



PE

## Progression of knowledge and skills

Sporting Values which should be shown in every lesson

Friendship • Courage • Inspiration • Determination • Equality • Respect • Excellence

At Great Waldingfield Primary School, every child should show the above values, alongside the features from the 'four corner model' designed by the Football Association (FA). However, we believe these features can be adapted for any sport and any game.

The four corners involve: Technical, Psychological, Physical and Social.

- Technical → control, 1v1, possession, making space, positioning, using different surfaces.
- Physiological → decision making, gaining confidence, learning new skills, patience, making and learning from mistakes, rules, awareness
- Physical → Movement on/off the ball, passing, co-ordination, balance, turning & running with the ball, heading, shielding.
- Social → Teamwork, Applauding & Encouraging others, communication, offering help & advice, make new friends, behaviour & enjoyment, smile!

### Acquiring and Developing Skills (A&D)

Selecting and applying skills, tactics and compositional ideas (S&A)

Evaluating and improving performance (E&I)

Knowledge and understanding of fitness and health (H&F)

Physical Development	
EYFS	<p><b>Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	<p><b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

Invasion games	
Year 1	<p>Explore different ways using a ball (A&amp;D) Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body. (A&amp;D) Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&amp;D) Pass and receive a ball in different ways with increased control. S&amp;A (rugby, netball, football, basketball)</p>
Year 2	<p>Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. S&amp;A Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Participate in team games. Understand and develop tactics for attacking and defending. (rugby, netball, football, basketball)</p>
Year 3	<p>Partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going. Look when travelling and what happens after they have passed ball. A&amp;D Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be. S&amp;A (football, basketball, hockey, netball, rugby)</p>

<b>Year 4</b>	<p>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 make games fair.          Understand simple patterns of play. <b>S&amp;A</b>          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.          (football, basketball, hockey, netball, rugby)</p>
<b>Year 5</b>	<p>Show ways to keep ball away from defenders.          How to shield the ball.          Change speed, direction with ball to get away from defender.          Shoot accurately in a variety of ways.          Mark an opponent. <b>A&amp;D</b>          Watch and evaluate the success of the games they play in.          Identify parts of the game that are going well and parts that need improving.          Explain how confident they feel in different positions.          Suggest what they need to practice to enjoy game more.          Change pitch size to make games better. <b>E&amp;I</b>          (football, basketball, hockey, netball, rugby)</p>
<b>Year 6</b>	<p>Understand that when team has ball they are attacking and when they haven't they are defending.          Understand different ways of attacking and encourage them to use positions for their team carefully.          Understand different ways to attack and defend.          Choose right formations and tactics for attack and defence.          Know how they support other players in attack and defence. <b>S&amp;A</b>          Understand how to get ready for games.          (football, basketball, hockey, netball, rugby)</p>

Gymnastics	
<b>Year 1</b>	<p>Learn a variety of basic gymnastic movements.          Be still in different body shapes and balances and combine different ways of travelling. <b>(A&amp;D)</b>          Move between mats and small apparatus and change the speed of movement.          Handle apparatus safely          Recognise how it feels when the body is tense in a balance.          Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. <b>(A&amp;D)</b></p>
<b>Year 2</b>	<p>Develop short sequences on their own.          Use imagination to find different ways of using apparatus.          Form simple sequences of different actions using floor and apparatus.          Have a clear start, middle and end. <b>S&amp;A</b>          Have a clear focus when watching others perform <b>E&amp;I</b>          Say when a movement or skill is performed well (aesthetic appreciation). <b>E&amp;I</b>          Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve) <b>E&amp;I</b>          Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction</p>
<b>Year 3</b>	<p>Develop and perform actions.          Practice and concentrate on quality of movement.          Link different balances moving in and out of positions of stillness.          Transfer weight smoothly from one part of body to another.          Use actions on floor and over, through, across and along apparatus. <b>A&amp;D</b>          Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus          Perform easy combinations of contrasting actions.          Choose combinations that work in their sequences.</p>
<b>Year 4</b>	<p>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 or small group. <b>S&amp;A</b>          Compare and contrast similar performances</p>

<b>Year 5</b>	<p>Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). <b>A&amp;D</b> Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve. <b>E&amp;I</b></p>
<b>Year 6</b>	<p>Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) <b>S&amp;A</b> Know how gymnastics promotes strength, power and suppleness. Set out and do risk assessments on apparatus.</p>

<b>Dance</b>	
<b>Year 1</b>	<p>Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)</p>
<b>Year 2</b>	<p>Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. <b>E&amp;I</b></p>
<b>Year 3</b>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. <b>A&amp;D</b> Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20 steps. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Learn a variety of travels, gestures, turns, jumps and balances with good composure and control.</p>
<b>Year 4</b>	<p>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 balances with good composure and control. Can remember and perform a longer dance routine to others (8-20steps)</p>
<b>Year 5</b>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. <b>A&amp;D</b> Explore and experiment imaginatively with a stimulus for a given audience. Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps</p>
<b>Year 6</b>	<p>Explore, improvise and combine movement ideas fluently and effectively. <b>S&amp;A</b> Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. <b>E&amp;I</b> Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships Can remember and perform a dance routine to any audience with 20+ steps.</p>

<b>Net and Wall</b>	
<b>Year 1</b>	<p>Focus on throwing a ball with control both over and underarm with prompts. Focus on catching a ball from shorter and longer distances, on their own and in groups. Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)</p>
<b>Year 2</b>	<p>Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. <b>S&amp;A</b> Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination. (tennis, badminton)</p>

