



Skills & Knowledge progression: Physical Education

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>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.</p> <p>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.</p>	<p>Stapleford Primary is an inclusive school and has the aim that all pupils will represent the school in a sporting activity before they leave Year 6. PE coaches are used to enhance the provision of PE and upskill teachers. This enables the school to run a variety of different after school sports clubs throughout the year. Any pupil can be selected to play for the school teams e.g. football or netball etc. irrespective of whether they have attended the corresponding club.</p> <p>Being a small school Stapleford Primary School share their Sports Day with three other schools of similar size. Each school takes it in turn annually to host Sports Day during the Summer term. This enables the whole school to bond as a team and the children to compete in a supervised, friendly and supportive environment for the School Sports Day trophy. Activities are chosen so that the day is inclusive of everyone's ability and is a real celebration of the children's sporting talents.</p> <p>All children in KS2 receive swimming lessons with qualified swim instructors. The children are taken to a local swimming pool by coach for their lessons.</p> <p>We believe that 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 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/or being given the time to represent the district, county or national teams in their chosen sport. • Recognise that sport should be, above all else, fun

Milestones:

At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students will become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Physical Development - Moving & handling</p> <ul style="list-style-type: none"> - Show good control and co-ordination in large and small movements. - Move confidently in a range of ways, safely negotiating space. - Handle equipment and tools effectively, including pencils for writing. <p>Physical Development - Health & self-care</p> <ul style="list-style-type: none"> - Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. <p>Expressive Arts & Design - Exploring and using media</p> <ul style="list-style-type: none"> - Sing songs, make music and dance, and experiment with ways of changing them. 	<p>Music - moving in response to music in dance, and identifying how similar feelings and meanings are represented in both forms.</p> <p>Geography, history & RE - the role of dance in other cultures, time periods and religions.</p> <p>PSHE - understanding the principles of self-care and the importance of fitness for general health.</p> <p>Science - the effect of physical activity on the body and the function of the heart and lungs in particular.</p> <p>Art - using dance, silhouettes, body angles and the human form as the basis for artwork; exploring techniques to capture motion in still images and forms.</p> <p>English - writing match reports and recounts of sporting events, instructions for newly created games or biographies of sporting heroes.</p>	<ul style="list-style-type: none"> - Take part in a regular competitive events across a range of sports - Every child will represent the school in a sporting activity during their time with us. - Play sport in front of spectators (through interschool events and our Sports Days) - Take part in adventurous, outdoor activities, such as climbing, abseiling, caving, forest school, orienteering etc. - Be introduced to local clubs and training centres through in-school taster sessions



Skills Progression: Physical Education – Year 1 & 2

Year groups	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & adventurous activities
<p>1 & 2</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> - Use the terms 'opponent' and 'team-mate'. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Develop tactics. - Lead others when appropriate. 	<ul style="list-style-type: none"> - Copy and remember moves and positions. - Move with careful control and coordination. - Link two or more actions to perform a sequence. - Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> - Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved and wide/narrow). - Travel by rolling forwards, backwards and sideways. - Hold a position whilst balancing on different points of the body. - Climb safely on equipment. - Stretch and curl to develop flexibility. - Jump in a variety of ways and land with increasing control and balance. 	<p><i>Swimming lessons start in Year 3.</i></p>	<ul style="list-style-type: none"> - Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Listen carefully to and follow instructions that keep everyone safe.



Skills Progression: Physical Education – Year 3 & 4

Year groups	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & adventurous activities
<p>3 & 4</p> <p>Milestone 2</p>	<ul style="list-style-type: none"> - Throw and catch with control and accuracy. - Strike a ball and field with control. - Choose appropriate tactics to cause problems for the opposition. - Follow the rules of the game and play fairly. - Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). - Pass to team mates at appropriate times. - Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Create dances and movements that convey a definite idea. - Change speed and levels within a performance. - Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Show changes of direction, speed and level during a performance. - Travel in a variety of ways, including flight, by transferring weight to generate power in movements. - Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). - Swing and hang from equipment safely (using hands). 	<p>Milestone 1</p> <ul style="list-style-type: none"> - Swim unaided up to 25 metres. - Use one basic stroke, breathing correctly. - Control leg movements. <p>Milestone 2</p> <ul style="list-style-type: none"> - Swim between 25 and 50 metres unaided. - Use more than one stroke and coordinate breathing as appropriate for the stroke being used. - Coordinate leg and arm movements. - Swim at the surface and below the water. 	<ul style="list-style-type: none"> - Sprint over a short distance up to 60 metres. - Run over a longer distance, conserving energy in order to sustain performance. - Use a range of throwing techniques (such as under arm, over arm). - Throw with accuracy to hit a target or cover a distance. - Jump in a number of ways, using a run up where appropriate. - Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a team. - Support others and seek support if required when the situation dictates. - Show resilience when plans do not work and initiative to try new ways of working. - Use maps, compasses and digital devices to orientate themselves. - Remain aware of changing conditions and change plans if necessary.



