



Featherstone Primary School: Progression and Sequencing within Physical Education (P.E.)



Intent: At Featherstone Primary School, Physical Education (P.E.) ensures that our children have the knowledge to begin and maintain a healthy lifestyle. Through competitive sports, which promote individual and co-operative skills, children are taught to become physically active for sustained periods of time. The main aim of our P.E. Curriculum is to inspire children to be physically confident in their abilities in order to then challenge themselves to beat others in competitions and out-do their personal bests. We want P.E. to build character and lead active, healthy lives.

		Year 1	Year 2
Skills	Ball skills	Roll a ball with two hands, showing control Throw a ball a short distance, showing some control Catch/receive a ball Kick with control	Roll a ball with one hand, showing control Throw a ball longer distances, showing some control Catch/receive a ball Kick and move with control
	Fundamental Movement	Run at different speeds Take small, medium and large steps Run and jump with some balance and control Move with some awareness of space	Hurdle a small obstacle and maintain effective running Move in different ways, creating space
	Gymnastics	Show contrast (i.e. small and tall) Climb safely on low level apparatus Make a two-part sequence Jump on two feet and land with some control and balance	Copy and remember actions, making a three-part sequence Roll forwards, backwards and sideways Hold a position whilst balancing Climb safely on larger equipment Jump in a variety of ways and land with control and balance
	Dance	Make a two-part sequence to music	Copy and remember actions, making a three-part sequence with some good timings to the music Can choose some appropriate movements to show basic mood, feelings or ideas
	Sportsmanship	Encourage classmates to do well	Understand the positive effect/impact of cheering for others and the negative effect/impact of booing
	Evaluating	Say what was good and bad about a game or performance	Evaluate classmates' performances with basic justifications

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	Year 3	Year 4	Year 5	Year 6
Content Knowledge: Sports	Striking and fielding: Rounders Net and wall: Badminton Invasion: Tag Rugby	Striking and fielding: Cricket Net and wall: Tennis Invasion: Football	Striking and fielding: Rounders Net and wall: Volleyball Invasion: Basketball	Striking and fielding: Cricket Net and wall: Mini competitions in all three Invasion: Hockey
Striking and fielding	Develop a fixed position and stance when fielding Understand the importance of spacing out when fielding Use fielding techniques to stop the ball	Develop a flexible position and stance when fielding Begin to respond to events on the pitch Use fielding techniques to stop the ball effectively	Throw and catch under pressure Use fielding techniques to stop the ball in the quickest, most appropriate way (i.e. long barrier, wide open palms)	Use fielding techniques to stop the ball tactically and know where the ball needs to go next
Net and wall	To hit objects in different ways (i.e. high, low, fast, slow)	Send an object to its required target accurately	Use control and accuracy to send an object to its required target, applying understanding of distance Apply basic tactics to games	Use any piece of equipment to outwit an opponent and gain advantage in a game situation Apply tactics to games
Invasion	Use hand-eye co-ordination to control a ball with more accuracy To pass balls in different ways (i.e. high, low, fast, slow) Maintain possession of a ball Show an awareness of others in a game situation Understand how to intercept Understand the concept of attack and defence	Master passing and receiving techniques to maintain control of the ball, including some dribbling Intercept with growing accuracy being aware of position and timing Develop skills with a range of shooting techniques (both long and short distances)	Dribble with accuracy Develop skills with a range of passes (i.e. chest, bounce, overhead) Intercept with precision Demonstrate the best time to keep possession or shoot compared to knowing when to set a teammate up, applying understanding of distance Apply basic tactics to games (i.e. anticipate the direction of an opponent; make space by moving away, coming back and dodging; understand how to mark an opponent)	When under pressure, apply the required pass, dribble, shot and interception based on the distance and power needed Apply tactics to games
Athletics	Understand the technique to run fast (hands up, knees up, opposites, head focused) Sprint over a short distance, up to 60m Understand the technique for the required throw (shotput, javelin, discus) Jump growing distances from a standing position Improve personal best	Begin to apply the technique to run fast (hands up, knees up, opposites, head focused) Sprint over a short distance, up to 100m Begin to apply the technique for the required throw (shotput, javelin, discus) Gain distance in jumps from a standing position	Apply the technique to run fast (hands up, knees up, opposites, head focused) Run over longer distances, conserving energy to sustain performance Choose the correct technique to run at speed or length Apply the technique for the required throw (shotput, javelin, discus) Use a run up and arm mobility to jump at length	Investigate running styles and changes in speed Apply the technique for the required throw with power and accuracy (shotput, javelin, discus) Show control in take-off and landing when jumping Identify and refine running, jumping and throwing performances by analysing technique and body shape
Gymnastics	Refine movements into more fluid sequences Create interesting body shapes Change direction and speed during performance	Plan a sequence, rehearse and perform it Movements are clear, fluent and expressive Combine and move in a variety of ways (shapes, jump, roll, speed, level) Change direction, speed and level during performance	Create complex, linked and well-executed sequences that include a range of movements (travel, balance, swing, bend, stretch, twist) Hold a body posture Demonstrate kinaesthetic awareness	Create complex, linked and well-executed sequences that include a range of movements (spring, flight, vaults, inversions, rotations) Vary speed, direction and level to achieve the desired effect
Dance	Refine movements into more fluid sequences Move with growing control and co-ordination Change direction and speed during performance based on the rhythm of the music Begin to show expression	Plan a sequence, rehearse and perform it from a given stimulus/scaffold (i.e. photo, advert, piece of music) Movements are clear, fluent and expressive Dance conveys a clear idea	Create complex, linked and well-executed sequences that show some individuality and imagination Demonstrate expressive, kinaesthetic awareness Improvise, demonstrating an awareness of the mood, feelings and ideas of the music	Perform expressively Perform with appropriate themes such as high energy or slow grace; maintain throughout the performance Combine strength and stamina gained through gymnastics
Swimming	Use front crawl Understand basic water safety Swim 15m	Master front crawl Use back stroke Tread water for at least 30 seconds Recognise and explain potential dangers when swimming Swim 20m	Master back stroke Use breast stroke Tread water for at least 60 seconds Perform the safe self-rescue technique of treading water in clothes for 60 seconds Swim 25m	Master breast stroke Use butterfly stroke Tread water for at least 90 seconds Perform a range of safe self-rescue techniques Swim at least 25m
Sportsmanship	Know how to manage getting annoyed or frustrated in sports Follow rules and play fairly	Show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands)	Be a consistent good role models to others	Uphold the spirit of fair play and respect in all competitive situations Recognise when this does not happen (i.e. from TV sporting events) and explain the consequences
Evaluating	Evaluate classmates' performances with clear justifications, understanding that opinions might differ	Evaluate classmates' performances with clear justifications, based on one part of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship)	Evaluate classmates' performances with clear justifications, based on multiple parts of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship)	Evaluate classmates' performances focusing on all KS2 sports elements Clear justifications based on if the game/performance was successful or not, and why