

PE First Year programme EYFS - YR	Terms	Early Learning Goals	Skills	Impact by the end of the year
EYFS Reception class	Autumn 1 & 2 Multi skills	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. 	Children enjoy being active. Able to identify space. Learn basic movements. Improved running, throwing, jumping skills. Explore agility, balance and co-ordination. Starting and stopping at speed. Improved running stance.
	Spring 1 & 2 Gymnastics	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. 	Able to move on and off apparatus. Explore shapes made by our bodies. Explore rolls with our bodies. Improve co-ordination and balance. Transport equipment safely.
	Summer 1 & 2 Games and Athletics	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. 	Able to throw / catch a ball or beanbag. Catch from short distances. Catching from the air. Use underarm / overarm throwing skills. Develop strength. Know that being active is good for them.
PE First year of 2 Year Rolling programme KS1-Y1&Y2	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Key Stage 1 Mixed Year 1 and 2	Autumn 1 Invasion Games	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities Practice throwing at targets accurately 	<ul style="list-style-type: none"> Sending to targets-different ways of passing Catching to intercepting Rolling to accuracy 	Children will enjoy being active.

Attack, Defend Shoot <i>(unit 1)</i>	<ul style="list-style-type: none"> • Passing between pairs with control • Explain and demonstrate ways of passing objects to a partner • Simple attacking and defending to score in competitive activities • 	<ul style="list-style-type: none"> • Attacking and defending-simple defending to stop ball/beanbag into hoop • Attacking and defending with a partner-partner work to score and defend • competing 	<p>Children understand how to stay healthy in body and mind.</p> <p>Children understand what happens to their body when they exercise and as a result of exercise.</p> <p>They will learn and master basic movements to reinforce and develop in Year 2.</p> <p>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.</p> <p>Develop their teamwork and understanding of sportsmanship.</p>
Autumn 1 Dance <i>(Unit 1)</i>	<ul style="list-style-type: none"> • Mastering basic movements and developing agility, balance and coordination • To extend performance in movement patterns and sequences • Respond to a range of stimuli and types of music • Explore space, direction, levels and speeds • Experiment creating actions and performing movements with different body actions and body parts • To recognise like actions and link movement phrases with beginnings/ middle and ends • Perform short, simple movement patterns. • Watch others and say what they liked about a performance • Perform dances using simple movement patterns and self/peer assess 	<ul style="list-style-type: none"> • Compose a travelling sequence using variety of body parts • Explore ideas, moods and feelings • Show control, coordination and spatial awareness • Develop partnership work • Demonstrate some musicality through performance • Perform dance phrases and short dances that express ideas and feelings, • Describe how their body feels when still, when exercising and afterwards • Watch, copy and describe what they and others have done 	
Autumn 2 Gym <i>(Unit 1)</i>	<ul style="list-style-type: none"> • Mastering basic movements and developing agility, balance and coordination • Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry basic apparatus such as mats and benches. • To recognise like actions and link. • Explore travel and movement patterns 	<ul style="list-style-type: none"> • Refining shapes and jumps to improve coordination • Carry equipment safely • Copy and change shapes • Muscle tension to hold shapes • Taking off and landing • Control when travelling • Link and perform movement patterns 	
Autumn 2 Multi Skills- Run, jump, throw <i>(unit 1)</i>	<ul style="list-style-type: none"> • 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 • begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances 	<ul style="list-style-type: none"> • Run in straight lines at different speeds • Experience a variety of jumps • Develop throwing styles with different objects • Explore basic agility, balance and coordination • Running, throwing and jumping skills • Starting and stopping at speed • Arm movement in running • Taking off on two feet • Using leading arm to direct throw • Work collaboratively to improve • Compete in relay teams 	
Spring 1 Gym <i>(Unit 2)</i>	<ul style="list-style-type: none"> • Developing balance, agility and co-ordination and begin to apply these in a range of activities • Extending performance in movement patterns and sequences • To perform a variety of basic gymnastics actions showing control 	<ul style="list-style-type: none"> • Moving on and off apparatus • Explore rocking on different body parts and linking rocking into simple sequence with start, balance, rock and jump 	

