



# Harlington and Sundon Academy Trust

**School: Sundon Lower School**

**Curriculum Progression for: PE**

<b>Intent</b>	Through our teaching and provision of Physical Education within the school we aim to enable children to learn about themselves, their capabilities their strengths and their limitations. Through our Physical Education curriculum and activity provision we aim to promote physical and mental health with the overall aim that every child should leave our school physically confident in a way that supports their health and fitness. Each child will get to experience a wide range of different sports opportunities and activities by the end of their time in school giving each child an opportunity to discover their talents. We strongly recognise and promote physical education and activity as a means to good health but equally we recognise its benefits for mental health, learning, and the development of social skills. We facilitate and promote healthy competition within school and physical activity is celebrated and promoted within our school community so that children have opportunities to compete in sport to build character and embed values such as fairness, respect and perseverance.
<b>EYFS</b>	<p><b>Children should come to Year 1 with the following skills and knowledge:</b></p> <p>Moving and Handling- 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, 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>



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## KS1

Gymnastics	Dance	Invasion games	Net and Wall	Hit/ Catch and Run	OAA	Multiskills/ Athletics	
<b>Taught</b>	Year A/B Autumn 1 Year A/B Spring 1	Year A/B Autumn 2 Year A/B Spring 2 Year B Summer 1	Year A/B Spring 1 Year A Summer 1	Year A/B Summer 1	Year A/B Spring 2		Year A/B Autumn 1 + 2 Year A/B Spring 2 Year A/B Summer 1 + 2
<b>Sports</b>			Football Tag Rugby	Tennis	Kwik Cricket Rounders		
<b>National Curriculum Statement</b>	<i>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</i>	<i>Perform dances using simple movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	<i>Participate in team games, developing simple tactics for attacking and defending</i>	<i>Participate in team games, developing simple tactics for attacking and defending</i>	<i>Participate in team games, developing simple tactics for attacking and defending</i>		<i>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</i>
<b>Vocabulary</b>	Single balance Apparatus Side roll Climb Walk	Dance Theme Pattern Movement Beat Sequence Mirror	Opponent Control Rules Team Cooperate Control Accuracy Team Work	Opponent Control Rules Team Cooperate Control Accuracy Team Work Kick	Throw Catch Roll Target Accuracy Aim Dribble Balance Strike Obstacle Hit Pass		Jump Hop Stop on command Sprint Run Skip Gallop
<b>Skills</b>	Develop short	Use a range of	Develop control	Use their skills to	Choose, use and		Designed to

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<p>sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well.</p> <p>Describe what they have done and what they have seen.</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction.</p>	<p>vocabulary to describe moods and how dances make them feel.</p> <p>Perform dances using simple movement patterns with a clear start, middle and end.</p> <p>On their own can remember and perform short dance routines to other children (1-8 steps)</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals.</p>	<p>and accuracy when moving with a ball in a variety of different games.</p> <p>Pass and receive a ball with more control and accuracy.</p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score.</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in team games.</p> <p>Understand and develop tactics for</p>	<p>play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions.</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and coordination.</p>	<p>vary simple tactics.</p> <p>Recognise good quality in performance.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>		<p>develop the fundamental movement skills of balance, coordination and agility.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 30m under 6 secs</li> <li>• Jump for height 15-19cm</li> <li>• Jump for distance 60 – 89cm</li> <li>• Leap hurdles 30m within 8 secs</li> <li>• Overarm throw 10- 19m</li> <li>• Chest push 3-4m</li> <li>• Run for longer distance 200m under 1:30</li> </ul>
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			attacking and defending. (rugby, netball, football, basketball)				
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	KS2						
	Gymnastics	Dance	Invasion games	Net and Wall	Hit/ Catch and Run	OAA	Multiskills/ Athletics
Taught	Year A/B Spring 1	Year A/B Spring 2 Year A/B Summer 1	Year A/B Autumn 1 Year A/ B Autumn 2 Year A/B Spring 1 Year A Spring 2	Year A/B Autumn 1 Year A Summer 1 Year B Summer 2	Year B Spring 2 Year A Summer 1	Year A/B Autumn 2	Year A/B Summer 2
Sports			Tag Rugby Handball Football Hockey	Netball Tennis	Kwik Cricket Rounders		
National Curriculum Statement	<i>Develop flexibility, strength, technique, control and balance</i>	<i>Perform dances using a range of movement patterns</i>	<i>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</i>	<i>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</i>	<i>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</i>	<i>Take part in outdoor and adventurous activity challenges both individually and within a team</i>	<i>Use running, jumping, throwing and catching in isolation and in combination. develop flexibility, strength, technique, control and balance</i>
Vocabulary	Forward roll Backward Roll Control Coordination Precision Control Fluency	Create Perform Expressive dance phase Expression Contrast Consistency Dynamics Speed	Participation Tactics Attack Defend Defence Competitive Competition Compete Mark	Over Arm Throw Under Arm Throw Chest pass Volley Pivot Bounce Consistency Dynamics Speed	Participation Tactics Attack Defend Defence Competitive Competition Compete Mark	Key Map Plan Scale Compass Directions Symbols trail	Arm action Bend Carousel Control Direction Distance Effort Extend Handover

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		Direction Level Coordination Precision Control Fluency Evaluate Improve Develop Transition Compose Compare Adapt Refine Symmetry		Direction Level Coordination Precision Control Fluency Dribble			Javelin Knee lift Landing Long jump Pace Position Pull Relax Relay Stride length Take off Target Technique
<b>Skills</b>	Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner and small groups to create sequences. Adapt their sequences to include apparatus and to suit partner	Explore and create characters and narratives in response to a range of stimuli. Compose short dances with clear start, middle and end on their own, partners and in groups. Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and	Play 3vs1 and 4vs1 and how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Know what rules are needed to	Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence tactics. Understand rules	Throw and catch a ball at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles	Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance. Children will be taught how to use their bodies to: <ul style="list-style-type: none"> <li>• Sprint 50m within 13-10secs develop to under 10secs</li> <li>• Jump for height 25- 29cm</li> <li>• Jump for</li> </ul>

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	<p>or small group. Compare and contrast similar performances.</p>	<p>balances with good composure and control. Can remember and perform a longer dance routine to others (8-20steps)</p>	<p>make games fair. Understand simple patterns of play. Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p>	<p>about the games.</p>		<p>within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways of</p>	<p>distance120-149cm</p> <ul style="list-style-type: none"> <li>• Leap hurdles 60m within 17-14 secs develop to under 14secs</li> <li>• Overarm throw 20- 29m develop to 30- 34m</li> <li>• Chest push 4-6m develop to 6-8m</li> <li>• Run for longer distance 400m 2:30-2:01 develop to under 2mins</li> </ul>
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						<p>improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p>	
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