



## PE - Curriculum Progression

This curriculum overview provides the minimum PE coverage expectations for each year group. All PE curriculum activities are listed in the first column and correspond with the long-term plan. Core activities for each year group are stated on the planning guides on staff shared. These **must** be covered. Once these core activities have been covered, teachers may progress onto alternative and complimentary activities. Please ensure you use these skills in a variety of sports and using a range of equipment (don't just stick to football for a full topic) Planning is available to use and adapt on the staff shared area.

	Year 3	Year 4	Year 5	Year 6
<b>Invasion &amp; Court Games (Football, Hockey, Tag-rugby, Netball, Basketball, Handball, Lacrosse, Ultimate Frisbee)</b>	Development of isolated skills (Passing, control, travelling , shooting). Activities structured at individual, pair and small group level where children explore and refine actions to develop fluency and accuracy. Develop confidence to competently control, manipulate and move with equipment and objects across a range of activities.	Development of combined skill performance. (Fluent linking of Passing, control, travelling , shooting) Activities structured to individual, pair and small group level challenges. Develop confidence to competently perform combined sequences of actions and movements from across the activity range. Children explore how to link skills together to overcome constraints, obstacles and stimulate awareness of space.	Modified game scenarios/ Application of movement skills into game situations in order to outwit opponents Attacking and defending in 3v1, 2v1, 1v1, 2v2, 3v3 scenarios. Follow rules and constraints (fouls, restarts, scoring etc.) across a range of activities.	Competitive Small-sided games . Apply attacking, defending and physical skills within games to compete and succeed. Develop an understanding of positions, tactics, team shape, formations. Attacking and defending in 4v4, 5v5 games.
<b>Net, Wall and Target Games (Tennis, badminton, Volleyball, Dodgeball)</b>	Isolated skill development across a variety of modified target games that utilise skills explored in KS1. Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy.	Isolated and combined skill development (Forehand clear, backhand clear, overhead & serve, drop shot). Activities structured at individual and pair level. Children explore and refine actions to develop fluency and accuracy.	Isolated and combined skill development (Forehand, backhand , overhead & serve, volley) and Modified game scenarios - Application of movement skills into game situations in order to outwit opponents.	Competitive 1v1, 2v2 games.. Develop an understanding of position, shot selection and tactics. Apply attacking, defending and physical skills within games to compete and succeed.

<p><b>Strike &amp; Field Games</b> (<i>Cricket, Rounders, Tri-Golf</i>)</p>	<p><b>Isolated skill</b> development. Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy.</p>	<p><b>Isolated skill</b> development. (<i>Throwing, catching, bowling, batting</i>).Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy.</p>	<p><b>Isolated skill</b> development across all S&amp;F games. (<i>Throwing, catching, bowling, batting</i>). Activities structured at individual, pair and small group level. Children explore and refine actions to develop fluency and accuracy. and <b>Modified game scenarios</b> - Application of movement skills into game situations in order to outwit opponents.</p>	<p><b>Competitive small-sided games.</b> Develop an understanding of tactics. Apply attacking, defending and physical skills within games to compete and succeed.</p>
<p><b>Body Management/ Health &amp; Fitness*</b> <i>Development of flexibility, strength, control, balance and movement patterns. (Health-Related Exercise, Dance, gymnastics, OAA, Team-building**, Leadership &amp; Athletics*)</i> <i>*All year groups will need sports day prep lessons in Summer 2.</i></p>	<p><b>Accurate replication</b> of isolated actions into basic movement patterns. Using movement to represent storybook content, convey emotion/ expression, respond to different stimuli through solo and pair routines.</p>	<p><b>Combining isolated actions</b> into more challenging movement patterns working in pairs and small groups to create, refine and perform routines in response to different stimuli <b>Swimming</b> Perform a range of strokes fluently. Perform self-rescue. Swim 25m competently on front and back using Orecognisable strokes..</p>	<p><b>OAA</b> Residential visit (High adventure)  <b>Athletics</b> <b>Isolated skill development</b> across running (over short, middle, long distances), throwing (generic and athletics specific such as foam javelins shotput), jumping (long jump only). Application of skills to perform in competitive scenarios (triathlon).</p>	<p><b>Leadership / Team-building / OAA</b> Residential visit (Whitby) <b>Team workers</b> - Communication, co-operation , teamwork, leadership, problem solving skills to be developed. See lesson plans on PPP App.</p>
<p><b>Health Knowledge</b></p>	<p><b>Energy System</b> (see Y5 Science also) Understand where our energy comes from, how our bodies store energy, and how our bodies use energy during physical activity.</p>		<p><b>Musculoskeletal System</b> (see Y5 Science also)</p>	<p><b>Health &amp; Fitness Components</b> Explain the different components of fitness and how they can be</p>

	<p>Understand that food contains calories that provide us with energy and that high energy intake and low energy output increases the fat stored in the body around organs and under the skin. Make links to food groups and healthy snack/meal/drink choices.</p>	<p>Understand the long-term effects of physical activity on the bones and muscles. (<i>E.g. increased density / thickness, growth</i>). Understand how muscles, bones &amp; joints work together to produce movement.</p>	<p>applied to different sports. Speed, agility, strength &amp; power, endurance, flexibility, reaction time, co-ordination.</p>
<p><b>Concepts</b></p>	<p><b>Physical:</b> Skill-Specific Movements <b>Socio-Emotional:</b> Collaboration, teamwork, principled, respectful <b>Cognitive:</b> Competition (solo, pair, group). Identifying risks &amp; hazards. Overcoming personal challenges (resilience &amp; grit)</p>	<p><b>Physical:</b> Activity-Specific Skills (movements and actions applied in modified game contexts) <b>Socio-Emotional:</b> Determination, perseverance, motivation, attitude, empathy <b>Cognitive:</b> Attacking &amp; Defensive Principles (solo, team). Competition (solo, team). Reflect &amp; evaluate. Plan for improvement (team/group).</p>	