	<ul style="list-style-type: none"> To introduce turn, twist, spin, rock and roll and link these into movement patterns To perform longer movement phrases and link with confidence 	<ul style="list-style-type: none"> Spinning and turning-changing different levels rising high to low Working in unison Canon, sequences, start, shape and finishes
Spring 1 Attack, Defend, Shoot-through football (unit 2)	<ul style="list-style-type: none"> 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 Develop fundamental movement skills in a variety of games Engage in competitive situations with some attacking and defending skills To recognise rules and apply them in competitive and cooperative games Use and apply simple strategies for invasion games. Preparing for, and explaining reasons why we enjoy, exercise 	<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching Recognise changes to body during exercise Using sideways movements to be in a better position to defend goals Play as part of a team to attack and defend Bounce ball with control to self/ partner, to score Partner work, adapting play to rules of the game Defensive positioning
Spring 2 Dance (Unit 2)	<ul style="list-style-type: none"> Able to build simple movement patterns from given actions Compose and link actions to make simple movement phrases Respond appropriately to supporting concepts such as canon and levels Dance in a pair and share ideas, create smaller phrases repeated 	<ul style="list-style-type: none"> Performing actions that fit stimulus Marching in time and turning Recall marching sequences, performing in line and with group Simple canon sequences Performing verses in canon and in rounds
Spring 2 Multi skills Hit, catch, run (Unit 1)	<ul style="list-style-type: none"> Extend agility and co-ordination through throwing, catching and retrieving. Participate in simple hit, catch and run games. Score points through sending balls and running. Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects 	<ul style="list-style-type: none"> Underarm/ overarm throw to select space to throw into Track and return a ball Catching Feeding movement and body position Moving to score Working collaboratively in teams Fielding and hitting in teams
Summer1 Games- Send and return (Unit 1)	<ul style="list-style-type: none"> Extend co-ordination for hitting. Extend agility and co-ordination through throwing, catching and retrieving. Participate in simple hit, catch and run games. Score points through sending balls and running Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and elders. Introduce the concept of simple tactics 	<ul style="list-style-type: none"> Sliding and receiving a ball/ beanbag Catching from short throws Choices on where to hit Fielding body position Fielding balls to bases Catching a ball from the air Return and throw to a base
Summer 1 Dance	<ul style="list-style-type: none"> Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body parts 	<ul style="list-style-type: none"> Explore the whole body actions to create linked shapes and balances Apply the idea of a theme to a dance Compose a dance phrase which responds to the visual stimulus

			<ul style="list-style-type: none"> • Create a sequence of movements for performance with starting and finishing positions • Demonstrate comprehension of the story through dance • work cooperatively to improve and adapt sequence 	
	Summer 2 Athletics	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching • Participate in team games, developing simple tactics for attacking and defending • Extend co-ordination for hitting. • Participate in simple sending and receiving games. • Score points through sending balls using hitting skills to correct areas • Engage in competitive activities against self and others. 	<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return. • Sending and returning a variety of balls • Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances • Watch, copy and describe what they and others have done • Explore, choose and use skills, actions and ideas individually and in combination to suit the game they are playing • Know that being active is good for them and is fun 	
	Summer 2 Send and return (unit 2- through Tennis	<ul style="list-style-type: none"> • Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return. • Sending and returning a variety of balls 	<ul style="list-style-type: none"> • Hitting skills • Hitting to partner and to a target • Moving towards and returning balls • Working together to send and return • Basic rally • Scoring points against opponent, hitting over bench/ net 	

Second year of 2 year rolling programme KS1, Y1&Y2	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
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Sundon Lower School - PE Curriculum Overview and Skills Progression

Mixed Year 1 and Year 2 KS1- PE	Autumn Term 1 Invasion games Attack, defend and shoot (Yr 2, Unit 1)	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and beginning to apply these in a range of activities • Develop eye to foot coordination. Participate in increasingly challenging games situations. • Can send a ball using feet and can receive a ball using feet. • Rene ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. 	<ul style="list-style-type: none"> • Kicking using inside of foot • Stopping the ball with foot • Control of the ball • Bouncing the ball to pass and shoot • Dribbling with the ball • Passing forward to shoot • 	<p>Children will enjoy being active.</p> <p>Children will have positive active habits.</p> <p>Children understand how to stay healthy in body and mind.</p>
	Autumn 1 Dance (Yr 2, unit 1)	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link shapes and balances • Perform basic actions with control and consistency at different speeds and on different levels • Challenge themselves to move imaginatively responding to music • Work as part of a group to create and perform short movement sequences to music 	<ul style="list-style-type: none"> • Pupils work in pairs and help one another to create different shapes/movements to represent the penguin huddle • Paired working creating three movements performed slowly for four counts each. • use more body parts; combine with another pair to make a small group piece • make shorter movements, copy and repeat earlier actions 	<p>Children understand what happens to their body when they exercise and as a result of exercise.</p> <p>Develop their teamwork and understanding of sportsmanship</p>
	Autumn 2 Gym (Y2, Unit 1)	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements • Perform with control and consistency basic actions at different speeds and on different levels • Challenge themselves to develop strength and flexibility • Create and perform a simple sequence that is judged using simple gymnastic scoring 	<ul style="list-style-type: none"> • Create elements in sequences • Start and finish shapes • Combine balance, rolling and linking movements • Use power in jump, jump with control and power • Choose, adapt and perform shapes at different speeds and different levels • Adapt speeds for movements • Performance and scoring systems 	
	Autumn 2 Multi skills- Run, jump and throw (Yr 2, Unit 1)	<ul style="list-style-type: none"> • Develop agility in running • Participate in competitions for running, jumping and throwing • Develop power, agility, coordination and balance over a variety of activities • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops • Can negotiate obstacles showing increased control of body and limbs 	<ul style="list-style-type: none"> • Awareness of others when in a running task • Creating power with legs to turn , agility runs • Obstacle course incorporating burpees • Choosing appropriate throws for different games • Quick feet, • Recognising the difference between static and dynamic balances 	
	Spring 1- Gym (Y2 Unit 2)	<ul style="list-style-type: none"> • Become increasingly competent and confident in fundamental ABC in relation to gymnastic activity • Develop and perform simple sequences • Develop body management through a range of floor exercises • Use core strength to link recognised gymnastics elements, e.g., back support and half twist • Attempt to use rhythm while performing a sequence 	<ul style="list-style-type: none"> • Transfer movement pattern to floor mat and apparatus • Releve walk and front support • Body control, arch and dish • Back support and crab walk • Frog jump, L sit, pike shape, broad jump • Rhythm and sequences 	

