



Skills & Knowledge Progression: PE

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>At Oxton St Saviours we offer 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.</p> <p>Aims</p> <ul style="list-style-type: none">• 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.	<p>Sport, exercise, dance and gymnastics provide a fantastic platform on which to build a huge range of skills. We want our children to:</p> <ul style="list-style-type: none">• Know how to stay fit and healthy, understand the importance of exercise and live healthy lives.• Enjoy being active, and as a result choose to engage in sport, exercise, dance and gymnastics in their free time, both in and out of school.• Understand how to work as a team to achieve a common goal, agreeing rules, roles and tactics, and sharing responsibility for outcomes.• Be introduced to a broad range of sports, primarily through the taught curriculum, but also through lunchtime activities and after-school clubs (all of which are free to join), so that they can find the one that will become their passion.• Play competitively, taking pride in their accomplishments and relishing the opportunity to represent their class, house, school or town.• Learn about winning and losing in a safe environment.• Develop a sense of fair play, respecting players, officials and the rules of a game.• Have the chance to take sport further, through introductions to local clubs, and with our more talented children supported in taking part in opportunities such as the Herts Schools Games and District Football.• Recognise that sport should be, above all else, fun.

	Multi sports	Gymnastics	Football	Dance	Athletics in practice for sports day	Ball Games
Year 1	<ul style="list-style-type: none"> • Introduce 'Wide', 'Narrow' and 'Curled'. • Explore differences between wide, narrow and curled. • Introduce 'big' and 'small' body parts. • Combine big and small with wide, narrow and curled. • Transition between wide, narrow and curled using big and small body parts. • Add (link) movements together. • Create ways of adding (linking) movements together. 	<ul style="list-style-type: none"> • Introduce 'Wide', 'Narrow' and 'Curled'. • Explore differences between wide, narrow and curled. • Introduce 'big' and 'small' body parts. • Combine big and small with wide, narrow and curled. • Transition between wide, narrow and curled using big and small body parts. • Add (link) movements together. • Create ways of adding (linking) movements together 	<ul style="list-style-type: none"> • Develop moving with a ball using feet. • Apply dribbling into games. • Consolidate dribbling. • Explore kicking (passing) and apply this to simple games • Experiment with different ways of moving with and without a football • Can pass a ball to a partner • Learn understand basic rules of Football (2 teams/score and defend/positions • Shoot a football at a goal to attempt to score with direction • Have a basic understanding of when its best to pass or shoot • Can kick a football over a range of distances 	<ul style="list-style-type: none"> • Responding to rhythm. • Introducing and creating motifs. • Creating movement sequences, exploring relationships (how the body link to space and music) and performance. • Explore expression • Add movements together. • Introduce partner work. • Start to perform smaller motifs 	<p>Running</p> <ul style="list-style-type: none"> • Vary their pace and speed when running. ▪ Run with a basic technique over different distances. ▪ Change direction when jogging and sprinting <p>Jumping</p> <ul style="list-style-type: none"> • Perform different types of jumps: for eg, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Jump as high as possible. • Jump as far as possible. <p>Throwing</p> <ul style="list-style-type: none"> • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. 	<ul style="list-style-type: none"> • Throw a large ball. • Catch a large ball. • Roll a ball to an end target. • Strike with a racket or a bat. • Aim at a target with increasing accuracy. • Travel with a ball. • Move into available space. • Pass the ball to another player during a game. • Throw a ball under arm. • Catch a ball from an under arm throw. • Throw a ball/beanbag to an end target. • Play a game fairly and in a sporting manner.

