

Wembdon St George's Church School

Our Learning in Physical Education 2022-2023

Wembdon St George's Church School Curriculum Intent:

As a school, we have set our curriculum intent with our children at the center. It is tailored to meet the needs of Wembdon St George's Church School, its context within a town setting and its pupils.

At Wembdon we recognise and value the importance of Physical Education. We believe that PE and developing an enjoyment of being physically active is key to adopting a healthy lifestyle long term. Our aim is to deliver a curriculum that enables our children to develop skills to enjoy and achieve success in a range of physical activities. We want children to experience a range of activities to enable them to develop physical and social skills, discover activities they enjoy and might wish to pursue further and support their emotional health.

We aim to deliver the skills required for this by focusing our curriculum on the areas of:

<u>Key Stage One</u>	<u>Key Stage Two</u>
<ul style="list-style-type: none"> - Fundamental movement skills, such as speed, agility, coordination and balance. We then aim to allow children the opportunity to applying these to a range of activities - Participating in team games - Ball skills - Gymnastics - Dance 	<ul style="list-style-type: none"> - Invasion Games - Net/Wall Games - Striking and Fielding Games - Dance - Outdoor Adventurous Activities - Gymnastics - Athletics - Health Related Fitness - Swimming <p>Developing social and emotional skills such as leadership, teamwork, determination, perseverance, and confidence.</p>

PE Progression of Skills

Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Respond to the commands 'move' and 'stop'.</p> <p>Move confidently and safely in their own and general space.</p> <p>To use equipment safely.</p> <p>Copy simple movements.</p> <p>Make shapes with their bodies according to instructions.</p> <p>Perform a 2 footed jump off of an object and land safely.</p> <p>Show contrasting shapes with their bodies (tall/short, wide/thin, straight/curved).</p> <p>Simply show whether they enjoyed something or not.</p>	<p>Learn a variety of basic gym actions.</p> <p>Be still when showing different body shapes and balances.</p> <p>Move between mats and apparatus safely demonstrating a change in speed and direction.</p> <p>To repeat and link different combinations of gymnastic actions.</p> <p>To choose and use basic gym actions to create a simple sequence.</p> <p>Watch, copy, and describe sequences that they and others have done.</p>	<p>Develop short sequences independently.</p> <p>Can use imagination to find different ways of using apparatus.</p> <p>Can form simple sequences of different gymnastics actions using floor and apparatus.</p> <p>Improve their work using feedback from others and from what they have observed by watching others sequences.</p>	<p>Work independently and with others to create a sequence.</p> <p>Begin to concentrate and practice on the quality of their movements.</p> <p>Copy, explore and remember a range of gymnastic movements and use these ideas to create their own sequence.</p> <p>Choose combinations that work in a sequence.</p> <p>Can adapt sequences to suit different types of apparatus.</p> <p>Begin to describe and evaluate the quality of a performance.</p> <p>Begin to be able to talk about how their own performances have improved and what they have changed.</p>	<p>Use compositional elements such as changes in speed, level and direction when creating a sequence.</p> <p>Can create a sequence that follows a criterion.</p> <p>Can perform skills and actions more accurately and with more control.</p> <p>Develop the range of actions, shapes and balances they include in their performances.</p> <p>Link skills with more fluency.</p> <p>Use a criterion to evaluate other people's performances.</p> <p>Can begin to suggest how others could improve their sequence/performance.</p>	<p>Choose and apply compositional ideas to the sequences they create.</p> <p>Explore symmetrical and asymmetrical actions, shapes and balances.</p> <p>Are aware of body tension, control and extension when they perform.</p> <p>Control actions, shapes and balances and combine them with increasing fluency.</p> <p>Combine movements with others in a group (mirroring and matching).</p> <p>Adapt their sequences based on the feedback they have received.</p>	<p>Create a sequence and adapt it to different apparatus layouts.</p> <p>Work as a group to create a sequence.</p> <p>Create a sequence to music or include an object in the sequence (e.g. ball, hoop, ribbon).</p> <p>Plan and perform sequences with fluency, ensuring that actions are clear, accurate and consistent.</p> <p>Develop their own sequence by understanding, choosing and applying a range of compositional principles (contrasts and variations in shape, speed, level, timing and actions).</p> <p>Appropriately evaluate their own and other work.</p>

Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to negotiate the space confidently.</p> <p>Explore basic body actions and rhythms.</p> <p>Watch and copy simple actions and sequences.</p> <p>Use bodies to imitate motifs from stories and topics such as animals, trees, weather, etc...</p> <p>Begin to respond with their bodies to different types of music.</p> <p>Simply show whether they enjoyed something or not.</p>	<p>Move confidently and safely using changes of speed and direction.</p> <p>Respond, through movement, to a range of stimuli.</p> <p>Link movements to sounds and music.</p> <p>Show that they have a clear start and finish.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p> <p>Talk about dance ideas.</p>	<p>Remember and repeat simple dance phrases.</p> <p>Demonstrate emotions and feelings in their movements.</p> <p>Add change of direction to a sequence.</p> <p>Begin to vary the rhythm, speed, level and direction of their movements.</p> <p>Use a range to vocabulary to describe how different rhythms and paces make them feel.</p> <p>Watch and describe dances and use what they learn to improve their own dance.</p>	<p>Begin to improvise independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimulus into movement with support.</p> <p>Begin to link dance phrases and motifs to create a longer sequence.</p> <p>Begin to perform with an awareness of rhythmic and expressive qualities.</p> <p>Begin to describe and evaluate the compositional elements of dances performed by others.</p> <p>Start to talk in more detail about how they might improve their own dance.</p>	<p>Begin to create longer dance sequences in a larger group.</p> <p>Use simple choreographic principles when developing dance actions and motifs.</p> <p>Perform more complex dances with more fluency.</p> <p>Respond imaginatively to a range of stimuli to create characters and narrative.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to include a greater use of expression when performing.</p> <p>Compose dances using, taking, adapting and developing steps, formations and patterns from different dance styles.</p> <p>Use the space provided effectively.</p> <p>Demonstrate accuracy and fluency when performing.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Demonstrate an understanding of some aspects of style and context when analysing, evaluating dances.</p> <p>Move more accurately to a beat.</p>	<p>Perform with confidence using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating dance motifs and sequences.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Combine techniques and movements to create a more fluent dance.</p> <p>Can create and structure motif sections and whole dances.</p> <p>Can use an appropriate criterion to evaluate, refine and develop their work.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>

Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop fundamental movements of balance, agility and co-ordination.</p> <p>Vary speed of running based on commands given.</p> <p>Can use comparative language i.e. faster, longer, and are able to physically demonstrate this.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p> <p>Explore and throw a variety of objects with one hand.</p> <p>Watch, copy and describe what others are doing.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Remember, repeat and link combinations of actions.</p> <p>Can use equipment safely.</p> <p>Set simple targets to improve performance.</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Choose appropriate skills to meet the challenges they are set.</p> <p>Can use equipment safely and with good control.</p> <p>Set targets to improve performance and use tools accurately to measure.</p>	<p>Begin to develop a variety of running techniques.</p> <p>Can keep a steady pace when running.</p> <p>Can perform a running jump with more than one element e.g. hop, skip and jump.</p> <p>Demonstrate accuracy when throwing.</p> <p>Can perform a push, pull and sling throw.</p> <p>Describe good athletic performance using correct vocabulary.</p>	<p>Continue to develop and variety of running techniques and start to use them more confidently.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best possible result.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events.</p> <p>Begin to record peers performances and evaluate them.</p>	<p>Develop consistency in their actions in a number of events.</p> <p>Increase the number of techniques that they use.</p> <p>Sustain pace over longer distances.</p> <p>Throw with greater control, efficiency and accuracy.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Evaluate performances and suggest constructive feedback.</p>