Sundon Lower School - PE Curriculum Overview and Skills Progression

<p>Spring 1- Attack, defence, shoot through Football (Yr2 , unit 2)</p>	<ul style="list-style-type: none"> Apply agility, balance and coordination to a range of ball skills Participate in increasingly challenging games situations Participate in team games development simple tactics for attacking and defending To select and apply a small range of simple tactics Recognise good quality in self and others To work with others to build basic attacking play 	<ul style="list-style-type: none"> Pass and receive the ball around the playing area showing some control. Work collaboratively to keep possession by passing accurately. To send and receive moving into space Play with a variety of balls Move into space in a game situation³ To work with a partner to progress towards a target Co-ordinate hands and feet to progress forwards Attempt to use simple attacking play in a game Throwing with different equipment Moving after passing, passing and moving forwards Goalkeeping, intercepting Consolidating skills learnt
<p>Spring 2- Dance (Yr 2, Unit 2)</p>	<ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances Perform basic actions with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music² Work as part of a group to create and perform short movement sequences to music 	<ul style="list-style-type: none"> Pupils work in pairs and help one another to create different shapes/movements to represent the penguin huddle Paired working creating three movements performed slowly for four counts each. use more body parts; combine with another pair to make a small group piece make shorter movements, copy and repeat earlier actions
<p>Spring 2- multi skills Hit, run, catch (Yr 2, Unit 1)</p>	<ul style="list-style-type: none"> Develop eye to hand coordination for hitting. Participate in striking and fielding game situations To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games 	<ul style="list-style-type: none"> Hitting with bats Running to score points Underarm bowling Hitting to targets Throwing to bases/ wickets Making choices where to throw.
<p>Summer 1- Games- send and Return (Yr 2, unit 1)</p>	<ul style="list-style-type: none"> Participate in modified net/wall games Combine isolated skills, e.g. moving towards a ball to make contact Compete against self and others to score points Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using a variety of hand and racquet with some consistency Play modified net/wall games throwing, catching and sending over a net 	<ul style="list-style-type: none"> On toes to move towards the path of the ball Identifying dominant and non-dominant side Modified games Basic service rules games over a net stations requiring pushing off feet in different directions Holding a racquet and self-feed, basic ready position
<p>Summer 1- Dance (Yr2, unit 2)</p>	<ul style="list-style-type: none"> Describe and explain how performers can transition and link shapes and balances 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli related to a character and narrative



Sundon Lower School - PE Curriculum Overview and Skills Progression

	<ul style="list-style-type: none"> Perform basic actions with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music 	<ul style="list-style-type: none"> Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and a group Pupils work in pairs and help one another to create different shapes/movements to represent stimuli Paired working creating three movements performed slowly for four counts each. use more body parts; combine with another pair to make a small group piece make shorter movements, copy and repeat earlier actions
Summer 2- jump, run, throw (Y2, unit 2) Athletics	<ul style="list-style-type: none"> Build competence in a range of athletic type activities including running, jumping and throwing Compete as an individual and participate in team games Improve running and jumping movements, work for sustained periods of time Reflect on activities and make connections between a healthy active lifestyle Experience and improve on jumping for distance and height 	<ul style="list-style-type: none"> Running, Throwing, jumping Pupils to verbalise their feelings about an activity Developing strength Developing muscle strength to create power Breathing technique for running Working cooperatively with others teamwork
Summer 2- Send and Return (Yr 2, unit 2) Tennis	<ul style="list-style-type: none"> Further, develop tactical play Combine skills in a wider variety of net/wall games Be able to make it difficult for their opponent to score a point Begin to choose specific tactics appropriate to the situation Transfer net/wall skills to volleyball style games Improve agility and coordination and use in a game 	<ul style="list-style-type: none"> Feeding ball consistently Moving the ball around the court Back and front of court gameplay Identifying space Underarm serving from the hand Striking volleyball with an overarm shot Playing competitively and managing self

PE First Year	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
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<p align="center">Year 3/4 Owl Class</p>	<p>Autumn 1 Tag Rugby</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Basic passing • Picking up and running with the ball • Keeping possession • Evading defenders • Running into space • Passing runs throughout the game 	<p>Children will enjoy being active.</p> <p>Children will have positive active habits.</p> <p>Children understand how to stay healthy in body and mind.</p> <p>Children understand what happens to their body when they exercise and as a result of exercise.</p> <p>Develop their teamwork and understanding of sportsmanship</p>
	<p align="center">Dance</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Learn a jazz square • Perform as two contrasting characters • Improvise • Dance using a prop • Include facial expressions • Direct a dance 	
	<p align="center">Autumn 2 Gymnastics</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Extend into full range in balance/shape • Move in/out of shapes with fluency • Show control/strength when rolling • Jump for height • Basic partner unison • Start/finish patterns as a group 	
	<p align="center">Netball</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Check pass for accurate passing • Dodging • Moving to create space in attack • Bounce pass to outwit defence • Shoulder pass for distance • Keep possession by working as a team 	
	<p align="center">Spring 1 Gymnastics</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Japana and control to transition smoothly • Bouncing and broad jump • Introduce dish w/leg raise and half lever • Body control to link movements smoothly • Box splits, right and left • Perform with flexibility and extension in actions 	



