



Wellesbourne Primary School Progression Document

Physical Education



INTENT

At Wellesbourne CE Primary we believe all children should have access to a high-quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Through our PE provision we aim to develop the skills and attitudes needed for every child to have a lifelong participation in physical activity and healthy living. Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. Our PE curriculum will contribute to healthy and active lifestyles; improve emotional well-being, reduce challenging behaviour, increase attendance and develop key skills such as leadership, confidence, social and team building skills. Also, we believe that every child should be given the opportunity to participate in regular physical activity in order for them to become more physically confident and competent. We also strive to provide as many opportunities to compete in a wide variety of competitions during school time and through representing the school at extra-curricular events. We hope that in doing so will help the children to develop teamwork and leadership skills. In addition to this the children learn to win or lose with grace and sportsmanship.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	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. Pupils should be taught to: 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		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. Pupils should be taught to: - 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]			

	- participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.	- 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.
At Wellesbourne CE Primary School, we use the PE Primary Passport Scheme of Work. We have progression documents for all areas plus key vocab.		

PD Progression in Learning – Small Steps Preschool to Key Stage 1							
Gross Motor	Preschool Year			Reception Year			Key Vocabulary
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
	Know what a safe space is. Find and check I am in a space with support.	Independently find a safe space and stay in it with support.	Find a safe space and sometimes stay in it when I move.	Find and check I am in a safe space and sometimes stay in it when I move.	Find and stay in my own safe space when I move.		
	Stop moving to avoid obstacles.	Know I need to change my speed to keep myself safe.	Walk and run with some spatial awareness, Run/Walk in a marked lane with some support.	Adjust my speed and direction to negotiate obstacles and space.	Travel in a controlled and safe way around a space.	Negotiate spaces and obstacles during racing and chasing games. Run efficiently and within a line.	
	Jump off the floor in different ways.	Jump off an object and land with bent knees.		Jump in a controlled manner, using my hands, arms and body to stabilise myself. Jump in different ways.	Perform controlled star, pencil, tuck jumps and jumps with turns. Jump off an object in different ways. Link jumps together.	Jump taking off/landing on one/both feet. Perform a run and jump together. Jump over an obstacle.	
	Move my body in different ways and directions e.g. dodge, galloping, hopping, walking, running, forwards, backwards. Mirror a partner's movements.	Move my body in different ways e.g. rocking, rolling (pencil/egg roll), spinning Link movements together when I dance.		Move my body safely in different ways and directions e.g. sliding, galloping, hopping, forwards and backwards Perform a sequence of movements with support.	Move my body in different ways and directions e.g. dodging, sliding, leaping Create a sequence of movements including jumps.		
		Experiment using my body to create different shapes, movements and actions to accompany Nursery rhymes.		Experiment using my body to create different shapes, movements and actions to represent the seasons, adapting my ideas.			
		Balance when I dance		Transfer my weight from one body part to another.			
	Move around, over, under and through apparatus safely and in different ways	Confidently travel around, over, under and through apparatus.			Confidently travel around, under, over and through climbing and balancing equipment.		

Preschool

Space, obstacles, jump, dodge, gallop, hop, walk, run, forwards, backwards, mirror, over, under, through, curled, stretched, high, low, balance, roll, kick, throw, catch, climb, lines, circles, midline.

Reception

Speed, direction, space, jump, star, pencil, stabilise, slide, gallop, hop, leap, forwards, backwards, sequence, shapes, actions, high, low, midline, balance, field, bowl, strike

	Use my body to create curled and stretched shapes.	Use my body to create symmetrical and asymmetrical shapes			Choose different ways to move my body including changes in shape, position and pace.		
	Move my body at different levels.	Move confidently at different levels		Move my body at different levels as I travel.			<u>Values</u>
	Balance on different parts of my body.	Move and balance on large parts of my body.			Maintain my balance whilst twisting, bending or reaching.		Service Resilience Individual Liberty Rule of Law Democracy Mutual Respect
			Pass objects with control and in different directions.				
	Roll and kick a large ball	Roll and kick different sized balls.	Roll and kick a ball with control				
	Throw and catch a large ball using hands and chest.	Throw and catch a beanbag and ball using my hands.	Throw and catch different objects with some control			Use both hands to catch and stop a ball when I field. Chase a ball to field and retrieve it Bowl a ball underarm and overarm at a target. Throw equipment accurately using a one handed over/under arm throw.	
			Bounce and catch a ball with some control.			Strike and hit a ball at a target using a bat.	
	Use alternate feet to climb up and down steps and move along climbing equipment.	Climb steps and move across equipment using alternate feet with greater independence.	Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.				
	Draw large circles and lines using my shoulder and sometimes my elbow.	Draw large circles and lines using my elbow and sometimes my wrist.	Confidently create large lines and circles moving my wrist.	Use anticlockwise movements and retrace vertical lines on a large scale.	Use anticlockwise movements to support correctly forming letters.	Use anticlockwise movements and vertical lines confidently in drawing and letter formation.	
	Move a wheeled scooter around the outside area.	Slow down to help me negotiate obstacles when using a scooter	Use a scooter, adjusting my speed to avoid obstacles.	Use a 2 wheeled scooter/bike, changing direction to negotiate space and obstacles.	Show good control of speed and direction when using 2 wheeled scooters/bikes	Use a scooter/bike with control in smaller spaces.	
	Use both sides of my body to do the same thing at the same time e.g. pushing, rolling	Use both sides of my body to do the same thing alternately.	Use both sides of my body to perform the same task with greater control.	Coordinate both sides of my body to do different things e.g. threading, scissors, writing and painting.			
	Cross the midline of my body with support.			Confidently cross my midline using both arms/legs.			
	Build my upper body strength			Continue to build my upper body strength in a variety of ways.			

