



St John's Church of England Primary School

Progression in

Physical Education

National Curriculum Purpose of study

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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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• perform dances using simple movement patterns.	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <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 their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Move with confidence, imagination and in safety. Move with basic control and co-ordination. Travel around, under, over and through balancing and climbing equipment.	Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination.	Pupils select and use skills, action and ideas appropriately, applying them with co-ordination and control.	Pupils link skills, techniques and ideas and apply them appropriately. Their performance shows control and fluency.	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas	Use their imagination in, dance. Express and communicate their ideas, thoughts and feelings through movement.	They start to link these skills and actions in ways that suit the activities.	They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas.	They show that they understand tactics and composition by starting to vary how they respond.	Their performance shows that they understand tactics and composition. They vary their responses appropriately.	Their performance shows that they understand tactics and composition.	When performing, they draw on what they know about strategy, tactics and composition.
Evaluating and improving performance	Show awareness of space, of themselves and of others.	They describe and comment on their own and others' actions.	They talk about differences between their own and others' performance and suggest improvements.	They can see how their work is similar to and different from others' work and use this understanding to improve their own performance.	They compare and comment on skills, techniques and ideas used in their own and others' work, and use their understanding to improve their performance.	They compare and comment on skills, techniques and ideas used in their own and others' work. They use their understanding to improve their performance, advising others using appropriate terminology.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.

Knowledge and understanding of fitness and health	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.	They talk about how to exercise safely, and how their bodies feel during an activity.	They understand how to exercise safely, and describe how their bodies feel during different activities.	They give reasons why warming up before and activity is important, and why physical activity is good for their health.	They give reasons why warming up before and activity is important. They can explain the effects exercise has on their bodies and why it is valuable to their health.	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how if done regularly it is valuable to their fitness and health.	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.
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