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Sundon Lower School - PE Curriculum Overview and Skills Progression



	Football	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Sending ball using inside of foot Trapping a moving ball Passing over short distances and player to receive the ball Find space to receive ball Use outside of foot to control and dribble Work as a team, communicating and signalling space 	
	Spring 2 Dance	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Do se do, heel dig gallop split tuck jump Floor patterns Dynamics Creating action with a partner Develop performance quality 	
	Kwik Cricket	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Forward drive Underarm bowling Foot placement to strike ball Long barrier Overarm throw for distance Intro role of wicketkeeper 	
	Summer 1 Tennis	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Tennis ready position Types of hitting Underarm serving Return a moving ball Sending balls to a partner Boundaries 	
	Athletics	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Take off combination jumps Differences between fast/slow/medium pace Approaching hurdles Javelin throw Skipping Working as a group to record points 	
	Summer 2 Sports day activities	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Develop teamwork skills at higher level Compete with peers Record distances and times to improve upon 	



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	Rounders	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Being ready to field a ball • Bowling action • One-handed hitting • Long barrier • Long distance throwing • Introducing backstop 	
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PE Second Year	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Year 3/4 Owl Class	Autumn 1 Tag Rugby	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Basic passing and • Picking up and running with the ball • Keeping possession • Evading defenders • Running into space • Passing runs throughout the game 	<p>Children will enjoy being active.</p> <p>Children will have positive active habits.</p> <p>Children understand how to stay healthy in body and mind.</p> <p>Children understand what happens to their body when they exercise and as a result of exercise.</p> <p>Develop their teamwork and understanding of sportsmanship</p>
	Gymnastics	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Changes in speeds of actions • Use STEP model • Cartwheel progressions • Developing 4 compositional ideas • Cooperation • Judging system 	
	Autumn 2 Gymnastics	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Weighted bunny hop and travelling steps • Roll over shoulder to knees • Engaging the core • Smooth transitions • Shoulder stand and cartwheel • Full sequence 	

	Dance	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Freeze frame Slide and Roll Formations Canon Sequencing movements Start positions/poses 	
	Spring 1 Hockey	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Push pass Straight dribble Stop ball with reverse of stick Slap pass Turning with the ball Passing runs 	
	Dance	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Performing and developing actions Formations Travelling movements Introducing devices Contact work Preparing for performance 	
	Spring 2 Netball	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Protecting the ball Basic shooting techniques Playing in thirds Marking Footwork Gameplay 	
	Kwik Cricket	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Directing the hit Running between the wickets Intercepting the ball with 1 hand Overarm bowling The pull shot Stopping bouncing ground ball 	
	Summer 1 Tennis	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Positioning to return ball Forehand to targets Introduction to backhand shots Moving to return the serve Working with a partner Scoring point against opponents 	
	Athletics	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> Aiming at targets Accelerating over short distances 	



The Harlington and Sundon Academy Trust
Sundon Lower School - PE Curriculum Overview and Skills Progression



		<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 	<ul style="list-style-type: none"> • Take off one foot when running • Sling throw • Baton exchange • Working to improve 	
	Summer 2 Sports day activities	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Develop teamwork skills at higher level • Compete with peers • Record distances and times to improve upon 	
	Rounders	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Directing the hit • Running between the posts • Intercepting the ball • Underarm bowling • Backstop role/position • Scoring full and half rounders 	

PE Skills Progression

Reception- National Curriculum Objectives

Dance	Gymnastics	Body Management	Speed, agility, travel	Manipulation, Coordination	Problem Solving
Develop agility, balance and coordination in fun team and partner based activities in dance, gymnastics and physical literacy	Develop agility, balance and coordination in fun team and partner based activities in dance, gymnastics and physical literacy	Body movement basics, including balancing self and objects	Controlling speed and direction in running games	Moving and controlling objects like beanbags, balloons and balls	Cooperating and problem-solving with partners and groups

