Buckminster Primary School – **PE Knowledge and Skills Progression**

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Buckminster School’s high quality physical education curriculum inspires all pupils to succeed and excel in competitive and non-competitive sport as well as physically demanding activities. It provides opportunities for all pupils to become physically confident in a way which supports their personal health and fitness. The opportunities we plan to compete in sport and other activities build character and helps embed values such as fairness and respect.

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|  | **Reception** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** | |
| **Dance** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.* | ***National Curriculum***  *Pupils should be taught to:*   * *Perform dances using simple movement patterns* | ***National Curriculum***  *Pupils should be taught to:*   * *Perform dances using simple movement patterns* * *Compare their performances with previous ones and demonstrate improvement to achieve their personal best* | | |
| * Moves in a variety of ways. * Can copy basic movements * Begins to show control in movements | Copies and explores basic movements with clear control.  Varies levels and speed in sequence  Can vary the size of their body shapes  Add change of direction to a sequence  Uses space well and negotiates space clearly.  Can describe a short dance using appropriate vocabulary.  Responds imaginatively to stimuli.  **Key Vocabulary:**  **Movement, control, high, low, fast, slow, direction, sequence** | Confidently improvises with a partner or on their own.  Beginning to create longer dance sequences in a larger group.  Demonstrating precision and some control in response to stimuli.  Beginning to vary dynamics and develop actions and motifs.  Demonstrates rhythm and spatial awareness.  Modifies parts of a sequence as a result of self-evaluation.  Uses simple dance vocabulary to compare and improve work.  **Key Vocabulary:**  **Improvise, sequence, dynamics, rhythm** | Exaggerate dance movements and motifs (using expression when moving)  Performs with confidence, using a range of movement patterns.  Demonstrates a strong imagination when creating own dance sequences and motifs.  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  *e.g using various levels, ways of travelling and motifs.*  Beginning to show a change of pace and timing in their movements.  Is able to move to the beat accurately in dance sequences.  Improvises with confidence, still demonstrating fluency across their sequence.  Dances with fluency, linking all movements and ensuring they flow.  Demonstrates consistent precision when performing dance sequences.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work.  **Key Vocabulary:**  **Improvise, sequence, dynamics, rhythm** | |
| **Gymnastics** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * *Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.* | ***National Curriculum***  *Pupils should be taught to:*   * *Master basic balance, agility and coordination movements and skills* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop flexibility, strength, technique, control and balance* * *Compare their performances with previous ones and demonstrate improvement to achieve their personal best* | | |
| * Explore balancing on various parts of the body. * To understand their own space. * To travel safely in and around a series of obstacles. * Move around safely. * Climb with care and control.   **Key Vocabulary:**  **Balance**  **Space** | Explores and creates different pathways and patterns.  Uses equipment in a variety of ways to create a sequence  Link movements together to create a sequence  **Key Vocabulary:**  **Balance**  **Pathway**  **Zig zag**  **Curved**  **Still**  **Jump**  **Body shape**  **Point/patch** | Links skills with control, technique, co-ordination and fluency.  Understands composition by performing more complex sequences.  Beginning to use gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Creates sequences using various body shapes and equipment.  Combines equipment with movement to create sequences.  **Key Vocabulary:**  **Body shape Fluency Body awareness Body tension**  **Balance Control Centre of gravity Point/patch** | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.  Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.  Adapts sequences to include a partner or a small group.  Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.  Draw on what they know about strategy, tactics and composition when performing and evaluating.  Analyse and comment on skills and techniques and how these are applied in their own and others' work.  Uses more complex gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances  **Key Vocabulary:**  **Body shape Fluency Body awareness Body tension**  **Balance Control Centre of gravity Point/patch** | |
| **Games** | **Foundation Stage ELG’s**  *Pupils should be taught to:* | ***National Curriculum***  *Pupils should be taught to:*   * *Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these to a range of activities* * *Participate in team games, developing simple tactics for attacking and defending* | ***National Curriculum***  *Pupils should be taught to:*   * *Develop flexibility, strength, technique, control and balance* * *Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending* | | |
|  | Confident to send the ball to others in a range of ways.  Beginning to apply and combine a variety of skills (to a game situation)  Develop strong spatial awareness.  Beginning to develop own games with peers.  Understand the importance of rules in games.  Develop simple tactics and use them appropriately.  Beginning to develop an understanding of attacking/ defending  **Key Vocabulary:**  **Attack**  **Defend**  **Rules**  **team** | Vary skills, actions and ideas and link these in ways that suit the games activity.  Shows confidence in using ball skills in various ways, and can link these together.  *e.g. dribbling, bouncing, kicking*  Uses skills with co-ordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Works well in a group to develop various games.  Compares and comments on skills to support creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply basic skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and combination.  **Key Vocabulary:**  **Attack**  **Defend**  **Rules dribble bounce**  **Control fluency tactics**  **Names of games such as badminton, hockey etc** | Vary skills, actions and ideas and link these in ways that suit the games activity.  Shows confidence in using ball skills in various ways, and can link these together effectively.  *e.g. dribbling, bouncing, kicking*  Keeps possession of balls during games situations.  Consistently uses skills with co-ordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Modifies competitive games.  Compares and comments on skills to support creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply knowledge of skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and in combination.  **Key Vocabulary:**  **Attack**  **Defend**  **Rules dribble bounce**  **Control fluency tactics**  **Names of games such as badminton, hockey etc** | |
| **Athletics** | **Foundation Stage ELG’s**  *Pupils should be taught to:*   * Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. | ***National Curriculum***  *Pupils should be taught to:*   * *Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these to a range of activities* | ***National Curriculum***  *Pupils should be taught to:*   * *Use running, jumping, throwing and catching in isolation and in combination* * *Develop flexibility, strength, technique, control and balance* | | |
| * Move in a variety of ways * Change speed and direction * Move around on one leg, develop skipping technique * Move around in own space. | Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and co-ordination.  *preparation for shot put and javelin*  Can use equipment safely  **Key Vocabulary:**  **Run jump hop throw control** | Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  **Key Vocabulary:**  **Athletic events such as shot put, javelin etc.** | Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  **Key Vocabulary:**  **Athletic events such as shot put, javelin etc.** | |
| **Outdoor** **Adventurous Activities** | **Foundation Stage ELG’s**  *Pupils should be taught to:* | ***National Curriculum***  *Pupils should be taught to:* | ***National Curriculum***  *Pupils should be taught to:*   * *Take part in outdoor and adventurous activity challenges both individually and within a team* | | |
|  | N/A | Develops strong listening skills.  Uses simple maps.  Beginning to think activities through and problem solve.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe.  **Key Vocabulary:**  **Map problem solve team work orienteering** | | Develops strong listening skills.  Uses and interprets simple maps.  Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe.  **Key Vocabulary:**  **Map problem solve team work orienteering** |
| **Swimming** |  | ***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 * Perform safe self-rescue in different water-based situations | | | |
| Swimming lessons are every 2 weeks  Year 1 and 2 children go for the entire year  Year 5 and 6 are assessed at the beginning of each year and if they have not met the NC standard, they go until they do  Year 3 and 4 have half a year each equalling around 9 to 10 lessons a year | | | |
| **Healthy Lifestyles** | **Foundation Stage ELG’s**  *Pupils should be taught to:* | ***National Curriculum***  *Pupils should be taught to:*  Lead healthy, active lives | | | |
|  | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle.  **Key Vocabulary:**  **Healthy exercise lifestyle diet** | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down.  **Key Vocabulary:**   1. **Healthy exercise lifestyle balanced diet hydration metabolism** | | |