Games – Invasion, Net/Racket and Field/Striking Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to move and stop confidently, negotiating the space around them effectively.</p> <p>Show good control over their bodies when exploring different skills.</p> <p>Start showing an ability to use their dominant hand.</p> <p>Can work with a partner in different activities.</p> <p>Explore and use skills effectively for particular games.</p> <p>Can simply show whether they enjoyed something or not.</p>	<p>Be confident and keep themselves safe in the space which the activity/game is being played.</p> <p>Can work with a partner in throwing and catching games.</p> <p>Explore different ways of using a ball.</p> <p>Explore ways to send a range of equipment.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Understand simple attacking and defending techniques.</p> <p>Participate in simple games.</p> <p>Pass and receive a ball in different ways.</p> <p>Watch, copy and describe what they and others are doing.</p> <p>Gain rhythm when throwing and striking a ball.</p> <p>Develop control and accuracy when rolling a ball.</p>	<p>Improve their ability to coordinate and control their bodies in various activities.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Can make it difficult for opponents.</p> <p>Can keep the ball and find the best ways to score.</p> <p>Pass and receive a ball in different ways with growing accuracy and control.</p> <p>Can catch and control a ball in movement with a partner or a small group.</p> <p>Can decide where to stand during a team game to support the game.</p> <p>Recognise the best way to score points and to stop points being scored.</p> <p>Begin to use different rules and tactics for invasion games.</p> <p>Begin to recognise good quality in performances.</p> <p>Can use information provided by others to improve their own performance.</p> <p>Can show rolling and gathering skills with confidence and precision.</p>	<p>Improve the quality of their techniques and their ability to link movements.</p> <p>Choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for different games and play them fairly.</p> <p>Recognise good quality in performances and identify which parts need developing.</p> <p>Use what they have learnt to improve their performance.</p> <p><u>INVASION GAMES</u></p> <p>Improve accuracy of passes.</p> <p>Remain in control of the ball while travelling.</p> <p>Start to use space to keep possession of the ball.</p> <p>Know which passes are best to keep possession.</p> <p>Start to find space to receive and support.</p> <p>Play games that involve keeping possession and scoring in targets.</p>	<p>Develop the range and consistency of their skills across a range of games.</p> <p>Use rules accurately.</p> <p>Use and adapt tactics to different situations.</p> <p>Evaluate how successful their tactics have been.</p> <p>Able to identify the parts of others performances which need developing.</p> <p><u>INVASION GAMES</u></p> <p>Catch a ball consistently with one and two hands.</p> <p>Consistently throw and catch with accuracy and speed.</p> <p>Start to understand what to think about when their team does and doesn't have the ball.</p> <p>Know how to organise themselves differently to try and be successful in each game.</p> <p>Begin to understand patterns of play – if the ball is in a certain position where players should be.</p> <p>Play games and understand how to use the space to help others.</p> <p>Choose and adapt their techniques to keep</p>	<p>Develop a broader range of skills and techniques for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply basic attacking strategies and tactics and can adapt them to different situations.</p> <p>Be able to suggest what they need to practice to enjoy the game more.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Can modify competitive games.</p> <p><u>INVASION GAMES</u></p> <p>Understand that when their team has the ball they are attacking and when they haven't they are defending.</p> <p>Demonstrate ways to keep the ball away from defenders.</p> <p>Understand how to shield the ball.</p> <p>Can change speed and direction with the ball to get away from a defender.</p> <p>Can pass the ball accurately while moving.</p>	<p>Choose, combine and perform skills more fluently and effectively across a range of games.</p> <p>Understand different ways to attack and defend.</p> <p>Choose appropriate tactics for attacking and defending.</p> <p>Know how they can support other players in attack and defence.</p> <p>Explain rules to others confidently and accurately.</p> <p>Develop their ability to evaluate performances and suggest constructive and specific ways to improve.</p> <p>Use their skills and knowledge to create their own games.</p> <p><u>INVASION GAMES</u></p> <p>Use all team members effectively.</p> <p>Play longer duration games to encourage use of skills and tactics learnt.</p>