Reception – Progression of Skills

Gymnastics	Dance	Multi Skills
<ul style="list-style-type: none"> -To develop confidence in fundamental movements -To learn and refine a variety of shapes, jumps, balances and rolls -To link simple balance, jump and travel action -Discover shapes and ways to travel -Choose shapes and different ways of traveling. -Link 2 shapes and 2 ways of traveling to make a short movement pattern. -To demonstrate previous lesson’s shapes and movements -To be able to perform an egg roll and log roll -To add two rolls to previous movement pattern -To travel in different directions and pathways -To follow a partner through different pathways -To show increased body control when rolling -Identifying different parts of body to balance on. -Discuss what it means to balance. -Discover points and patches -Perform their story to music. -Say what they like about other pupils stories -Link balances by travelling using pathways. -To use a start and finish shape 	<ul style="list-style-type: none"> -Recognise that actions can be reproduced in time to music; beat patterns and different speeds. -Perform a wide variety of dance actions both similar and contrasting -Copy, repeat, and perform simple movement patterns -Explore colour stimulus using a range of actions. -Choreograph a short sequence combining a range of actions, range levels and directions. -Describe how the actions relate to the stimulus -Explore animal stimulus using a range of levels and direction. -Demonstrate ability to work with others to develop a sequence -Choreograph a short sequence combining unison and canon. -Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon. -Explore season theme using expression and creativity. -Choreograph a short sequence with an awareness of expression. -Demonstrate understanding and knowledge of how to compose a sequence. -Explore transport theme using dynamics. -Choreograph a short sequence combining a range of dynamics. -Demonstrate some knowledge of dance composition -Work in a small group to create a dance sequence based around ‘people’. -Understand the difference between mirroring and follow the leader. 	<ul style="list-style-type: none"> -Explore balance and managing own body including manipulating small objects. -Able to stretch, reach, extend in a variety of ways and positions. -Able to control body and perform specific movements on command. -Explore a variety of rolling, sliding and slithering movements. -Jump using a variety of take offs and landings. -Moving on and off low apparatus using hands and feet in a variety of combinations. -Participating in a variety of small group cooperative activities -Travel with some control and coordination. -Change direction at speed through both choice and instructions. -Perform actions demonstrating changes in speed. -Stop, start, pause, prepare for and anticipate movement in a variety of situations. -Participate in a variety of agility-based activities moving and controlling objects. -Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. -Relate body movements to music and percussion beats -Send and receive a variety of objects with different body parts. -Work with others to control objects in space. -Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways. -Coordinate similar objects in a variety of ways -Differentiate ways to manoeuvre objects -Skip in isolation and with rope



The Harlington and Sundon Academy Trust Sundon Lower School - PE Curriculum Overview and Skills Progression



Year 1 National Curriculum Objectives

Gymnastics	Dance	Games
<ul style="list-style-type: none"> Mastering basic movements and developing agility, balance and coordination To extend performance in movement patterns and sequences 	<ul style="list-style-type: none"> Mastering basic movements Extend coordination, flexibility and balance. Perform short, simple movement patterns. Watch others and say what they liked about a performance. Perform dances using simple movement patterns and self/peer assess 	<ul style="list-style-type: none"> 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 Develop fundamental movement skills in a variety of games Engage in competitive situations with some attacking and defending skills Extend agility and co-ordination through throwing, catching and retrieving. Participate in simple hit, catch and run games. Score points through sending balls and running Master basic movements including running, jumping, throwing and catching Participate in team games, developing simple tactics for attacking and defending Extend co-ordination for hitting. Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas Engage in competitive activities against self and others.

Year 1 Progression of Skills

Gymnastics	Dance	Attack, Defend, Shoot	Hit, Catch and Run	Send and Return	Run/Jump/Throw	Acquiring and Developing Skills	Evaluating/Improving
<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes e.g. thick, wide, curled, straight, piked and tucked. Apply basic strength to a range of gymnastics actions. To be able to transfer skills onto apparatus. To recognise like actions and link Copy and change shapes Use muscle/body tension to hold a shape for three seconds Adapt a basic shape to make one of my own To link travelling actions in a sequence To show different shapes when jumping Jumping and landing safely Begin to carry basic apparatus such as mats and benches 	<ul style="list-style-type: none"> Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body part I can perform actions using different body parts. To explain the mood/emotion of my dance Perform with an awareness of body shape Show control, coordination and spatial awareness. To create a short sequence To show repetition Demonstrate musicality throughout performance. Develop partner work To show mirroring, leading and following To show a theme in my dance 	<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and co-ordination To roll and throw (using underarm and overarm technique) To use basic defending skills to defend a target Develop accuracy when shooting To practice a defensive body position Recognise how to intercept To incorporate point scoring To use a range of simple attacking skills to move toward the goal, and defending skills to stop a goal being scored. 	<ul style="list-style-type: none"> Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects To use and understand key vocabulary To move quickly with agility To collect a moving ball from along the ground and return it to given space. Catch over short distance Describe what a striker/fielder does To hit an object with the hand Throw and retrieve with increasing accuracy 	<ul style="list-style-type: none"> Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. Explore different ways of sending a ball Get into positions to return a ball Use skills to move towards and return a ball in a rally game To use equipment to hit over. 	<ul style="list-style-type: none"> Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances Run in a straight line at different speeds Show power at the start of a run. Perform runs as part of a team Experience a variety of jump Perform a standing long jump Identify how to take off Compete with others running, throwing and jumping 	<ul style="list-style-type: none"> Copy actions Repeat actions and skills Move with control and care 	<ul style="list-style-type: none"> Talk about what they have done Describe what other people did Time given to go back and adapt movement.



Impact

Children will enjoy being active.
 Children understand how to stay healthy in body and mind.
 Children understand what happens to their body when they exercise and as a result of exercise.
 They will learn and master basic movements leading to develop in Year 2.
 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.

Year 2 - National Curriculum Objectives:

Gymnastics	Dance	Games
-Become increasingly competent and confident in fundamental agility, balance, and co-ordination in relation to gymnastic activity -Develop and perform simple sequences	-Become increasingly competent and confident in fundamental basic agility, balance and coordination in relation to dance activity. -Develop and perform simple movement patterns.	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and beginning to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Develop eye to foot coordination. • Participate in increasingly challenging games situations. • Develop eye to hand coordination for hitting. • Participate in striking and fielding game situations. • Develop agility in running • Participate in competitions for running, jumping and throwing • Participate in modified net/wall games • Combine isolated skills, e.g. moving towards a ball to make contact • Compete against self and others to score points • Describe key tactics and understanding of the rules in specific game situations.