Skills Progression: Physical Education – Year 5 & 6

Year groups	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor & adventurous activities
<p>5 & 6</p> <p>Milestone 3</p>	<ul style="list-style-type: none"> - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). - Work alone, or with team mates in order to gain points or possession. - Strike a bowled or volleyed ball with accuracy. - Use forehand and backhand when playing racket games. - Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> - Compose creative and imaginative dance sequences. - Perform expressively and hold a precise and strong body posture. - Perform and create complex sequences. - Express an idea in original and imaginative ways. - Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. - Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> - Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations - bending, stretching and twisting • gestures • linking skills. - Hold shapes that are strong, fluent and expressive. - Include in a sequence set pieces, choosing the most appropriate linking elements. - Vary speed, direction, level and body rotation during floor performances. - Practise and refine the gymnastic techniques used in performances (listed above). - Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). - Use equipment to vault and to swing (remaining upright). 	<ul style="list-style-type: none"> - Swim over 100 metres unaided. - Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. - Swim fluently with controlled strokes. - Turn efficiently at the end of a length. 	<ul style="list-style-type: none"> - Combine sprinting with low hurdles over 60 metres. - Choose the best place for running over a variety of distances. - Throw accurately and refine performance by analysing technique and body shape. - Show control in take off and landings when jumping. - Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.



KS1 (Class 3) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
PE <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	Fundamental movement (Milestone 1): - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling Target games: i) Fair and square ii) Python iii) Beanbag bocce Tag games: i) Mr Wolf	Fundamental movement (Milestone 1): - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging Dance: i) Based on a book ii) Mystery dance iii) Superheroes	Fundamental movement (Milestone 1): - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball Striking and fielding games: i) Give me five ii) All together now iii) Plank and weave	Fundamental movement (Milestone 1): - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling Invasion games: i) Triangle passing ii) Two on one iii) Dribble and score	Fundamental movement (Milestone 1): - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging Gymnastics: i) Partner sequence ii) Vault iii) Apparatus	Fundamental movement (Milestone 1): - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball Net and wall games: i) Racket fun ii) On the spot iii) Throwing tennis



Lower KS2 (Class 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
PE <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	Fundamental movement (Milestone 2): - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling Target games: i) Throw golf ii) Corner bowls iii) Bombardment Tag games: i) Shark tag Tag rugby Hockey	Fundamental movement (Milestone 2): - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging Swimming Dance: i) Based on a picture ii) Mystery dance iii) Traditional folk dance	Fundamental movement (Milestone 2): - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball Striking and fielding games: i) Quick pick up ii) Safe or sorry iii) Round the square iv) Rounders Athletics: i) Take five jumps ii) Throwing iii) 9.58 seconds	Fundamental movement (Milestone 2): - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling Invasion games: i) End zone ii) Too many goals iii) Go to jail Tag rugby Hockey	Fundamental movement (Milestone 2): - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging Gymnastics: i) Partner sequence ii) Vault iii) Apparatus	Fundamental movement (Milestone 2): - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball Striking and fielding games: i) Quick pick up ii) Safe or sorry iii) Round the square iv) Rounders Athletics: i) Take five jumps ii) Throwing iii) 9.58 seconds



Upper KS2 (Class 1) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
PE <small>(see Chris Quigley: History Curriculum Companion for topic details)</small>	Fundamental movement (Milestone 3): - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling Target games: i) Short boccia ii) Koolchee iii) Target challenge Tag games: Peg tag Tag rugby Football	Fundamental movement (Milestone 3): - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging Swimming Dance: i) Based on a traditional dance ii) Mystery dance iii) From different eras	Fundamental movement (Milestone 3): - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball Striking and fielding games: i) Continuous cricket ii) Mini tee ball iii) Face the bowler iv) Rounders Athletics: i) Running ii) Throwing iii) Long jump and triple jump	Fundamental movement (Milestone 3): - Stability i) Balancing on one leg ii) Walking the beam iii) Rolling Invasion games: i) Kabaddi ii) Outlet pass iii) Ultimate Frisbee Hockey Netball	Fundamental movement (Milestone 3): - Locomotion i) Running ii) Jumping for height iii) Jumping for distance iv) Hopping v) Galloping vi) Skipping vii) Dodging Swimming Gymnastics: i) Rhythmic gymnastics ii) Vault iii) Partner and group balances	Fundamental movement (Milestone 3): - Object control i) Rolling a ball ii) Underarm throwing iii) Overarm throwing iv) Catching v) Kicking vi) Bouncing a ball (Dribbling) vii) Dribbling with feet viii) Striking a ball Striking and fielding games: v) Continuous cricket vi) Mini tee ball vii) Face the bowler viii) Rounders Athletics: iv) Running v) Throwing vi) Long jump and triple jump