance of 1000m</p> <p>Sprint over a short distance.</p> <p>Throw in different ways.</p> <p>Jump in different ways.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Run 800m.</p> <p>8. Orienteering:</p> <p>Follow a route accurately and safely, within a time limit.</p> <p>Follow a map in a more demanding familiar context.</p> <p>Change my route if there is a problem.</p>	
<p><b>YEAR 5/6</b></p>	
<p><b>Curriculum Content</b></p>	<p><b>The key things we want children to know/be able to do</b></p>
<p><b>Year 5</b></p> <p><b>1. Health and Fitness:</b></p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> <li>● run fast, medium and slow: developing stamina.</li> <li>● jump controlling when to take off and land and can combine running and jumping.</li> </ul>

Explain some important safety principles when preparing for exercise.

Explain why exercise is important.

Choose appropriate warm ups and cool downs.

## 2. Acquiring and Developing Skills:

Link skills, techniques and ideas and apply them accurately and appropriately.

Show good control in movements.

## 3. Evaluating and Improving:

Compare and comment on skills, techniques and ideas used individually and by others.

Modify use of skills or techniques to improve work.

## 4. Dance:

Perform to an accompaniment expressively and sensitively.

Dance showing clarity, fluency, accuracy and consistency.

## 5. Games:

Gain possession by working as a team.

Pass in different ways.

Use forehand and backhand with a racquet.

- demonstrate passing, shooting, dribbling when moving into space
- demonstrate dodging, turning, tackling and defending
- show tactical knowledge: positions, roles of each position, physical attributes that are beneficial to each position.
- throw and catch with increasing accuracy
- catch the ball when travelling and under pressure
- understand, explain and apply rules to a game situation
- understand safety and commands of when to throw, jump or start.
- have experienced at least 3 different genres of dance
- compose own dances, planning and performing sequences individually and in a group
- understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns.
- be able to read a compass in order to orientate and read a map and plan an efficient route
- take part and embrace both leadership and team roles
- combine action, balance and shape, demonstrating control and coordination with my body when traveling.
- develop strength, technique and flexibility throughout performances including time and linking movements with a sophisticated perception of spatial awareness
- plan and deliver an effective warm up and explain why this is important.
- recognise the importance of a healthy lifestyle and the impact exercise plays.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (front crawl, backstroke, breaststroke)
- perform safe self-rescue in different water-based situations

Field accurately (ball games such as cricket/rounders).

Use a number of techniques to pass, dribble and shoot.

## 6. Gymnastics Y5

Create complex and well executed sequences that include a range of movements: - -travelling - -balances - -swinging - -bending - -stretching - -twisting - -gestures - -linking shapes

Perform balances with control, showing good body tension

Mirror and match partner's balance i.e. making same shape on a different level or in a different place

Make symmetrical and asymmetrical shapes in the air

Jump along, over and off apparatus of varying height with control in the air and on landing

Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet

Explore symmetry and asymmetry throughout the rolling actions

Perform consistently to different audiences.

## 7. Athletics/Cross Country:

An underpinning theme throughout each strand is pupils should be taught the success criteria and have opportunities to analyse and evaluate their own performance and that of others. To use more complex physical vocabulary to describe how to improve and refine performances.

Suggested activities -

In games:

- tag rugby
- football
- netball
- hockey
- handball
- basketball
- tennis
- badminton

In athletics:

- javelin
- shot putt
- discus
- long jump
- sprinting and middle distance

In dance:

- street
- ballroom
- contemporary
- hip-hop

In gymnastics:

- rolls: pencil, teddy bear, forward, backward

Controlled when taking off and landing in a jump.

Throw with accuracy.

Run 1200m.

### 8. Orienteering:

Use compass directions to navigate a route.

Change a plan if given new information.

### Year 6

#### 1. Health and Fitness:

Explain how the body reacts to different kinds of exercise.

Explain why we need regular and safe exercise

#### 2. Acquiring and Developing Skills:

Apply skills, techniques and ideas consistently.

Show precision, control and fluency.

#### 3. Evaluating and Improving:

Analyse and explain use of specific skills or techniques.

Create own success criteria for evaluating.

#### 4. Dance:

Develop imaginative dances in a specific style.

- flight: take off landing and shapes such as tuck, pike, straddle, star
- balances: point, patch and partner balances.
- travel: tension and extension.

Choose own music style and dance.

#### 5. Games:

Explain complicated rules.

Make a team plan and communicate it to others.

Lead others in a game situation

#### 6. Gymnastics

Link sequences to specific timings

Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling

Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)

Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus

Perform group balances at the beginning, middle or end of a sequence.

Consider how to move in and out of these balances with fluency and control

Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the



floor Increase the variety of pathways, levels and speeds at which you travel

Travel in time with a partner, move away from and back to a partner

#### 7 . Swimming:

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Perform safe self-rescue in different water-based situations.

#### 8. Athletics/Cross Country:

Demonstrate stamina.

Run 1500m.

#### 9. Orienteering:

Plan a route for someone else.

Adapt a route for someone else given new information.

Plan with others taking account of safety and dangers.