

Physical Education Curriculum Progression of Skills and Knowledge



At Westfields Junior School, we aim to provide an engaging and purposeful PE curriculum and sports provision that provides children with the skills to develop healthy lifestyles and become lifelong sportspeople. The skills developed through our curriculum are planned to be progressive across each year group and through a variety of different teaching approaches, all children are able to build on their skills including the development of stamina, agility, coordination, and control. In addition, through PE, we provide opportunities for children to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

The National Curriculum for Physical Education

Years 3 - 6

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- 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]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> • Improve the quality of their body shapes and balances and their ability to link movements. • Improve their ability to select basic gymnastics elements and create simple sequences. 	<ul style="list-style-type: none"> • Develop the range of movements, body shapes and balances they include in a performance. • Perform skills and actions more accurately and consistently e.g. 	<ul style="list-style-type: none"> • Perform movements, shapes and balances more fluently. • Use basic gymnastic elements in the sequences they create and adapt them when using equipment. 	<ul style="list-style-type: none"> • Create and perform gymnastic movements, shapes and balances more fluently. • Create sequences by selecting a range of gymnastics elements (for example: twist, balance formations, different levels etc).

	<ul style="list-style-type: none"> Describe the quality of a performance as well as recognise how their own performance improved. 	<p>jumping and balancing on the landing.</p> <ul style="list-style-type: none"> Create gymnastic sequences that meet a theme or set of criteria e.g. Greek mythical creatures. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved. 	<ul style="list-style-type: none"> Use basic criteria to evaluate their own and other's work. 	<ul style="list-style-type: none"> Generate their own success criteria to evaluate their own and others' work. Suggest ways of making improvements.
Dance	<ul style="list-style-type: none"> Begin to improvise independently and with a partner to create a simple dance. Translate ideas from stimuli e.g. a song, story or topic into movements with support. Begin to adapt and add to their own movements to create a larger sequence. Use simple dance vocabulary to compare and describe work: turn, bend, rise (up), fall (down), jump, skip, rhythm and pattern. 	<ul style="list-style-type: none"> Confidently improvise with a partner or on their own. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli e.g. a song, story or topic. Begin to vary dynamics within a dance (slow, quick, sharp, soft). Develop movements within similar themes e.g. water – a calm stream or a raging waterfall. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work: Previous vocabulary plus: slide, hop, balance, stillness, squat, stretch, travel and direction. 	<ul style="list-style-type: none"> Begin to exaggerate dance movements and themes (using expression when moving). Demonstrate a variety of movements through a dance sequence. Combine flexibility, techniques and movements to create a sequence. Begin to move appropriately and with the required style in relation to the stimulus e.g. using various levels and ways of travelling. Begin to show a change of pace and timing in their movements. Use the space provided to its maximum potential. Improvise with confidence, still demonstrating fluency across their sequence. Modify parts of a sequence as a result of self and peer evaluation. Begin to use more complex dance vocabulary to compare and improve work: Previous vocabulary plus: leap, twist, pivot, space, speed, levels, repetition and mirror. 	<ul style="list-style-type: none"> Exaggerate dance movements and themes (using expression when moving). Perform sequences with confidence. Demonstrate a strong imagination when creating own dance sequences. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Dance with fluency and precision, linking all movements and ensuring they flow. Move appropriately and with the required style in relation to a range of stimuli (e.g. using various levels, ways of travelling and motifs). Clearly show a change of pace and timing in a sequence. Be able to move to the beat accurately in dance sequences. Modify a whole sequence as a result of self and peer evaluation.