	Multi Sports	Gymnastics	Hockey	Dance	Athletics in practice for sports day	Football
Year 2	<ul style="list-style-type: none"> • Explore and develop dodging. • Apply dodging to a small game, exploring attacking and defending. • Apply and consolidate dodging in teams. • Understand the range of different ways of jumping. • Explore sequence jumping (eg. hop / skip / 2 footed jump.) • Develop jumping combination 	<ul style="list-style-type: none"> • Explore and develop zig-zag pathways. • Explore curved pathways, developing curved pathways on apparatus. • Create, complete and perform pathway sequences. • Develop 'linking', including the use of apparatus • Introduce and develop jump, roll, balance sequences • Complete jump, roll, balance sequences on apparatus. 	<ul style="list-style-type: none"> • Begin to show how to hold a hockey stick and which side to use. • Use a simple push pass to another team mate • Dribble the ball keeping it close using the correct side of stick. • Show signs of approaching a player to tackle and cause pressure • Begin to attempt to score a goal from anywhere 	<ul style="list-style-type: none"> • Respond to stimuli. • Develop whole group movement. • Create sequences, including contrasting movements. • Continue to explore relationships (how the body links to space and music) and performance. • Explore sequences, relationships and performance. • Develop a motif with expression and emotion. • Apply choreography to a motif. 	<p>Running</p> <ul style="list-style-type: none"> ▪ Use a variety of different stride lengths. • Begin to select the most suitable pace and speed for distance. ▪ Complete an obstacle course. • Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. <p>Jumping</p> <ul style="list-style-type: none"> • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. <p>Throwing</p> <ul style="list-style-type: none"> ▪ Throw different types of equipment in different ways, for accuracy and distance. ▪ Throw with accuracy at targets of different heights. ▪ Investigate ways to alter their throwing technique to achieve greater distance 	<ul style="list-style-type: none"> • Kick and receive a football • Recall and link combinations of skills, e.g. dribbling and passing • Send a ball over a distance using a range of harder and softer kick • Receive and stop the ball. • Kick a ball to attempt to score a goal • Play in a game situation in a range of positions (GK, Def, Mid, forward) • Move with a ball at my feet in a range of directions • Understand basic football rules and key words/vocab • Pass a ball to others/my partner

	Tag Rugby	Gymnastics	Football	Dance	Athletics in preparation for sports day	Cricket
Year 3	<ul style="list-style-type: none"> • Introduce moving with the ball, passing and receiving. • Introduce tagging. • Create space when attacking. • Develop passing and moving. • Combine passing and moving to create space/attacking opportunities. • Participate in team games with an opposing side. • Develop movement skills. • Play mini games 	<ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility in movements. 	<ul style="list-style-type: none"> • Create space when attacking. • Develop passing and moving. • Combine passing and moving to create space/attacking opportunities. • Introduce dribbling, keeping control. • Develop dribbling, keeping control. • Introduce shooting. • Combine passing and shooting. • Trap a ball, lift head up and attempt to pass to another player 	<ul style="list-style-type: none"> ▪ Begin to compare, adapt movements and motifs to create a larger sequence. ▪ Use simple dance vocabulary to compare and improve work. ▪ Perform with some awareness of rhythm and expression. • Develop character dance into a motif or develop thematic dance. • Extend sequences with a partner in character. • Develop sequences with a partner in character that show relationships. • Extend dance skills in choreography 	<p>Running</p> <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Understand the importance of adjusting running pace to suit the distance being ran. <p>Jumping</p> <ul style="list-style-type: none"> • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Land safely and with control. <p>Throwing</p> <ul style="list-style-type: none"> • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> • Understand the concept of batting and fielding. • Introduce throwing overarm. • Develop throwing underarm. • Introduce catching. • Explore striking with intent. • Apply overarm and underarm throwing. • Introduce stopping the ball. • Application of stopping the ball in simple game situations

	Tag Rugby	Gymnastics	Hockey	Dance	Athletics in preparation for sports day	Tennis
Year 4	<ul style="list-style-type: none"> • Develop passing, receiving, moving and creating space. • Refine dribbling, turning and footwork. • Develop passing and be able to creating space for attacking opportunities. • Develop defending - marking, blocking and tagging. • Develop holding the lines. To pass and receive a pass at speed. • Play a game of 3v2 where the pupils can practice their passing skills and positioning. 	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. ▪ Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. • Improve the placement and alignment of body parts in balances. • Use equipment to vault in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and how this affects the balance. • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Sometimes change direction of travel by rotating and turning stick to support this. • Use a push pass to make a direct pass • Begin to use a slap pass (bringing stick back and causing more power). • Use speed to dribble the ball into space. • Maintain defence and keep the pressure until possession is gained. • Attempt to score inside a designated scoring area. 	<ul style="list-style-type: none"> • Responding to stimuli, working together. • Develop sequences with a partner in character that show relationships and interlinking dance moves. • Extend sequences with a partner in character. • Explore two contrasting relationships and interlinking dance moves. • Combine sequences, relationships, choreography in performance. 	<p>Running</p> <ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting. • Carry out an effective sprint finish. • Perform a relay, focusing on the baton changeover technique. • Speed up and slow down smoothly. <p>Jumping</p> <ul style="list-style-type: none"> • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control ▪ Begin to measure the distance jumped. <p>Throwing</p> <ul style="list-style-type: none"> • Perform a pull throw. ▪ Measure the distance of their throws. • Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> • Throw a tennis ball accurately. • Catch a tennis ball accurately. • Use a bat to hit a ball with accuracy and control. • Use hand-eye coordination to strike a moving ball. • Use different strokes (forehand and backhand). • Build a rally with a partner. • Participate in competitive team games. • Learn an underarm serve.