	<p>Underarm throw with control and accuracy.</p> <p>Show accuracy and control when throwing and aiming.</p>	<p>Show progression from rolling into throwing and catching.</p> <p>Perform underarm and overarm throwing with control.</p> <p>Can strike a stationary ball.</p> <p>Demonstrate a range of striking and gathering skills.</p> <p>Can use striking and gathering skills to play small games.</p>	<p>Begin to use communication skills to help others know where to go.</p> <p><u>NET/RACKET GAMES</u></p> <p>Accurately pass to someone else.</p> <p>Throw the ball accurately when on court.</p> <p>Be able to move and catch a ball correctly on court.</p> <p>Be able to demonstrate the ready position</p> <p>Can react to ball direction to attempt to play a shot.</p> <p>Can play a forehand and backhand from a thrown ball.</p> <p><u>STRIKING/FIELDING GAMES</u></p> <p>Begin to understand how to hold a striking implement correctly.</p> <p>Be able to catch a ball consistently from a short distance.</p> <p>Be able to bowl accurately underarm.</p>	<p>possession and give their team a chance to score.</p> <p>Score more regularly without making mistakes.</p> <p>Be able to identify what they do that makes things difficult for their opponents.</p> <p><u>NET/RACKET GAMES</u></p> <p>Can demonstrate the ready position, react to ball direction and then play a shot to return the ball.</p> <p>Be able to play a forehand and backhand shot.</p> <p>Can take part in short rallies.</p> <p>Be able to simulate the throw of a serve.</p> <p><u>STRIKING/FIELDING GAMES</u></p> <p>Be able to hold a striking implement while demonstrating the correct grip.</p> <p>Be able to catch a ball from different distances consistently.</p> <p>Knows what the overarm bowling technique is.</p> <p>Can demonstrate the overarm bowling technique even if the bowled ball is not accurate yet.</p> <p>Can hit a ball bowled underarm.</p>	<p>Can shoot accurately in a variety of ways.</p> <p>Can mark an opponent.</p> <p>Explain how confident they feel in different positions.</p> <p><u>NET/RACKET GAMES</u></p> <p>Be able to alter body position to play a forehand or backhand.</p> <p>Show a growing control of the ball - beginning to be able to return to specific areas of the court.</p> <p>Be able to serve underarm.</p> <p>Be able to return an underarm serve back into court.</p> <p>Begin to understand the points system in tennis</p> <p><u>STRIKING/FIELDING GAMES</u></p> <p>Be able to consistently hit a bowled ball.</p> <p>Start to develop the ability to catch balls from varying heights.</p> <p>Overarm bowling technique is becoming more accurate.</p> <p>Understand different fielding techniques.</p>	<p>Can control movement with a ball whilst opposed.</p> <p><u>NET/RACKET GAMES</u></p> <p>Be able to play forehand and backhand shots with increased confidence and accuracy.</p> <p>Be able to play/return strategically - aiming for points.</p> <p>Be able to serve underarm and overarm accurately.</p> <p>Be able to return a serve back into court.</p> <p>Be able to understand the scoring system in tennis.</p> <p><u>STRIKING/FIELDING GAMES</u></p> <p>Be able to deliberately hit the ball in different directions.</p> <p>Develop deep field catching - be able to catch a ball from varying heights.</p> <p>Be able to bowl overarm consistently with precision.</p>
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			<p>Be able to stop a small ball coming towards them.</p> <p>Be able to strike a stationary ball while demonstrating the correct grip.</p>	<p>Can stop a small ball using different techniques.</p> <p>Be able to throw at a target/person while under pressure.</p> <p>Begin to show an understanding of some of the basic rules of cricket and rounders.</p>	<p>Be able to throw with growing consistency over larger distances.</p> <p>Be able to complete games of rounders and cricket with understanding of the rules.</p>	<p>Be able to use different fielding techniques appropriately.</p> <p>Be able to throw overarm accurately from varying distances.</p> <p>Be able to apply strategies when fielding.</p>
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Knowledge and Understanding of Health and Fitness

