

PE: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

“It is really important that we promote competitive sport in schools. It is very important that we recognise that this needs to be underpinned by good quality physical education and by getting people into patterns of exercise.” Sebastian Coe

‘Health is worth more than learning.’ Thomas Jefferson

Aims

The national curriculum for P.E. 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.

Curriculum Content:	The key things we want children to know/be able to do:
FOUNDATION	
<p>Real Foundations</p> <p>Various themes covered throughout the year based on children’s interests and the topics covered.</p>	<p>Moving and Handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

YEAR 1/2

Curriculum Content:	The key things we want children to know/be able to do:
<p>REAL P.E.</p> <p>Unit 1 - Personal. FUNS 10 and 1</p> <p>Unit 2 - Social FUNS 6 and 2</p> <p>Unit 3 - Cognitive FUNS 5 and 4</p> <p>Unit 4 - Creative FUNS 7 and 9</p> <p>Unit 5 - Applying Physical FUNS 8 and 12</p> <p>Unit 6 - Health and Fitness FUNS 11 and 3</p> <p>REAL GYM</p> <p>Other sessions focussing on specific sports skills in conjunction with the PLT calendar. Cross country Multi skills Bean bag rounders Cricket Athletics</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds: changing speed and direction, demonstrating increasing agility, moving in and out of obstacles and being able to stop on demand and showing some control. • Can move in a variety of ways at different levels and around obstacles. • Can jump in different ways, landing on both feet, for both height and distance. • Can throw in different ways to hit a target and catch with increasing accuracy in isolation using a variety of equipment (different sized balls, bean bags, quoits). • Can link movements to create and perform a sequence at different levels, showing some control when balancing, rolling and travelling. • Say how they could improve their performance. • Begin to follow simple rules to play a game. • Develop simple tactics for attacking and defending when playing simple games. • Can copy and perform sequences in dance using simple movement patterns. • Take part in competition, against self and others. • Describe how my body feels during different activities and explain what the body needs to keep healthy. <p>Suggested activities</p> <p>In Dance: Street, ball room, contemporary, hip-hop</p> <p>In Gymnastics:</p> <ul style="list-style-type: none"> • Rolls: Pencil, teddy bear, forward, backward • Flight: take off landing and shapes such as tuck, pike, straddle, star • Balances: Point, patch and partner balances. • Travel: Tension and extension.

YEAR 3/4

Curriculum Content:	The key things we want children to know/be able to do:
<p>REAL P.E.</p> <p>Unit 1 - Personal FUNS - 10 and 1</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds: changing speed and direction. Run up to a distance 1000m developing levels of stamina.

<p>Unit 2 - Social FUNS 6 and 2</p> <p>Unit 3 - Cognitive FUNS 5 and 9</p> <p>Unit 4 - Creative FUNS 8 and 7</p> <p>Unit 5 - Applying Physical FUNS 12 and 3</p> <p>Unit 6 - Health and Fitness FUNS 11 and 4</p> <p>REAL GYM</p> <p>Other sports specific sessions relating to PLT calendar including Hockey Athletics Cross Country Cricket Tri-golf Tag rugby Dance Football Cricket Netball Basketball Tennis</p>	<ul style="list-style-type: none"> ● Jump in different ways, demonstrating control when taking off and landing. Link running and jumping activities with some degree of fluidity, control and consistency. ● Throw in different ways and catch with increasing accuracy in isolation and combination. ● Catch the ball with a basic level of accuracy under limited pressure in a variety of game situations and size of ball. ● Follow a set of rules to produce a sequence, demonstrating some control and coordination when balancing and traveling. ● Begin to develop strength, technique and flexibility throughout performances. ● Use a basic level of appropriate vocabulary to describe how to improve and refine performances. ● Understand, explain and apply simple rules to a game situation and understand how to keep themselves safe. ● Copy and perform sequences in dance and improvise to create and share movements with a partner. ● Begin to understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns. ● Support each other when reading a map and follow a route in a more familiar context, adapting the route as necessary. ● Take part and embrace both leadership and team roles with support. ● Combine action, balance and shape, demonstrating increasing control and coordination with my body when traveling. ● Sometimes repeat, remember and perform phrases. ● Develop strength, technique and flexibility throughout performances. ● Explain why keeping fit is good for health and explain what effect exercise has on the body. ● Explain why warming up is important. <p>Suggested activities In Dance: Street, ball room, contemporary, hip-hop In Gymnastics:</p> <ul style="list-style-type: none"> ● Rolls: Pencil, teddy bear, forward, backward ● Flight: take off landing and shapes such as tuck, pike, straddle, star ● Balances: Point, patch and partner balances. ● Travel: Tension and extension.
YEAR 5/6	
Curriculum Content:	The key things we want children to know/be able to do:
<p>REAL P.E.</p> <p>Unit 1 - Cognitive</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> ● Run fast, medium and slow: developing stamina.

