



Trottscliffe CEP School

PE Curriculum & Skills Progression



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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

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]
- 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.

Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Health & Fitness – Diet & Hygiene					
<ul style="list-style-type: none"> • Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow • Explain how to stay safe in the sun • Begin to identify ways of stopping harmful germs • Identify the hazardous sign on bottles • Understand that a doctor can help make them feel better 	<ul style="list-style-type: none"> • Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts • Identify the 5 types of food that make up a balanced diet and begin to give examples of these • Understand the difference between an illness, symptom and a prescription • Understand the importance of maintaining your teeth 	<ul style="list-style-type: none"> • Explain the importance of appropriate portions of food for a balanced diet and health • Know the importance of following instructions when taking medicine • Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained • Explain the importance of the sun to give us vitamin D but the need to stay safe too 	<ul style="list-style-type: none"> • Explain the types and amounts of food needed for a balanced healthy diet • Identify the energy that certain foodstuffs give by looking at the packaging • Understand that there are good and bad bacteria • Explain the benefits to the body of regular exercise 	<ul style="list-style-type: none"> • Use scientific language to explain the importance of different minerals and vitamins • Identify the difference between healthy and unhealthy fats • Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet • Begin to work out the amount of exercise needed to burn off food (by using up calories) 	<ul style="list-style-type: none"> • Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer • Identify how different food should be eaten for nutritional purposes • Explain the effect that high cholesterol has on the human body • Understand that endorphins are released during exercise and that these are linked with happiness • Explain the different parts of sleep and why this is important for the body
Health & Fitness – Healthy Bodies					
<ul style="list-style-type: none"> • Identify and name some large bones • Understand why the brain, heart and lungs are important body parts • Begin to understand how our body heals itself (bruising / scabs / etc) 	<ul style="list-style-type: none"> • Identify and name some large bones and muscles and explain why they are important • Identify the importance of our senses and explain how they help us • Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body • Understand that food is broken down into energy in our digestive system • Identify ways we can increase our own bodies protection 	<ul style="list-style-type: none"> • Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense • Identify that exercise helps our lungs and heart and improves co-ordination • Describe the differences between different body parts • Understand the main functions of the brain and the way it sends signals using the nervous system • Understand how the body protects the internal organs and how we give extra protection during 	<ul style="list-style-type: none"> • Identify that the blood transports materials and it also protects • Identify the main features of respiration • Understand that muscles work in pairs to protect, support and move the body • Understand the three functions of a skeleton and use scientific vocabulary to name specific bones 	<ul style="list-style-type: none"> • Identify the main functions of the circulatory system • Explain how our body systems change during exercise • Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise • Explain the functions of the internal organs • Describe the basic functions of a red and white blood cell • Understand how our bodies change as we get older and how this effects 	<ul style="list-style-type: none"> • Using scientific vocabulary, explain what happens to our bodies during and after exercise • Explain the difference between good bacteria and bad bacteria