				<ul style="list-style-type: none"> Use more complex dance vocabulary to compare and improve work: Previous vocabulary plus: technique, dynamics (slow, quick, sharp, soft), formations, variation, unison, canon, action, reaction.
Athletics	<ul style="list-style-type: none"> Begin to run at speeds appropriate for the distance e.g. sprinting and cross country. Perform a running jump with some accuracy. Perform a variety of throws using a selection of equipment e.g. pulling, pushing and slinging. (Preparation for javelin, shot put and discus). Make simple recordings of their own performance – either time or distance. 	<ul style="list-style-type: none"> Build a variety of running techniques and use with confidence. Perform a running jump with more than one component (e.g. hop, skip jump, triple jump). Begin to record peers' performance. With guidance, can set realistic targets when throwing. Identify good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> Build a variety of running techniques and use with confidence. Perform combinations of jumps (e.g. hop, step, jump, showing control and consistency). Record peers' performances and evaluate these. Demonstrate accuracy and confidence in some throwing and catching activities. Set realistic targets for self when throwing. Describe good athletic performance using correct vocabulary. 	<ul style="list-style-type: none"> Confidently use a variety of running techniques. Demonstrate a range of jumps showing power, control and consistency both at take-off and landing. Demonstrate accuracy and confidence in a variety of throwing and catching activities. Set realistic targets for self when throwing over increasing distance. Evaluate and improve own athletic performance using correct vocabulary.
Outdoor Adventurous Activity (OAA)	<ul style="list-style-type: none"> Orientate simple maps and plans. Use simple maps. Develop listening skills. Listen to instructions from a partner/adult. Begin to solve simple problems involving maps. 	<ul style="list-style-type: none"> Mark control points in correct positions on their map or plan (for example where they find an object when following a trail). Find their way back to a base point. Develop strong listening skills. Choose and apply strategies to solve simple problems involving maps. 	<ul style="list-style-type: none"> Together, plan and share roles within the group based on each other's strengths. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Choose effective strategies and adapt these if needs be. 	<ul style="list-style-type: none"> Work increasingly well in groups where roles and responsibilities are understood. Use and interpret simple maps. Think activities through and problem solve using general knowledge. Plan and use strategies to solve problems/ follow trails/ build shelters etc.
Games	<ul style="list-style-type: none"> Begin to communicate to other team players during a game. Develop coordination with game elements e.g. accurate passing in football. Work in a group to invent and trial a game. As a group, can select appropriate resources for their game creation with minimal adult support. 	<ul style="list-style-type: none"> Demonstrate good communication to other team members during a game. Show co-ordination and control of skills with increasing fluency e.g. accurate passing while jogging in football. Work in pairs to invent and trial a game. As a group or pairs, can select appropriate resources for their 	<ul style="list-style-type: none"> Show confidence in principles of tactics and applying them e.g. 'fake dodging' to get past an opponent. Demonstrate strong communication with team members during a game. Display fluent co-ordination and control of skills e.g. accurate passing while jogging in football. 	<ul style="list-style-type: none"> Demonstrate confidence in the principles of tactics and applying them as mini coaches e.g. 'fake dodging' to get past an opponent. Demonstrate strong continual communication with team members during a game. Display fluent co-ordination and control enabling them to maintain possession in game

		<p>game creation with minimal adult support.</p> <ul style="list-style-type: none"> • Observe others to see what is successful in team games. • Apply basic skills for attacking and defending during invasion games. • Begin to show understanding of the need to intercept and take control of the ball during invasion games. • Be able to use two or more elements of running, jumping, throwing and catching in isolation and combination. • Begin to make suggestions about what they could change to improve their skills. 	<ul style="list-style-type: none"> • Work independently to invent and develop a game. • Find own resources for a game independently with some understanding of differentiation. • Be aware of the opposition teams' tactics and the possible results when playing. • Consolidate skills for attacking and defending during invasion games. • Demonstrate a consistent understanding of the need to intercept/take possession of a ball during invasion games. • Use running, jumping, throwing and catching in isolation and combination. • Confidently make suggestions about how to improve their skills. 	<p>situations e.g. passing before a tackling situation in Hockey.</p> <ul style="list-style-type: none"> • Be able to adapt a self-invented game independently. • Be able to differentiate resources in own games based on reading ability. • Be able to coach peers using strong knowledge of tactics. • Play in attack or defence correctly using knowledge of invasion games. • Further develop skills of running, jumping, throwing and catching in isolation and combination. • Confidently suggest how to improve own skills and those of others.
Striking and Fielding (as above plus the following)	<ul style="list-style-type: none"> • Be able to strike a ball with some success using different equipment e.g. cricket bat, rounders bat, tennis racket. • Investigate different ways to throw a ball in fielding positions (underarm, overarm). • Demonstrate a basic understanding of communication in a fielding position. 	<ul style="list-style-type: none"> • Be able to strike a ball with increasing success using appropriate equipment e.g. cricket bat, rounders bat, tennis racket. • Be able to choose an appropriate way to throw ball in fielding position (underarm or overarm depending on distance). • Show a competent understanding of importance of communication in a fielding position. 	<ul style="list-style-type: none"> • Select appropriate striking equipment based on game and ability. • Be able to strike a ball with increasing success and accuracy using appropriate equipment. e.g. cricket bat, rounders bat, tennis racket). • Be able to use tactical awareness to select an appropriate throw in fielding position e.g. choosing which post to throw to in rounders. • Apply confident understanding of importance of communication in a fielding position. 	<ul style="list-style-type: none"> • Select appropriate striking equipment based on game and ability. • Be able to strike a ball with success and accuracy using appropriate equipment e.g. cricket bat, rounders bat, tennis racket. • Be able to use tactical awareness to select appropriate throws consistently in fielding position e.g. choosing which post to throw to in rounders. • Use confident understanding of communication in order to captain/coach their team into tactically strong game.
Swimming			<ul style="list-style-type: none"> • Work with confidence in the water. • Explore skills, actions and ideas, including holding breath underwater. 	