	Basketball	Gymnastics	Football	Dance	Athletics in preparation for sports day	Cricket
Year 5	<ul style="list-style-type: none"> To perform a chest pass and bounce pass, and working on movement to receive the ball. To know how to hold and dribble the Basketball. To change direction and speed whilst dribbling, and to further understand some dribbling rules in Basketball. To demonstrate a defensive position, and to know the rules for defending in Basketball To confidently shoot the basketball. 	<ul style="list-style-type: none"> Introduce counter balance. Apply counter balance learning onto apparatus. Explore counter tension. Develop and refine sequence formation and completion. Confidently use equipment to vault in a variety of ways. Combine equipment with movement to create sequences Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> To be able to turn with a ball at feet unchallenged Receive the ball and turn into space Receive the ball and turn to shoot Recognise space and opportunities for running with the ball Travel quickly and effectively with the ball Select appropriate conclusion to run e.g. shoot, pass, dribble Work as part of a team to defend and attack Understand the rules and positions of football Change directions when dribbling a ball Pass a ball into space of a team mate to move on too Work with the GK on saving. 	<ul style="list-style-type: none"> Extend sequences with a partner using compositional principles linked to a subject area. Create movement using improvisation, where movement is reactive. Develop sequences showing interlinking dance moves Ensure their actions fit the rhythm of the music. Use more complex dance vocabulary to compare and improve work. 	<p>Running</p> <ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify reaction times. Continue to practise and refine their technique, focusing on an effective sprint start. Select the most suitable pace for the distance Identify and demonstrate stamina, explaining its importance for runners. <p>Jumping</p> <ul style="list-style-type: none"> Improve techniques for jumping for distance. Perform an effective standing long jump Measure the distance and height jumped with accuracy. Look at different jumping techniques. <p>Throwing</p> <ul style="list-style-type: none"> Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Begin to learn to bowl over arm safely. Run between wickets. Use different techniques to hit a ball. Identify when different shots are best used. Begin to play in different positions (fielder, wicket keeper, batter, and bowler). Apply skills during mini games. Refine batting, understanding and developing tactics. Refine fielding - stooping, catching and throwing. Develop and refine fielding tactics, considering which players to use in which positions. Combine bowling and fielding, creating and applying tactics.

	Tag Rugby	Gymnastics	Basketball	Dance	Athletics in preparation for sports day	Football
Year 6	<ul style="list-style-type: none"> To evade and tag opponents. To pass and receive a pass at speed. Play a game of 3v2 where the pupils can practice their passing skills and positioning. To pass and receive a pass at speed in a game situation. Play a full game of tag rugby with a focus on passing and movement. Refine attacking and defending skills. Develop tactics as a team. Pupils will again play a full game of tag rugby but they will be working on their attacking tactics for different situations in a game. Apply learned skills in a game of tag rugby. 	<ul style="list-style-type: none"> Introduce matching. Apply matching learning onto apparatus. Introduce mirroring. Apply mirroring learning onto apparatus. Consolidate sequence development, taking into account feedback from others when refining and practising movements. Confidently use equipment to vault and incorporate this into sequences. Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. 	<ul style="list-style-type: none"> To understand and demonstrate the correct shooting technique. To understand and apply the rules of Basketball to play a game To understand defensive tactics and apply them in a match. Develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. 	<ul style="list-style-type: none"> Perform with technical control and rhythm in a group. Create rhythmic patterns using the body. Extend choreography through controlled movements, character emotion and expression. Explore the relationships between characters, applying emotion and expression. Experience dance from a different culture. Compose individual, partner and group dances that reflect the chosen dance style. 	<p>Running</p> <ul style="list-style-type: none"> Recap, practise and refine reaction time. Build up speed quickly for a sprint finish. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. <p>Jumping</p> <ul style="list-style-type: none"> Develop the technique for the standing vertical jump. Maintain control on the triple jump. Perform triple jump with confidence. Land safely and with control. Investigate different jumping techniques. <p>Throwing</p> <ul style="list-style-type: none"> Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. 	<ul style="list-style-type: none"> Make accurate passes to a team mate. Receive the ball effectively from a team mate. Understand that when their team has the ball they're attacking. Understand that when their team doesn't have the ball they're defending. Be part of a formation to play a game within a team. Play in different positions. (Goal keeper, defender, attacker).