Year Group	Autumn	Spring	Summer
R	LOCOMOTION 1 DANCE - SEASONS	GYMNASTICS - FLIGHT- BOUNCING, JUMPING AND LANDING STABILITY 2 (STATIC AND DYNAMIC BALANCE)	STRIKING AND FIELDING GAME SKILLS 1 ATHLETICS 1
1	FUNDAMENTAL SKILLS MOVEMENT 3 GYMNASTICS - WIDE, NARROW & CURLED ROLLING AND BALANCING	INVASION GAME SKILLS 1 STRIKING AND FIELDING GAME SKILLS 1	NET AND WALL GAME SKILLS 1 DANCE - ANIMALS
2	NET AND WALL GAME SKILLS 2 DANCE - GREAT FIRE OF LONDON	GYMNASTICS -SPINNING, TWISTING AND TURNING INVASION GAME SKILLS 1	TRI-GOLF ATHLETICS 2 SWIMMING
3	SWIMMING NETBALL GYMNASTICS - SYMMETRY AND ASYMMETRY (PARTNERS)	SWIMMING TAG RUGBY DODGEBALL	ROUNDERS ORIENTEERING ATHLETICS
4	SWIMMING DANCE - VIKINGS HOCKEY	SWIMMING TENNIS GYMNASTICS - ROLLING AND TRAVELLING LOW	SWIMMING CRICKET TRI-GOLF
5	SWIMMING NETBALL DANCE - THE HAKA	SWIMMING GYMNASTICS - PARTNER WORK - OVER AND UNDER HOCKEY	SWIMMING LACROSSE ROUNDERS
6	FOOTBALL GYMNASTICS -FLIGHT	OAA ULTIMATE FRISBEE	CRICKET ATHLETICS

A pupil at the end of Reception:

Reception Outcomes

Cognitive	Psychomotor	Social and emotional
Has a clear idea about what they want to do in their play and how they want to go about it	Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	Seeks support, emotional 'refuelling' and practical help in new or challenging situations.
Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
Is proactive in seeking adult support and able to articulate their wants and needs.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Travels with confidence and skill around, under, over and through balancing and climbing equipment	Shows confidence in choosing resources and perseverance in carrying out a chosen activity
	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	
	Handles objects safely and with increasing control and intention	
	Shows a preference for a dominant hand	

Links to Values: Service - Kindness - Resilience

Kindness to others when playing sport e.g. not getting upset if they lose a game
 Resilience when learning new skills or mastering a new technique
 Tolerance when working together as a team
 Mutual respect when things aren't going their way
 Democracy
 The Rule of Law

A pupil at the end of KS1:

Year 1 & 2 Outcomes

Performing	Personal and Social	Competition
Can warm up safely prior to exercise and can sustain performance over periods of time.	Communicates effectively and works well with others.	Applies basic skills competently in a range of physical activities.
Able to work safely within a defined space.	Manages feelings and behaviour well.	Applies attacking and defending skills within activities which require them
Demonstrates agility, balance and coordination.	Self-motivated and displays self – confidence.	Is physically confident and makes a purposeful contribution.
Can follow simple movement patterns at different levels, speeds and through a variety of pathways.	Knows what success looks like - self and others.	Shows awareness of boundaries and rules.
Understands some principles of attacking and defending	Can comment on the work of others using some technical language.	Demonstrates understanding and interpretation of rules and accepts decisions given.
Has started to link skills to perform actions and sequences of movement.	Demonstrates leadership skills.	Demonstrates sporting values.

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A pupil at the end of Lower KS2:

Year 3 & 4 Outcomes

Performing	Personal & Social	Competition
Warms up prior to exercise and is able to sustain performance over periods of time	Communicates effectively and listens to others.	Enjoys competing / performing and thrives on showcasing their talents
Has a sense of anticipation; can find space and is aware of others	Will vocalise opinions across different areas of the curriculum	Applies skills effectively in different situations and within a range of physical activities
Demonstrates agility, balance, coordination and precision	Works well with others in a range of contexts.	Is confident and joins in all areas of PE eagerly
Performs with control making good decisions as they go	Reflective and able to recognise success in self and others.	Understands what they need to do to be successful.
Understands how to work alongside and against others when attacking and defending	Able to comment constructively on the work of others	Demonstrates understanding and interpretation of rules and accepts decisions given.
Links skills to perform actions and sequences of movement	Is comfortable in the role of leader and shows some ability to inspire others	Demonstrates sporting values.

Links to Values: Service - Kindness - Resilience

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A pupil at the end of Upper KS2:

Year 5 & 6 Outcomes

Performing	Personal & Social	Competition
Can lead others in warming up, knows why it is important and can work actively across whole sessions	Listens actively, respects the opinion of others and contributes ideas	Enjoys competing and challenging him/herself to improve across all areas.
Reads the play, and shows tactical awareness when performing across the curriculum.	Thinks creatively to find solutions to challenges across different areas of the curriculum	Able to work constructively, irrespective of who they are working with or the area of PE.
Moves fluently and can perform a wide range of skills confidently and competently	Able to work constructively, irrespective of who they are working with or the area of PE.	Is self-motivated and physically confident and actively engages in competitive situations.
Works with control and composure when under pressure.	Knows what they need to do to improve and what others need to do to improve their performance.	Demonstrates specific tactical/performance awareness as an individual and team member
Knows when to attack and when to defend and puts the needs of the team first	Evaluates the work of others using technical language including setting targets for improvement.	Able to play within rules and to resolve any disputes appropriately without adult intervention
Able to perform routines and a range of skills seamlessly.	Demonstrates a range of leadership skills and is happy to take the initiative	Understands the sporting values and sporting etiquettes.

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