

PHYSICAL EDUCATION Curriculum Intent

Children at Woodside will be able to: work in a team to select tactics within a variety of games; follow the rules of different sports in order to be a fair player; use a number of techniques to control equipment; perform and evaluate complex sequences, which link to a music choice and style; and take account of safety and hazards in their active environment. These skills will provide the foundation for our children to be sports men and women who understand their own body and the importance of maintaining their health and fitness in the future.

PHYSICAL EDUCATION National Curriculum

EYFS - ELG	<p>Physical Development - 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>Physical Development – 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> <p>Dance Expressive arts and design: Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Key Stage 1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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>Pupils should be taught to:</p> <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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.
Key Stage 2	<p>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.</p> <p>Pupils should be taught to:</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 [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. <p>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:</p> <ul style="list-style-type: none"> • 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.

Woodside Primary School – PHYSICAL EDUCATION –Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	DM 30-50 months To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. To catch a large ball. To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	To throw underarm. To hit a ball with a bat. To move and stop safely. To throw and catch with both hands. To throw and kick in different ways.	To use hitting, kicking and/ or rolling in a game. To decide the best space to be in during a game. To use one tactic in a game. To follow rules.	To throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.	To catch a ball with one hand. To throw and catch accurately. To hit a ball accurately with control. To keep possession of the ball. To vary tactics and adapt skills depending on what is happening within a game.	To gain possession by working in a team. To pass in different ways. To use forehand and backhand with a racket. To field. To choose a tactic for defending and attacking. To use a number of techniques to pass, dribble and shoot.	To play to agreed rules. To explain rules. To umpire. To make a team and communicate a plan. To lead others in a game situation.
Gymnastics	DM 40-60 months To experiment with different ways of moving. To jump off an object and lands appropriately.	To make my body curled, tense, stretched and relaxed. To control my body when travelling and balancing. To copy sequences and repeat them. To roll, curl, travel and balance in different ways.	To plan and perform a sequence of movements. To improve my sequence based on feedback. To think of more than one way to create a sequence which follows some 'rules'. To work on my own and with a pattern.	To adapt sequences to suit different types of apparatus and criteria. To explain how strength and suppleness affect performance. To compare and contrast gymnastic sequences.	To work in a controlled way. To include change of speed and direction. To include a range of shapes. To work with a partner to create, repeat and improve and sequence with at least 3 phases.	To make complex extended sequences. To combine action, balance and shapes. To perform consistently to different audiences.	To combine my own work with that of others. To link sequences to specific timings.
Dance	To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment.	To move to music. To copy dance moves. To perform my own dance moves. To make up a short dance. To move safely in a space.	To change rhythm, speed, level and direction in my dance. To dance with control and coordination. To make a sequence by linking sections together. To use dance to show a mood or feeling.	To improvise freely and translate ideas from a stimulus into movement. To share and create phrases with a partner and small group. To repeat, remember and perform phrases.	To take the lead when working with a partner or a group. To use dance to communicate an idea.	To compose my own dances in a creative way. To perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.	To develop sequences in a specific style. To choose my own music and style.
Athletics	To show increasing control over an object in pushing, patting, throwing, catching or kicking it. ELG To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment effectively.	N/A	N/A	To run at fast, medium and slow speeds; changing speed and direction. To take part in a relay, remembering when to run and what to do.	To run over a long distance. To sprint over a short distance. To throw in different ways. To hit a target. To jump in different ways.	To be controlled when taking off and landing. To throw with accuracy. To combine running and jumping.	To demonstrate stamina.
Outdoor Adventurous	**Taught through Geography and on residential						
		N/A	N/A	To follow a map in a familiar context. To use clues to follow a route. To follow a route safely.	To follow a map in a (more demanding) familiar context. To follow a route within a time limit.	To follow a map in an unknown location. To use clues and a compass to navigate a route. To change my route to overcome a problem. To use new information to change my route.	To plan a route and a series of clues for someone else. To plan with others taking account of safety and danger.
Generic Skills	DM 30-50 months To mount stairs, steps or climbing equipment using alternate feet. To walk downstairs, two feet to each step while carrying a small object. To stand momentarily on one foot when shown.	To copy actions. To repeat actions and skills. To move with control and care. To use equipment safely.	To copy and remember actions. To talk about what is different from what I did and what someone else did.	N/A	N/A	N/A	N/A
Swimming							By the end of Y6 children should be able to: To show basic pool safety skills and confidence in water. To travel in a vertical or horizontal position using a float. To push and glide on my front or on my back without support. To enter, exit, float and submerge in the water. To balance, link activities and travel further using strokes. To control my breathing underwater. To tread water. To use a range of strokes effectively over a distance of at least 25m. To perform safe self-rescue in different water-based situations