<b>Year 3</b>	<p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Use different shots. <b>A&amp;D</b></p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Know how they can make it difficult for opponent to receive ball.</p> <p>Stand when receiving. Understand attack and defence tactics. Understand rules about the games. (tennis, badminton)</p>
<b>Year 4</b>	<p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. <b>S&amp;A</b></p> <p>(tennis, badminton)</p>
<b>Year 5</b>	<p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game. Improve accuracy. <b>A&amp;D</b></p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court. <b>E&amp;I</b></p> <p>(tennis, badminton)</p>
<b>Year 6</b>	<p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending. <b>S&amp;A</b></p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court. <b>E&amp;I</b></p> <p>(tennis, badminton)</p>

<b>Striking and fielding</b>	
<b>Year 1</b>	<p>Focus on technique on striking a ball with control when shown.</p> <p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>Able to play simple games in small groups, applying rules and skills that have been taught. (cricket, rounders, baseball, softball, kickball, golf)</p>
<b>Year 2</b>	<p>Choose, use and vary simple tactics. <b>S&amp;A</b></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 (cricket, rounders, baseball, softball, kickball, golf)</p>
<b>Year 3</b>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games. <b>A&amp;D</b></p> <p>(rounders, golf, baseball, cricket)</p>
<b>Year 4</b>	<p>Throw and catch a balls at different speeds, directions and heights.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games. (rounders, golf, baseball, cricket)</p>
<b>Year 5</b>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances A&amp;S</p> <p>(rounders, golf, baseball, cricket)</p>
<b>Year 6</b>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. <b>S&amp;A</b></p> <p>Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games.</p> <p>Thinking about when to use an over and under arm throw. (rounders, golf, baseball, cricket)</p>

## Multi-skills and athletics

<b>Year 1</b>	<p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 30m within 9-6 seconds</li> <li>• Jump for height 10-14cm</li> <li>• Jump for distance 60 – 89cm</li> <li>• Leap hurdles 30m within 11-8 secs</li> <li>• Overarm throw 10-19m</li> <li>• Chest push 3-4m</li> <li>• Run for longer distance 200m within 1:45-1:31</li> </ul> <p>Participate in Sports day</p>
<b>Year 2</b>	<p>Take part in multi-skills festivals. (competitions: class, houses, base, against other schools) designed to 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> <p>Participate in Sports day</p>
<b>Year 3</b>	<p>Choose skills and equipment to meet the challenges they are set. E.g. by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. <b>S&amp;A</b></p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 50m within 17-14 secs develop to 13-10secs</li> <li>• Jump for height 20-24cm</li> <li>• Jump for distance 90 - 119cm</li> <li>• Leap hurdles 60m within 25–18 secs develop to 17-14 secs</li> <li>• Overarm throw 20-29m</li> <li>• Chest push 34-6m</li> <li>• Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01</li> </ul> <p>Participate in Sports day</p>
<b>Year 4</b>	<p>Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.</p> <p>Children will be taught how to use their bodies to:</p> <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 distance 120-149cm</li> <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> <p>Participate in Sports day</p>
<b>Year 5</b>	<p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Set themselves and others targets in different events. <b>S&amp;A</b></p> <p>Watch a partner's athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 75m within 20-16 seconds develop to 15-12secs</li> <li>• Jump for height 30-34cm</li> <li>• Jump for distance 150-179cm</li> <li>• Leap hurdles 60m within 25-18 secs develop to 17-14secs</li> <li>• Overarm throw 30-34m develop to 35+m</li> <li>• Chest push 6-8m develop to 8+</li> <li>• Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31</li> </ul> <p>Participate in Sports day</p>

<b>Year 6</b>	<p>Develop the consistency of their actions in a number of events.  Increase the number of techniques they use.  Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.  Throw with greater control, accuracy and efficiency.  Perform a range of jumps showing power, control and consistency at both take off and landing. <b>A&amp;D</b>  Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.  Outdoor and adventurous activity during year 6 residential trip  Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> <li>• Sprint 75m within 20-16 secs develop to 15-12secs</li> <li>• Jump for height 30-34cm</li> <li>• Jump for distance 150-179cm</li> <li>• Leap hurdles 60m within 25-18 secs develop to 17-14secs</li> <li>• Overarm throw 30-34m develop to 35+m</li> <li>• Chest push 6-8m develop to 8+</li> <li>• Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31</li> </ul> <p>Participate in Sports day</p>
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<b>Health and Fitness</b>	
<b>Year 1</b>	<p>Talk about what our bodies do during exercise e.g. breathing <b>H&amp;F</b>  Practice skills to make them warmer and cooler before and after exercises. <b>H&amp;F</b>  Discuss how the body changes during exercise.</p>
<b>Year 2</b>	<p>Talk about what our bodies do during exercise e.g. breathing ,start to find their pulse <b>H&amp;F</b>  Practice skills to make them warmer and cooler before and after exercises. <b>H&amp;F</b>  Discuss how the body changes during exercise.</p>
<b>Year 3</b>	<p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance <b>H&amp;F</b>  Recognise and describe what their bodies feel like during different types of activity.  Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p>
<b>Year 4</b>	<p>Learn some of the main muscles groups during warm up and cool down.  Start to take their pulse before, during and after exercise and explain the effect.  Know a warm routine involving dynamic stretches, led by an adult or child.</p>
<b>Year 5</b>	<p>Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.  Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises.  Understand why exercise is good for their fitness, health and wellbeing</p>
<b>Year 6</b>	<p>Know some ideas for warm up exercises and routines.  Know what makes a good warm up. Know what clothing and footwear is best to wear.  Know how to check playing area.  Know how playing invasion games helps your fitness and benefits of playing outside of school.  Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.  Value of exercise outside of school day.  Understand why exercise is good for fitness, health and wellbeing.</p>