<p>FUNS 9 and 12</p>	
<p>Unit 2 - Creative</p> <p>FUNS 2 and 3</p>	<ul style="list-style-type: none"> ● Jump controlling when to take off and land and can combine running and jumping. ● Demonstrate passing, shooting, dribbling when moving into space. ● Dodging, turning, tackling and defending. ● Tactical knowledge: Positions, roles of each position, physical attributes that are beneficial to each position. ● Throw and catch with increasing accuracy. ● Catch the ball when travelling and under pressure. ● Understand, explain and apply rules to a game situation. ● Safety and commands of when to throw, jump or start. ● Have experienced at least 3 different genres of dance. ● Compose own dances, planning and performing sequences individually and in a group.
<p>Unit 3 - Social</p> <p>FUNS 5 and 7</p>	<ul style="list-style-type: none"> ● Understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns. ● Be able to read a compass in order to orientate and read a map and plan an efficient route. ● Take part and embrace both leadership and team roles. ● Combine action, balance and shape, demonstrating control and coordination with my body when traveling. ● Develop strength, technique and flexibility throughout performances including time and linking movements with a sophisticated perception of spatial awareness.
<p>Unit 4 - Applying Physical</p> <p>FUNS 1 and 6</p>	<ul style="list-style-type: none"> ● Plan and deliver an effective warm up and explain why this is important. ● Recognise the importance of a healthy lifestyle and the impact exercise plays. ● Swim competently, confidently and proficiently over a distance of at least 25 metres. ● Use a range of strokes effectively (front crawl, backstroke, breaststroke). ● Perform safe self-rescue in different water-based situations.
<p>Unit 5 - Health and Fitness</p> <p>FUNS 4 and 10</p>	
<p>Unit 6 - Personal</p> <p>FUNS 11 and 8</p>	
<p>Other sports specific sessions relating to PLT calendar including</p> <p>Hockey</p> <p>Athletics</p> <p>Cross Country</p> <p>Cricket</p> <p>Tri-golf</p> <p>Tag rugby</p> <p>Dance</p> <p>Football</p> <p>Cricket</p>	<p>An underpinning theme throughout each strand is pupils should be taught the success criteria and have opportunities to analyse and evaluate their own performance and that of others. To use more complex physical vocabulary to describe how to improve and refine performances.</p> <p>Suggested activities</p> <p>In games: Tag rugby, football, netball, hockey, handball, basketball, tennis, badminton,</p> <p>In athletics: Javelin, Shot Putt, Discus, long jump, sprinting and middle distance.</p> <p>In Dance: Street, ball room, contemporary, hip-hop</p> <p>In Gymnastics:</p> <ul style="list-style-type: none"> ● Rolls: Pencil, teddy bear, forward, backward

Netball
Basketball
Tennis

- Flight: take off landing and shapes such as tuck, pike, straddle, star
- Balances: Point, patch and partner balances.
- Travel: Tension and extension.