The Harlington and Sundon Academy Trust

Sundon Lower School - PE Curriculum Overview and Skills Progression



Year 2 Progression of Skills

Gymnastics	Dance	Attack, Defend, Shoot	Hit, Catch and Run	Send and Return	Run/Jump/Throw	Acquiring and Developing Skills	Evaluating/Improving
<ul style="list-style-type: none"> -Perform with control and consistency basic actions at different speeds and on different levels -Describe and explain how performers can transition and link gymnastic elements -Challenge themselves to develop strength and flexibility -Create and perform a simple sequence that is judged using simple gymnastic scoring -Combine balance, rolling, jumping, rocking and spinning -Perform using a recognised start and finish shape -To jump with power and control -Show gymnastic elements can link smoothly and continuously. -Demonstrate in shapes their full range of flexibility -Choose, adapt and perform shapes at different level 	<ul style="list-style-type: none"> -Describe and explain how performers can transition and link shapes and balances -Perform basic actions with control and consistency at different speeds and on different levels -Challenge themselves to move imaginatively responding to music -Work as part of a group to create and perform short movement sequences to music -Explore the whole body actions to create linked shapes and balances -To create a short dance -Perform dance phrases that express ideas and feelings -Create a sequence of movements for performance with starting and finishing positions -Explore, unison, levels and canon within the choreography -To create dances as a solo or in a duet. -To respond to the music with musicality and good timing. 	<ul style="list-style-type: none"> -To send a ball using feet and can receive a ball using feet. -Refine ways to control bodies and a range of equipment. -Recall and link combinations of skills, e.g. dribbling and passing -Send the ball with feet by kicking -Receive and stop the ball with feet -Pass the ball to another player showing accuracy -Kick the ball to score point -Working as a team to keep possession in a defined area -Play as part of a team to attack and defend -Link bouncing and passing -Make choices on where to stand when defending as part of a team 	<ul style="list-style-type: none"> -To developing hitting skills with a variety of bats -Practice feeding/bowling skills -Hit and run to score points in game -Work as a team to field a ball back to a base -To make choices about where I hit the ball to score maximum points. -To play different positions including batter, fielder and bowler -To sprint to correct areas to score point -To recognise where to kick to score the most runs -To use underarm throwing skills to feed/bowl a ball to a player -To bowl to different positions accurately -Experiment with different bats to see which are easier or harder to hit with. -Field to catch and throw to teammates to stop opponents scoring runs -Apply simple tactics to gameplay 	<ul style="list-style-type: none"> -Be able to track the path of a ball over a net and move towards it -Begin to hit and return a ball using a variety of hand and racquet with some consistency -Play modified net/wall games throwing, catching and sending over a net -Anticipate the flight of the ball fed from partner -To identify their dominant and non-dominant side for sending a ball -To use correct grip to hold a tennis racquet -Play a modified game introducing boundaries -To work on serving -Perform with increased agility -Send, receive and stop a ball using a racquet along the ground -Attempt to combine skills to perform a rally 	<ul style="list-style-type: none"> -Develop power, agility, coordination and balance over a variety of activities -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops -Can negotiate obstacles showing increased control of body and limbs -Explore different ways to generate power to start different actions such as running, jumping, hopping, striding -Participate in obstacle relay -Explore which throws are better for accuracy, which are better for distance and which are better for height 	<ul style="list-style-type: none"> -Copy and remember actions -Repeat and explore actions with control and co-ordination 	<ul style="list-style-type: none"> -Talk about what is different between what they did and what someone else did. -Say how they could improve

Impact

Children will enjoy being active.
 Children will have positive active habits.
 Children understand how to stay healthy in body and mind.
 Children understand what happens to their body when they exercise and as a result of exercise.
 Develop their teamwork and understanding of sportsmanship
 They will learn and master basic movements reading to develop in Year 2.
 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.



Year 3 National Curriculum Objectives

Gymnastics	Dance	Games	Athletics	OAA
<ul style="list-style-type: none"> -Master basic movements including leaping, jumping, balancing and stretching -Devise simple sequences using compositional ideas -Work collaboratively to adapt, change and improve individual sequence 	<ul style="list-style-type: none"> -Develop and perform simple movement patterns. Develop and perform simple routines -Perform to an audience -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> -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] 	<ul style="list-style-type: none"> -Compete against self and others developing simple technique -Master basic movements including running, throwing and jumping -Work collaboratively and individually to help improve self and others 	<ul style="list-style-type: none"> -Take part in outdoor and adventurous activity challenges both individually and within a team demonstrate improvement to achieve their personal best.