		<p>activities</p> <ul style="list-style-type: none"> • Name the parts of the digestive system and explain the processes 		<p>sporting performance</p> <ul style="list-style-type: none"> • Explain the importance of joints and describe different types of joints 	
Health & Fitness – Healthy mind					
<ul style="list-style-type: none"> • Identify that exercise is good for our minds • Recognise basic emotions in themselves and why these may happen • Begin to set realistic goals to achieve • Understand the term 'determination' • Identify whether a target has been met 	<ul style="list-style-type: none"> • Begin to recognise emotions in others • Offer suggestions as to how to alter a negative emotion • Explain the reasons why a target has or has not been met 	<ul style="list-style-type: none"> • Set more challenging goals and evaluate his/her achievements • Begin to compare emotional feelings with physical feelings • Create a 'steps to success' approach to achieving success • Understand that determination and perseverance are needed to overcome a challenge 	<ul style="list-style-type: none"> • Identify stress and stressful situations • Understand the importance of mental health • Identify basic 'coping strategies' for dealing with difficult emotions • Identify the value of sleep for our health 	<ul style="list-style-type: none"> • Identify stress and stressful situations and think of ways of dealing with them • Identify the value of sleep for our health and explain the possible side effects of lack of sleep • Identify situations where people may need support with their mental health • Recommend suitable lifestyles for different age ranges 	<ul style="list-style-type: none"> • Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps' • Explain the various aspects of mental health • Understand different levels of confidence and its effect on life • Understand emotional intelligence
Health & Fitness – personal & social					
<ul style="list-style-type: none"> • Identify the importance of having friends • Listen to advice • Understand the importance of family • Share a view or opinion 	<ul style="list-style-type: none"> • Understand the difference between fair and unfair • State the characteristics of a good friend • Understand that some relationships can be challenging at times • Explain his/her own relationships with family members 	<ul style="list-style-type: none"> • Share his/her own considered point of view and listen to, and consider, other peoples' opinions • Offer solutions when there are disagreements between friends • Recognise the challenges that parents can have when bringing up children 	<ul style="list-style-type: none"> • Identify ways to make himself/herself happy and share happiness • Discuss differences between the health of people from different countries / regions 	<ul style="list-style-type: none"> • Begin to reflect on mistakes and see them as an opportunity to learn from • Identify something he/she is confident in • Make links between a balanced lifestyle and being happy • Explain how confidence can affect performance 	<ul style="list-style-type: none"> • Understand that 'being healthy' incorporates body, mind and lifestyle • Identify the impact of a good social life on happiness • Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions
Skills – Acquiring and developing skills					
<ul style="list-style-type: none"> • Hold a balance whilst walking along a straight line • Zig zag through a series of markers spaced evenly, about 2m apart • Hop on the spot using the same foot • Jump for distance • Jump for height 	<ul style="list-style-type: none"> • Zig zag through a series of tightly spaced markers • Hop along a straight line using the same foot • Jump for distance controlling the landing • Jump for height with a controlled landing • Catch a small ball • Throw a small ball 	<ul style="list-style-type: none"> • Balance on one foot • Climb a set of wall bars (or similar) • Perform a side stepping gallop • Run at speed over a distance 	<ul style="list-style-type: none"> • Complete a forward roll and land on the feet • Skip forwards in a fluid motion • Kick a ball accurately • Pass a ball from chest height to a partner 	<ul style="list-style-type: none"> • Perform a sequence of one footed leaps • Gallop with a fluid motion • Dribble a football between cones 	<ul style="list-style-type: none"> • Perform a 'drop-kick' • Perform a 'basketball dribble' • Strike a ball with a range of bats for accuracy and distance

<ul style="list-style-type: none"> • Catch a bean bag • Throw a small ball underarm, using the correct technique 	<p>overarm, using the correct technique</p>				
<p>Skills – Applying skills and using tactics</p>					
<ul style="list-style-type: none"> • Link skills and actions in different ways to suit different activities • Establish sequences of actions and skills which have a clear beginning, middle and ending 	<ul style="list-style-type: none"> • Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc) 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in different ways to suit different activities • Vary his/her responses to tactics, strategies and sequences used 	<ul style="list-style-type: none"> • Apply skills and tactics in combination with a partner or as part of a group / team 	<ul style="list-style-type: none"> • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition • Develop interest in participating in sports activities and events at a competitive level 	<ul style="list-style-type: none"> • When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others
<p>Skills – Evaluating and improving performance</p>					
<ul style="list-style-type: none"> • Describe and comment on performance 	<ul style="list-style-type: none"> • Compare his/her performance with others 	<ul style="list-style-type: none"> • Compare and contrast his/her performance with others 	<ul style="list-style-type: none"> • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance 	<ul style="list-style-type: none"> • Identify different levels of performance and use subject specific vocabulary 	<ul style="list-style-type: none"> • Analyse, modify and refine skills and techniques and how these are applied • Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy

Swimming and water safety

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.

Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Swimming					
<ul style="list-style-type: none"> • Enter the water safely and move in all directions for a short distance • Be at ease with water showered from above and wetting the face • Maintain a floating position with aids or support • Push and glide in a horizontal position from the side • Demonstrate an understanding of water safety 	<ul style="list-style-type: none"> • Jump in from the poolside safely • Blow bubbles underwater with nose and mouth submerged • Regain upright position from a back or front float • Push and glide on the back from the side of the pool • Perform a 360 degree rotation from front to back and back to front 	<ul style="list-style-type: none"> • Jump into the pool and submerge briefly • Sink, push away from the wall and glide underwater for a short distance • Submerge fully to pick up an object from the bottom • Have a reasonable knowledge of the water safety code 	<ul style="list-style-type: none"> • Perform a sequence of changing shapes whilst floating on the surface • Swim approx 10m using a range of different strokes (back / breast / front crawl) 	<ul style="list-style-type: none"> • Perform a surface dive • Swim over 10m using a range of strokes accurately • Perform a range of jumps into deep water and tread water when resurfacing • Perform a forward somersault tucked in the water 	<ul style="list-style-type: none"> • Swim 10m wearing clothes • Exit the water without using steps • Swim 25m using any stroke • Perform a range of movements in deep water demonstrating confidence and competence