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use simple words and phrases to describe how the body feels after exercise.</p> <p>Begin to understand the importance of exercise and healthy eating.</p> <p>Recognise that the body changes during exercise.</p> <p>Can briefly talk about ways to stay safe.</p> <p>Begin to recognise equipment which may be dangerous and harmful.</p>	<p>Recognise and talk about who their body feels when still and during exercise.</p> <p>Know how to carry and place equipment with adult input and supervision.</p>	<p>Understand the basic importance of a warm up and cool down.</p> <p>Recognise and describe what their bodies feel like during different paced activities.</p> <p>Lift, move and place equipment/apparatus safely.</p>	<p>Understand why they need to warm up and cool down.</p> <p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Know and understand how to improve stamina.</p>	<p>Know and describe what an effective warm up and cool down is.</p> <p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Recognise which activities help their speed, strength and stamina.</p>	<p>Can organise their own warm up and cool down activities.</p> <p>Can explain some important safety principles when preparing to exercise.</p> <p>Understand the basic principles of warming up and why it is important.</p>	<p>Understand and explain why exercise is good for health, fitness and well-being.</p> <p>Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body.</p>

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aim Around Backwards Balance Bounce Catch Follow Hop Jump Listen Move Over Path Pass Push Run Safely Shape Share Sideways Skip Space Stop Tag Team Throw Travel Under	Aim Action Attacker Balance Bounce Catch Change direction Count Defender Direction Dribbling Far Fast Hit Hop Instructions Jump Land Levels Lead Move Overarm Partner Points Ready position Roll Safely Score Shape	Against Attack Aim Batter Bowler Choose Create Collect Control Direction Defend Defence Dodge Fielder Focus Goal Height Jog Levels Landing Link Mirror Overarm Pace Position Pathway Pike Quickly Race	Accurately Balance Backstop Backstroke Breaststroke Batting Beats Bowl Control Crawl Distance Explore Feedback Faster Footwork Further Fielding Follow Grip Higher Interception Link Mark Motif Matching Opponent Perform Playing area Post	Accuracy Apparatus Backhand Backstroke Breaststroke Canon Coordination Contact Court Crawl Determination Dive Extend Forehand Healthy Leader Motif Muscle Opponent Opposition Orientate Pitch Pivot Progress Perform Perseverance Personal best Power Receiver	Agility Asymmetrical Backing up Continuously Cooperatively Control Control point Control card Drive Footwork Formation Foul Flight Marking Momentum Navigation Obstruction Orientate Orienteering Overtake Posture Power Pressure Progression Rotation Rhythm Set Stroke Support	Analyse Attacking Aware Backcourt Boundaries Buoyancy Continuous Consecutive Consistency Contest Counter balance Counter tension Continuous pace Connect Contrast Dictate Deep Flexibility Formation Forecourt Fluently Force Momentum Measure Orientate Phrase Record Rotation Stability

	Slow Space Speed Still Solve Teamwork Throw Travel Underarm	Receive Return Release Runs Speed Sprint Strong Support Sequence Star Straddle Target Take off Tuck Teammate Underarm	Pace Power Perform Racket Rally Rebound Rounder Strength Serve Strike Stumps Speed Strength Sequence Technique Wicket Wicket keeper	Retrieve Referee Reaction Routine Stamina Short barrier Stance Stumped Symbol Technique Treading water Umpire unison	Symmetrical Stride Synchronised Tactics Tension Technique Tracking Volley	Strategy Sculling Submerssion Symbol Structure Turnover Trajectory Transfer of weight
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