Year 3 Progression of Skills



The Harlington and Sundon Academy Trust Sundon Lower School - PE Curriculum Overview and Skills Progression



Gymnastics	Dance	Invasion Games (Handball)	Striking and Fielding (Cricket)	Athletics	OAA	Acquiring and Developing Skills	Evaluating/Improving
<ul style="list-style-type: none"> -Modify actions independently using different pathways, directions and shapes -Consolidate and improve quality of movements and gymnastics actions -Relate strength and flexibility to the actions and movements they are performing -To use basic compositional ideas to improve sequence work— unison -Create a sequence of 2 contrasting elements -Demonstrate extension in shapes -Produce flow in sequence -Consolidate and improve quality of basic rolls -Explain how strength and flexibility applies to roll -Consolidate and improve quality of basic jumps -Jump high and far o low apparatus -To perform in unison with a partner 	<ul style="list-style-type: none"> -Practise different sections of a dance aiming to put together a performance -Perform using facial expressions -Perform with a prop -Explore creating characters and narratives -Choose and link actions to create a dance phrase -Use performance skills to communicate -Perform and communicate ideas as part of a group -Develop movements using improvisation -Incorporate facial expression into a dance phrase -Describe ways to improve self and others performance -Perform to an audience 	<ul style="list-style-type: none"> -Able to show basic passing and catching skills -Learn basic defensive techniques -To implement the rules of handball -Attempt to catch efficiently using the correct catching position -Perform underarm throws efficiently and accurately -Perform two new passes which could include overarm and two handed bounce pass -Decide which pass will be more effective in different situation -Moving with the ball successfully to create a chance to pass/shoot -Moving quickly with the ball to get closer to the opponent's goal area -Attempting the 3 step rule with confidence -Moving with the ball successfully to create a chance to pass/shoot -Use defending positions to attempt to block the ball -Force an error from your opponent -Use attacking positions to exploit gaps in the defence -Use effective passing and movement as a team to create chances to score -Move quickly as a team up the pitch to counterattack opponent 	<ul style="list-style-type: none"> -To be able to adhere to some of the basic rules of cricket -To develop a range of skills to use in isolation and a competitive context -To use basic skills with more consistency including striking a bowled ball -Hit a stationary ball into space -Retrieve and throw the ball as a fielder -Explain how fielders work together to restrict batters run -Bowl an underarm ball at a target -Bowl with some consistency in a game situation -Work collaboratively to send the ball back to the bowler -Strike a bowled ball -Apply simple tactics to choose where to hit the ball -Stop a moving ball with consistency -Collect and return a moving ball -Work as a team to stop and pass the ball to the field. -Throw over longer distances using overarm throw -Recognise when to throw over longer distances -Recognise rules of the modified game and use fairly -Use accurate throws to return a ball from the field -Strike a bowled ball to score runs for your team -Suggesting ways to improve own & others game 	<ul style="list-style-type: none"> -Control movements and body actions in response to specific instructions -Demonstrate agility and speed -Jump for height and distance with control and balance -Throw with speed and power and apply appropriate force -Challenge yourself to jump in a variety of ways -Beat previous distances when jumping -Copy and describe what others have done -Run at different speeds -Start-stop and change pace with control -Demonstrate agility in running -Combine running and jumping -Jump over apparatus with control and balance -Explore and judge speed to jump safely -Throw for accuracy -Throw for distance -Experiment with a variety of throw -Practice a variety of skipping techniques -Participate in skipping challenges against self and others -Discover ways to skip with a partner -Participate in running, throwing and jumping activities -Work as a team to try and score points in running, throwing and jumping activities -Identify ways to improve own, and others work 	<ul style="list-style-type: none"> -To work with others to solve problems -To describe their work and use different strategies to solve problems -To lead others and be led -To differentiate between when a task is competitive and when it is collaborative - Show working as part of a team -Communicate to solve problems -To use strength and flexibility to complete a task -To identify basic symbols on a map -To complete tasks using symbols and maps -To work with others to complete simple map reading task -Confidently read and follow a basic map -Create a route on a map for others to us -Respond to problems in a group situation -Identify what worked well and what they need to improve when working as a group -Play competitively and fairly -Identify what they need to do to complete a challenge -Participate safely considering others 	<ul style="list-style-type: none"> -Use the most appropriate skills, actions or ideas -Move with coordination and control -Explain how their work is similar and different for that of others -With help recognise how performances could be improved. 	



External Providers teach Year 3
Net and Wall Games Basketball/Netball
Swimming Rounders
Tag Rugby

Impact
Children will enjoy being active.
Children will have positive active habits.
Children understand how to stay healthy in body and mind.
Children understand what happens to their body when they exercise and as a result of exercise.
Develop their teamwork and understanding of sportsmanship.

Year 4 National Curriculum Objectives

Gymnastics	Dance	Games	Athletics	OAA
<ul style="list-style-type: none"> -Practice and implement runs, leaps, jumps and locomotion in more complex sequences -Devise simple sequences using compositional ideas -Work collaboratively to adapt, change and improve individual sequence -Develop strength and stamina through sustained periods of vigorous activity Work collaboratively to perform with a partner 	<ul style="list-style-type: none"> -Perform using a range of movement patterns and set phrases -Develop and perform simple routines to audiences -Compare their performances with previous ones and demonstrate improvement to achieve their personal best. -Work collaboratively in groups 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Master basic movements including running, throwing and jumping -Compete against self and others developing simple technique -Work collaboratively and individually to help improve self and others 	<ul style="list-style-type: none"> -Take part in outdoor and adventurous activity challenges both individually and within a team demonstrate improvement to achieve their personal best.