			<ul style="list-style-type: none"> • Use a range of strokes, including front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. • Swim competently and proficiently with confidence over at least 25 metres. • Improve control and co-ordination in the water. • Evaluate their own swimming to identify what needs improving. • Choose appropriate strokes and equipment based on situations e.g. time or distance pressure. • Demonstrate breath control. 	
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KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> • Know, recognise and describe the short-term effects of exercise on the body during different activities. • Know the importance of flexibility and strength. 	<ul style="list-style-type: none"> • Know and describe how the body reacts during different types of activity e.g. out of breath, tense muscles etc and describe how this affects the way they perform. 	<ul style="list-style-type: none"> • Know and understand how to warm up and why it is important for good quality performance. • Understand why physical activity is good for their health. 	<ul style="list-style-type: none"> • Know and understand why warming up and cooling down are important. • Know and understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves. • Know how to carry out warm ups safely and effectively.
Dance	<ul style="list-style-type: none"> • Know and understand simple dance vocabulary: turn, bend, rise (up), fall (down), jump, skip, rhythm and pattern. 	<ul style="list-style-type: none"> • Know and understand simple dance vocabulary: Previous vocabulary plus: slide, hop, balance, stillness, squat, stretch, travel and direction. 	<ul style="list-style-type: none"> • Know and understand more complex dance vocabulary: Previous vocabulary plus: leap, twist, pivot, space, speed, levels, repetition and mirror. 	<ul style="list-style-type: none"> • Know and understand more complex dance vocabulary: Previous vocabulary plus: technique, dynamics (slow, quick, sharp, soft), formations, variation, unison, canon, action, reaction.
Athletics	<ul style="list-style-type: none"> • Know how to develop and understand running (running as an individual, in a team, in relays and over obstacles, directions and speeds in a controlled manner). • Know how to develop knowledge in relation to throwing (affect of varying the amount of effort and 	<ul style="list-style-type: none"> • Know how to develop and understand running (accelerating and decelerating, suitable rhythm, relay changeovers. • Know how to develop knowledge in relation to throwing (changes in throwing actions, coordinated 	<ul style="list-style-type: none"> • Know how to develop and understand running (steady pace when running at different speeds, ability to judge pace and be able to plan a run, different effects produced by standing starts / falling starts / reaction starts). 	<ul style="list-style-type: none"> • Know how to develop and understand running (what is required to make a fast start, effective relay takeover technique, lead leg technique, appropriate pace for different distances). • Know how to develop knowledge in relation to throwing (strong

