



Ferndale Primary and Nursery School

Progression of Skills - PE

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum aims	<p><u>Purpose of study-</u> 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><u>Aims-</u> The national curriculum for physical education aims to ensure that all pupils:</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. 						
National curriculum statements	<p><u>Key stage 1-</u> 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:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as 			<p><u>Key stage 2-</u> 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:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination 			



Ferndale Primary and Nursery School

Progression of Skills - PE

	developing balance, agility and co-ordination, and begin to apply these in a range of activities.		<ul style="list-style-type: none">• 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.				
National curriculum statements	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: <ul style="list-style-type: none">• 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.						
Our curriculum Term 1	Term 1: Fundamental movement (beginning with spatial awareness sessions, incorporating running, jumping, hoping, beanbags, balancing and climbing)	Term 1: Tag, Bib and Ball games (basic movement skills, with focus on agility, balance and co-ordination)	Term 1: Multi-sport skills (learning different types of sports skills, including running, throwing and rolling a ball, blocking and dodging, incorporating agility, balance and co-ordination (ABC's).	Term 1: Skipping and Fitness (an introduction to a fitness ABC's and healthy lifestyle term of lessons. Focus on what fitness means and how	Term 1: Skipping and Fitness (recap and extension to a fitness ABC's and healthy lifestyle term of lessons. Focus on what fitness means and how	Term 1: Multi-Sports - Handball, Football and Hockey (start to understand and show teamwork in a variety of invasion games. Attacking and	Term 1: Basketball - (competition and match play focus enjoying communicating, collaborating and competing with and against each other. Children will learn to



Ferndale Primary and Nursery School

Progression of Skills - PE

				the body feels after exercise).	the body feels after exercise. Learning about the bodies systems).	defending skills will link to match play and tactics).	recognise individual and group successes and how to evaluate their performance).
Term 2	Term 2: Multi- skills (continuing fundamental movement, incorporating ball skills - e.g. individual/pair ball skills, throw catch, roll and balance).	Term 2: Gym and Dance- (build on skills such as shapes, balance and rolls from FS - add simple movements to music).	Term 2: Gym and Dance- (focus on balance and coordination, build on skills such as shapes, jumps, balances and rolls to create a simple routine to music).	Term 2: Multi-Sports- Basketball, Football and Dodgeball (learning sporting techniques for dribbling, passing, shooting and throwing. Applying basic principles suitable to attacking and defending. Introduce game play and tactics).	Term 2: Skipping and Fitness (a recap and extension to a fitness and healthy lifestyle term lessons. Focus on what fitness means and how the body feels after exercise. Learning about the bodies systems. Fitness circuit activities - running, balancing and strength exercises).	Term 2: Tag Rugby - (invasion games which will introduce learning a different way to attack and defend. Demonstrating teamwork and understanding the tactics will aid development).	Term 2: Hockey - (competition and match play focus enjoying communicating, collaborating and competing with and against each other. Children will learn to recognise individual and group successes and how to evaluate their performance).



Ferndale Primary and Nursery School

Progression of Skills - PE

Term 3	Term 3: Gym and Dance (simple movement focus on basic shapes, balance, jumps and co-ordination, create simple routines).	Term 3: Basketball (invasion games using bouncing, throwing and catching. Mini games introduced with basic attack and defence skills).	Term 3: Netball/Handball (throwing and catching with mini games introduced).	Term 3: Gym and Dance (build on travel and movement, rolls and jump techniques. Add equipment with a focus to develop flexibility, strength and technique. Create a routine to music).	Term 3: Dance - (using a range of movement patterns and skills to create a routine in dance. Skills include leaps and jumps, movement patterns and turns. Create a routine to music).	Term 3: Gym and Dance - (create a routine including travel and movement, balances and shapes, jumps, rolls in a sequence using different heights to music).	Term 3: Football - (competition and match play focus enjoying communicating, collaborating and competing with and against each other. Children will learn to recognise individual and group successes and how to evaluate their performance).
Term 4	Term 4: Football and Basketball - kicking and bouncing (focus on basic gross motor skills to kick and using hand-eye	Term 4: Football (invasion games using kicking coordination, introducing dribbling and passing, mini games introduced with basic attack	Term 4: Hockey (invasion games using equipment, coordination, introducing dribbling and passing, mini games introduced	Term 4: Cricket skills (introduce strike and field games using skills such as movement, throwing and catching. Begin to understand batting, bowling	Term 4: Dodgeball - (includes sports skills such as throwing, catching and dodging. Children will learn the rules of the sport and through	Term 4: Archery and Fencing Outside orienteering activities (team and individual)- link with	Term 4: Archery and Fencing Outside orienteering activities (team and individual)- link with



Ferndale Primary and Nursery School

Progression of Skills - PE

	coordination to ball bounce).	and defence skills).	with basic attack and defence)	and fielding tactics. Comprehend match play and rules of sport).	varied dodgeball games learn new objectives and tactics).	Geography curriculum.	Geography curriculum.
Term 5	Term 5: Balance bikes (helping children learn how to ride a bike safely while building confidence)	Term 5: Balance bikes (recap bikes and introduce scooters and learning to improve movement. Help children learn how to ride a bike safely while building confidence).	Term 5: Tennis - (net and wall sport, using rackets and balls to further hand-eye coordination skills, introducing tennis stances and movements).	Term 5: Rounders (introduce strike and field games using skills such as movement, throwing and catching. Begin to understand batting, bowling and fielding tactics. Comprehend match play and rules of sport).	Term 5: Strike and Field - Cricket and Rounders (understand the roles of the positions in strike and field games - batting, bowling and fielding. Learning how to make decisions in match play, following the rules of sport).	Term 5: Strike and Field - Cricket and Rounders (recap the roles and responsibilities of the positions in strike and field games - batting, bowling and fielding. Recap rules and apply learning in match play and competition).	Term 5: Tennis - (net and wall competition and match play, focus enjoying communicating, collaborating and competing with and against each other. Children will learn to recognise individual and group successes and how to evaluate their performance).



Ferndale Primary and Nursery School

Progression of Skills - PE

Term 6	Term 6: Athletics- (focus and recap skills from the start of the year. Circuits and obstacle courses to provide further practice to Agility, Balance and Coordination).	Term 6: Athletics - (focus and recap skills from the start of the year. Circuits and obstacle courses to provide further practice to Agility, Balance and Coordination).	Term 6: Athletics - (focus and recap skills learnt from KS1. Circuits and obstacle courses to provide further practice to Agility, Balance and Coordination).	Term 6: Athletics - (continuing to develop movement and motor skills through athletic practices. Focuses of techniques with flexibility, strength, control and balance).	Term 6: Athletics - (continuing to develop movement and motor skills through athletic practices. Focuses of techniques with flexibility, strength, control and balance. Introduce competition elements - distances and timings - to athletics).	Term 6: Athletics - (begin to evaluate and analyse in Athletics, focuses of techniques with flexibility, strength, control and balance during competition elements recording results to evaluate and compare).	Term 6: Athletics - (begin to evaluate and analyse in Athletics, focuses of techniques with flexibility, strength, control and balance during competition elements recording results to evaluate and compare).
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