The Harlington and Sundon Academy Trust
Sundon Lower School - PE Curriculum Overview and Skills Progression



Year 4 - Progression of Skills

Gymnastics	Dance	Invasion Games (Handball)	Striking and Fielding (Cricket)	Athletics	OAA	Acquiring and Developing Skills	Evaluating/ Improving
<ul style="list-style-type: none"> -To become increasingly competent and confident to perform skills more consistently -Able to perform in time with a partner and group -Use compositional ideas in sequences such as changes in height, speed and direction -Compose and perform a sequence of 6 elements -Teach your sequence to a partner -To understand the STEP model. - Perform existing sequence to be judge -Act as judges to evaluate a group sequence -Compare and contrast group performance 	<ul style="list-style-type: none"> -Work to include freeze frames in routines -Practise and perform a variety of different formations in dance -Develop a dance to perform as a group with a set starting position -Develop dance 'freeze frames' based on a visual stimulus -Demonstrate how to link positions in a variety of ways -Practice and perform a slide and rolls - Learn and replicate a set phrase - Develop a short dance using unison and formations -Describe different formation -To perform in cannon in routines and cannon lines -Improve and extend mission set phrase -Sequence movements in a logical order -Practice and perform a routine 	<ul style="list-style-type: none"> -Develop 3 step rule incorporating bounce. -Defend and stop attacks by blocking and intercepting -Pass and move with the ball to set up attacks -Demonstrate and implement the rules of handball -Catch the ball and protect -Play in a competitive game scoring goals in a scoring area -Attempt to shoot using the overarm technique -Shoot outside a defined area -Work as part of a team to get into positions to shoot -Defining the role of circle runner -Circle runner and centre working together to build an attack -Build attacking play in game -Turn to space to get into defensive positions -Successfully perform first wave defence -Describe the defensive positions you need to be in -Introduce the 7-metre throw and when it is used -Technique for the 7-metre throw 	<ul style="list-style-type: none"> -To develop the range of Cricket skills they can apply in a competitive context -Choose and use a range of simple tactics in isolation and a game context -Consolidate existing skills and apply with consistency - Throw and catch the ball with increasing accuracy -Hit the ball into zones to score points -Work as an individual to keep score -Anticipate when to run to score singles -Work with a partner to score runs -Run at speed to avoid being run out -Intercepting a moving ball over varying distances -Intercept balls to stop runs in game situations -Work with team to return balls in the field -Bowl overarm from a stationary position at a target -Attempt to bowl overarm in a game -Bowl from both ends of the wicket (over or underarm -Use the pull shot in isolation -Attempt a pull shot in a game situation 	<ul style="list-style-type: none"> -Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities -Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. - Challenge yourself to jump in a variety of ways for distance and height -Show different ways of running -Compare different throws with different equipment -Assess what fast running feels like -Practice and perform running at speed -Compete over shorts distances against self and other -Use running to increase the distance of jumps -Judge speed to take off a specified point -Demonstrate control upon take off 	<ul style="list-style-type: none"> -Work well in a team or group within defined and understood roles -Plan and refine strategies to solve problems -Identify the relevance of and use maps, compass and symbols -Perform AFL task as part of a group -Suggest ways to solve the problem -Support others to participate in the task -Recognise compass points -Operate as part of a team to solve a problem -Listen and be directed by other -Explain what a compass is -Describe how a compass can be used -Use compass points to complete the task successfully -Perform under time pressures -Refine answers from clues 	<ul style="list-style-type: none"> -Select and use the most appropriate skills, actions or ideas. -Move and use actions with coordination and control -Make up their own small sided games 	<ul style="list-style-type: none"> -Explain how their work is similar and different from that of others -Use their comparison to improve their work



The Harlington and Sundon Academy Trust
Sundon Lower School - PE Curriculum Overview and Skills Progression



	<p>which includes an 'entering' start position</p> <p>-Evaluate my work</p>	<p>-Play in game implementing rules for 7-metre throw</p> <p>-Use correct rules to start and restart a game</p> <p>-Rotate to play in a variety of positions</p> <p>-Keep 3-metre distance rule</p>	<p>-Decide where to field against someone who can hit a pull shot</p> <p>-Use overarm bowling in a game situation with some consistency</p> <p>-Effectively stop a bouncing ground ball</p> <p>-Identify and describe successful play</p>	<p>-Introduce sling technique for discus throws</p> <p>-Practice wind up technique</p> <p>-Practice with different equipment</p> <p>-Perform running on a curve</p> <p>-Perform a baton exchange</p> <p>-Analyse as a team how to improve the baton exchange</p> <p>-Challenge self to improve scores using appropriate techniques</p> <p>-Evaluate to aim to improve performance second time</p>	<p>-Use a map to follow a course</p> <p>-Recognise common map symbols</p> <p>-Remember and recall map symbols</p>		
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<p>External Providers teach Year 4</p> <p>Net and Wall Games Basketball/Netball</p> <p>Swimming Rounders</p> <p>Tag Rugby</p>
<p><u>Impact</u></p> <p>Children will enjoy being active.</p> <p>Children will have positive active habits.</p> <p>Children understand how to stay healthy in body and mind.</p> <p>Children understand what happens to their body when they exercise and as a result of exercise.</p> <p>Develop their teamwork and understanding of sportsmanship.</p>