	<p>speed, pushing, pulling and slinging).</p> <ul style="list-style-type: none"> • Know how to develop knowledge in relation to jumping (safe landings, stationary and on the move in control, jumping for height, effective take-off). • Know and understand how to take part in competition safely. 	<p>use of the arms, trunk and legs, push throw techniques).</p> <ul style="list-style-type: none"> • Know how to develop knowledge in relation to jumping (three basic jumps, hop, step and jump to perform, the standing triple jump, effective flight phase). • Know and understand how to take part in competition safely. 	<ul style="list-style-type: none"> • Know how to develop knowledge in relation to throwing (pull, push, fling and heave, correct throwing stance and the transference of weight from back foot to front foot, coordinated use of the arms, trunk and legs will affect the speed and distance of the throw). • Know how to develop knowledge in relation to jumping (principles of jumping for height and length, jump long=height is required head up, torso erect, an even rhythm and flat-footed landings, effective technique for the standing vertical jump). • Know and understand how to take part in competition safely (strong understanding of tactics). 	<p>release position, sequence of events in a throw, which events use push, pull or heave techniques).</p> <ul style="list-style-type: none"> • Know how to develop knowledge in relation to jumping (long stride will help increase distance or height, need to start consistently). • Know and understand how to take part in competition safely (strong understanding of tactics, role of an official).
Outdoor Adventurous Activity (OAA)	<ul style="list-style-type: none"> • Know how to problem solve (awareness of the importance of planning and reviewing, choose equipment, multi-step instructions). • Know and understand the concept of a map (key and symbols, common map symbols, what is orienteering, four compass directions, simple maps, directional language). • Recognise and know the importance of team work (cooperate willingly, use effective communication). 	<ul style="list-style-type: none"> • Know how to problem solve (planning and reviewing activities, range of equipment, informed decisions). • Know and understand the concept of a map (orientate with accuracy, features of an orienteering course, key in context of the environment, identify ways of improving completion time). • Know and recognise and know the importance of team work (communicate clearly, range of roles within a team). 	<ul style="list-style-type: none"> • Know how to problem solve (changing or adapting approaches). • Know and understand the concept of a map (accuracy and consistency in setting a map, map reading skills, information in activities, design an orienteering course, navigation equipment). • Recognise and know the importance of team work (cooperate with others, clear communication to effectively complete a particular role). 	<ul style="list-style-type: none"> • Know how to problem solve (consider the most effective approach, select, based on agreed criteria, the best equipment). • Know and understand the concept of a map (orientate myself, partner and team, design an orienteering course that is clear to follow, use a range of map styles, use navigation equipment (maps and compasses) to improve the trail). • Recognise and know the importance of team work (discuss and allocate roles, clear and effective communication, work effectively).
Games	<ul style="list-style-type: none"> • Know the different rules of invasion games (where the purpose is to invade the opponent's territory while scoring points and keeping the opposing 	<ul style="list-style-type: none"> • Know and have a good understanding of game tactics e.g. marking an opponent in netball. • Know and develop understanding of different rules 	<ul style="list-style-type: none"> • Have confident knowledge of the rules of different invasion games (where the purpose is to invade the opponent's territory while scoring points and keeping 	<ul style="list-style-type: none"> • Referee a game using knowledge of rules of different invasion games (where the purpose is to invade the opponent's territory while scoring points and keeping the opposing

	<p>team's points to a minimum – hockey/football/ netball).</p> <ul style="list-style-type: none"> • Know and understand simple game tactics e.g. marking an opponent in netball. 	<p>of invasion games (where the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum – hockey/football/netball).</p> <ul style="list-style-type: none"> • Know about the need to intercept and take control of the ball during invasion games. 	<p>the opposing team's points to a minimum – hockey/football/ netball).</p>	<p>team's points to a minimum – hockey/football/netball/ basketball).</p>
Striking and Fielding (as above plus the following)	<ul style="list-style-type: none"> • Know and understand how different equipment is used for different games e.g. posts in rounders. 	<ul style="list-style-type: none"> • Know and understand which equipment will be needed for different games. 	<ul style="list-style-type: none"> • Know which striking equipment is appropriate to use based on game and ability. 	<ul style="list-style-type: none"> • Know which striking equipment is appropriate to use based on game and ability.
Swimming			<ul style="list-style-type: none"> • Know and understand the appropriate strokes and equipment to use based on situations e.g. time or distance pressure. 	