

Great Wood



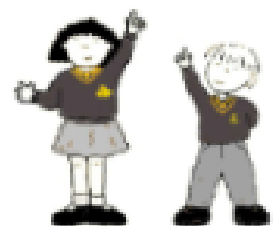
School

Physical Education

Key Learning Progression

2022 - 23

Aim high ...



*and make
a difference.*

Reception Physical Education – Curriculum Map

Educational Programme for Physical Development

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

- The Intent in the Foundation Stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Skills resource to support Foundation teachers in understanding 5 key FMS. These 5 skills along with opportunities to develop a wider range of physical skills will ensure that they are ready for KS1 PE.

- PE is delivered in Reception through taught lessons and outdoor provision. We use the Lancashire PE plans and The Lancashire 5 skills for Under 5's to develop the fundamental movement and physical skills our children need.

Term and Unit	Autumn 1 Fundamental Movement Skills	Autumn 2 How to Catch a Star	Spring 1 Castles	Spring 2 Rosie's Walk	Summer 1 Jack and the Beanstalk	Summer 2 Seaside
Aims of Unit	To become familiar with the rules and routines of a PE lesson, including getting changed into our PE kits. To introduce the 5 fundamental movement skills – running, jumping, hopping, catching and throwing.	To balance on small and large body parts in the shape of a star. To send a ball/ throwing equipment with increasing accuracy. To jump and land appropriately. To climb under over and through climbing equipment. To practise throwing overarm.	To throw under arm. To roll a ball. To jump and land appropriately. To perform a variety of gymnastic rolls. To climb up and down apparatus using alternate feet.	To jump and land appropriately. To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To climb under over and through climbing equipment. To experiment with different ways of travelling on hands and feet.	To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment. To jump and land appropriately. To roll in a variety of ways. To roll a ball accurately. To climb up and down apparatus using alternate feet.	To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To underarm throw with some accuracy.
Ongoing Gross Motor Provision (5 FMS)	Within outdoor provision, stations are set-up to allow children to learn the 'Five Fundamental Movement Skills'. When children are competent and ready to be assessed, they are assessed to see whether they have achieved the objective. The stations change depending on the area of need for the specific year group of children. For instance, a catching station may be provided for a longer period of time than any other station as this is an area which has been assessed as an area for improvement.					

Year Group	Key Learning	NC Coverage
Year 1	<ul style="list-style-type: none"> To develop the basic skills of travelling. To develop the basic skills of rolling. To develop the basic skills of jumping. To perform basic skills with straight and tuck shapes. To link basic movements together. To apply the skills of travelling, rolling and jumping with two different shapes. To link basic movements together to create a sequence. To adapt the sequence to perform on apparatus. 	<ul style="list-style-type: none"> Master basic movements Developing balance, agility and co-ordination.
Year 2	<ul style="list-style-type: none"> To develop the skills of jumping with different shapes. To develop the basic skills of travelling on hands and feet. To develop the skill of balancing on different body parts. To develop the basic skills of rolling. To link actions of movement together to create a simple sequence. To develop the basic skills of travelling, balancing, jumping and rolling. To link actions of movement together to create a simple sequence. To adapt a sequence of moves to apparatus. 	<ul style="list-style-type: none"> Developing balance, agility and co-ordination.
Year 3	<ul style="list-style-type: none"> To develop ways of travelling on hands and feet. To develop balance on small body parts. To create a sequence of travelling and balancing actions. To develop ways of rolling. To develop the skills of jumping, shape and landing. To create a sequence of gymnastics actions To evaluate and recognise their own success. To perform gymnastic actions using apparatus. 	<ul style="list-style-type: none"> Use running and jumping in isolation and in combination. Develop flexibility, strength, technique, control and balance.
Year 4	<ul style="list-style-type: none"> To develop ways of travelling on feet and hands. To develop balance on small body parts. To develop a range of jumping actions. To develop balance on large body parts. To explore different ways of rolling. To perform rolling actions and link these with other actions to create a sequence. To explore different ways of balancing, jumping and travelling. To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions. To make simple judgements about the quality of performances and suggest ways they can be improved. 	<ul style="list-style-type: none"> Use running and jumping in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 5	<ul style="list-style-type: none"> To perform partner balances (matches and mirrored). To perform counter balance. To perform counter tension balances. To evaluate and recognise their own success. To create a gymnastic sequence with a partner. To develop a sequence onto apparatus. 	<ul style="list-style-type: none"> Use running and jumping in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 6	<ul style="list-style-type: none"> To perform counter balance and counter tension paired balances. To perform a group counter balance. To perform paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances using apparatus. To evaluate success at working as a team. 	<ul style="list-style-type: none"> Use running and jumping in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year Group	Key Learning	NC Coverage
Year 1	<ul style="list-style-type: none"> To develop the skill of changing direction. To develop the skill of underarm throwing. To develop the skill of jumping for distance. To develop posture when walking and running. To apply changing direction in relay type races. To complete run, jump and throw challenges. 	<ul style="list-style-type: none"> Master basic movements including running, jumping and throwing and begin to apply these in a range of activities.
Year 2	<ul style="list-style-type: none"> To develop the skill of running fast. To explore different ways of throwing. To throw underarm accurately. To throw overarm for distance. To throw overarm with accuracy. To explore jumping for distance. To explore a push throw. To complete an obstacle course. To complete run, jump and throw challenges. 	<ul style="list-style-type: none"> Master basic movements including running, jumping and throwing and begin to apply these in a range of activities.
Year 3	<ul style="list-style-type: none"> To perform the pull throwing action. To explore different running techniques. To perform the sling throw. To develop jumping actions. To select and appropriate running technique for distance. To perform a push throw. To throw for distance using pull, push and sling throws. To perform a hop, step and jump. To pass a baton successfully in a race. To perform 5 different jumps. To perform in athletic type competitive events (run, jump and throw). 	<ul style="list-style-type: none"> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 4	<ul style="list-style-type: none"> To perform the pull throwing action. To explore different running techniques. To perform the sling throw. To develop jumping actions. To select and appropriate running technique for distance. To perform a push throw. To perform a start in a spring type race. To throw for distance using pull, push and sling throws. To perform a hop, step and jump. To pass a baton successfully in a race. To perform 5 different jumps. To perform in athletic type competitive events (run, jump and throw). 	<ul style="list-style-type: none"> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 5	<ul style="list-style-type: none"> To develop running techniques for short and long distances. To perform a pull, push and heave throw To explore ways of combining jumping actions. To develop jumping actions in combination. To develop running, jumping and throwing skills in an athletic type activity. To evaluate their own success comparing their performances with previous ones and demonstrate improvement to achieve their personal best. To take part in an athletics event recording times and distances. 	<ul style="list-style-type: none"> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal
Year 6	<ul style="list-style-type: none"> To develop running techniques for short and long distances. To perform a pull, push and heave throw To explore ways of combining jumping actions. To develop jumping actions in combination. To develop running, jumping and throwing skills in an athletic type activity. To evaluate their own success comparing their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal

Year Group	Key Learning	NC Coverage
Year 1	<ul style="list-style-type: none"> To explore, remember, repeat and link a range of actions with co-ordination and control To compose a short dance independently To show awareness of the expressive qualities To recognise and describe how different dance activities make them feel To compose and perform dance phrases that communicate a story To link travel, turn and stillness to convey events in a story To travel from one space to another using different pathways and levels To explore body shapes and emotions associated with the stimulus. 	<ul style="list-style-type: none"> Master basic movements including running and jumping Develop balance, agility and coordination and apply these Perform dances using simple movement patterns
Year 2	<ul style="list-style-type: none"> To explore a range of actions, travelling patterns and pathways related to a stimulus To compose and perform a dance phrase To respond to a stimulus To remember, repeat and perform a short dance to represent the stimulus. To explore different ways of travelling and using the space To recreate ideas adding expression and developing and improving their own work. To perform in a whole class performance. 	<ul style="list-style-type: none"> Master basic movements including running and jumping Develop balance, agility and coordination and apply these Perform dances using simple movement patterns
Year 3	<ul style="list-style-type: none"> To select travelling actions to convey different characters, along varied pathways To explore the movements of different creatures within a stimulus To create a sequence conveying a challenge, using travel, turn and gesture To create a sequence using control of body actions and shapes To combine all elements of the unit to tell a story through dance. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 4	<ul style="list-style-type: none"> To explore movement, communicating character To use simple choreographic principles and perform a more complex dance phrase to communicate narrative with a partner To describe, interpret and evaluate their own dance and others To create a sequence demonstrating canon and unison To describe what you need to do to warm up/cool down for a dance and why it is important To work as a group to combine movements to create a sequence 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 5	<ul style="list-style-type: none"> To set the scene, investigating words and actions which create an atmosphere To convey a character through movement To combine travel, turn, gesture and stillness to convey events and emotions To explore contrasting actions to depict different characters. To create a sequence using travel, jump, turn, gesture and stillness To create and perform a group dance including focus, projection, energy and musicality skills Identify targets for self-improvement 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 6	<ul style="list-style-type: none"> To understand how to construct a dance and share their own creations to the class. To create a group dance using a range of dynamics, accuracy, control and timing. To create travelling patterns and explore contrasting emotions and different ways to demonstrate them. To create a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. To make creative decisions on the performance structure and implement these practically in a performance. To show an increased confidence in performance skills. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year Group	Key Learning	NC Coverage
Year 1	<ul style="list-style-type: none"> To develop travelling skills. To revise the skill of catching a ball and bouncing a ball. To develop the skill of bouncing a ball with control and to bounce a ball whilst travelling in a game. To explore the skill of running fast. To develop the skill of throwing overarm for distance and underarm with some accuracy To work cooperatively in a small group. To develop the skill of side gallop. To demonstrate rolling different equipment with some accuracy To show good posture whilst running and changing direction quickly To demonstrate jumping for distance, landing safely with control To choose and apply two simple tactics in a game 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.
Year 2	<ul style="list-style-type: none"> To develop the skill of throwing overarm for distance To develop the skill of running To develop the skill of striking a ball, throwing and fielding with accuracy To apply striking a ball, throwing and fielding in a simple team game. To develop simple tactics in a simple striking/fielding game. To develop the skill of throwing underarm, catching, dodging and side gallop To develop the skill of passing and moving into space To apply throwing, moving and catching in a simple team game To know the ready position and how to hold a bat 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.
Year 3	<ul style="list-style-type: none"> To demonstrate throwing a ball at a target using a one-handed pass To demonstrate throwing a ball at a target with accuracy in a game situation To send a ball and then move into space to receive a pass To perform a pass in a game using a chest pass or bounce pass To use simple tactics to outwit a defender To evaluate their own and others success To explore and consolidate different throwing and catching skills To strike a ball in a striking and fielding game To angle the bat/racquet when passing the ball to someone else To evaluate tactics used To demonstrate passing a ball using the swing pass in a rugby type game To perform the FMS of dodging in a tag game To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game 	<ul style="list-style-type: none"> Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop technique Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
Year 4	<ul style="list-style-type: none"> To send a ball into a target with accuracy To find space to receive a pass To travel with a ball with control in an invasion game To develop the skill of passing and catching a netball To develop the skill of passing a netball using a bounce or chest pass To choose and apply skills and tactics consistently To select appropriate strategies for attack to outwit a defender To demonstrate an underarm throw with accuracy To strike a ball from a tee or a drop feed To catch a ball in a striking and fielding game To bowl a ball underarm with accuracy 	<ul style="list-style-type: none"> Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Develop technique and control Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
Year 5	<ul style="list-style-type: none"> To bowl underarm with accuracy in a game To catch a ball when fielding and to throw overarm To strike a ball with a bat and to know where to strike it in a game To use tactics in a rounders type game 	<ul style="list-style-type: none"> Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate

	<ul style="list-style-type: none"> • To evaluate what was successful in a game • To develop their ability to evaluate their own work and their team's work and suggest ways to improve 	<p>and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • Develop technique, control and balance • Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
Year 6	<ul style="list-style-type: none"> • To revise travelling with an object, sending and receiving skills and tactics used in an invasion game • To undertake a leadership/officiating role • To select and apply tactics in different invasion games and evaluate the tactics • To create an invasion game to solve a tactical problem and to adapt it to explore positions and attacking/defending. • To develop the ability to evaluate their teams' work and suggest ways to improve it • To develop sending a ball, striking a ball and fielding skills • To apply basic principles of striking and fielding in a game • To evaluate and recognise their own success • To develop consistency in playing shots with racket and ball, playing forehand and backhand shots with a partner • To understand the basic principles of attack and use in a net/wall type game 	<ul style="list-style-type: none"> • Use running, jumping throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Develop technique, control and balance • Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Year Group	Key Learning	NC Coverage
Year 1	<ul style="list-style-type: none"> No coverage 	<ul style="list-style-type: none"> No coverage
Year 2	<ul style="list-style-type: none"> To take responsibility for self and others including respect, trust and care To cooperate and work together as a team To work with a partner to undertake and adventurous journey To work with others to record answers To begin to be able to mark a control card correctly To make decisions about how to navigate safely to a control site 	<ul style="list-style-type: none"> Use running in isolation Develop control and balance 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
Year 3	<ul style="list-style-type: none"> To improve communication skills To improve ability to work with and trust others To work safely with a partner in an adventurous environment To increase confidence in decision making To know how to use a control card. To know how to orientate a map whilst stood still. Begin to identify symbols on an orienteering map 	<ul style="list-style-type: none"> Use running in isolation Develop control and balance 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
Year 4	<ul style="list-style-type: none"> To take part in outdoor and adventurous activity challenges To develop communication and collaboration skills To evaluate their own success and to take responsibility for self and others To take part in activities that involve working with and trusting others To demonstrate concise instructions To work effectively as part of a team To participate in an outdoor education day at Borwick Hall 	<ul style="list-style-type: none"> Use running in isolation Develop control and balance 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
Year 5	<ul style="list-style-type: none"> To know that a map is a birds' eye view plan of the ground and how to keep the map 'set' 'orientated' when they move around a simple course To know some of the symbols on an orienteering map To run safely with a map around a simple orienteering course To know the 8 points of a compass and use them to get around a simple course To navigate to a control marker on a simple course and record information accurately during a scored event To plan effectively to visit as many control markers in the time allowed To understand how OAA can help their fitness and health To participate in an outdoor education day at Borwick Hall. 	<ul style="list-style-type: none"> Use running in isolation Play competitive games, modified where appropriate Develop technique and control 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
Year 6	<ul style="list-style-type: none"> To trust, take responsibility and communicate effectively with others to solve problems To record information accurately and apply strategies for remembering important information To follow instructions and work with other to complete a complex task To generate and share ideas To recognise the important role played by all team members To organise time and resources within a team To review own and others performance and encourage improvements Y6 Tower Wood Education Visit covers learning 	<ul style="list-style-type: none"> Use running in isolation Play competitive games, modified where appropriate Develop technique and control 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

