

# PHYSICAL EDUCATION

Curriculum Progression - WCofE Primary School



Milestone 0 - EYFS		
Three & Four-Year-Olds	Reception	ELG (Early Learning Goal)
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Manage their own needs.                             <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support overall health and wellbeing:                             <ul style="list-style-type: none"> <li>- regular physical activity</li> </ul> </li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>- rolling - running</li> <li>- crawling - hopping</li> <li>- walking - skipping</li> <li>- jumping - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Personal, Social and Emotional Development (Managing Self)</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p><b>Personal, Social and Emotional Development (Building Relationships)</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul> <p><b>Physical Development (Gross Motors Skills)</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Expressive Arts and Design (Being Imaginative and Expressive)</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

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## Threshold Concept - 1.) Games

<b>Milestone 1</b> <b>Y1 &amp; Y2</b>	<b>Milestone 2</b> <b>Y3 &amp; Y4</b>	<b>Milestone 3</b> <b>Y5 &amp; Y6</b>
<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>

## Threshold Concept - 2.) Dance

<b>Milestone 1</b> <b>Y1 &amp; Y2</b>	<b>Milestone 2</b> <b>Y3 &amp; Y4</b>	<b>Milestone 3</b> <b>Y5 &amp; Y6</b>
<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>

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## Threshold Concept - 3.) Gymnastics

<b>Milestone 1</b> Y1 & Y2	<b>Milestone 2</b> Y3 & Y4	<b>Milestone 3</b> Y5 & Y6
<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul>	<ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including:                             <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul>

## Threshold Concept - 4.) Swimming

<b>Milestone 1</b> Y1 & Y2	<b>Milestone 2</b> Y3 & Y4	<b>Milestone 3</b> Y5 & Y6
<ul style="list-style-type: none"> <li>• Swim unaided up to 25 metres.</li> <li>• Use one basic stroke, breathing correctly.</li> <li>• Control leg movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Swim between 25 and 50 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> </ul>	<ul style="list-style-type: none"> <li>• Swim over 100 metres unaided.</li> <li>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>• Swim fluently with controlled strokes.</li> <li>• Turn efficiently at the end of a length.</li> </ul>

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## Threshold Concept - 5.) Athletics

<b>Milestone 1</b> Y1 & Y2	<b>Milestone 2</b> Y3 & Y4	<b>Milestone 3</b> Y5 & Y6
<ul style="list-style-type: none"> <li>• Athletic activities are combined with games in Years 1 and 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> </ul>

## Threshold Concept - 6.) Outdoor & Adventurous Activities

<b>Milestone 1</b> Y1 & Y2	<b>Milestone 2</b> Y3 & Y4	<b>Milestone 3</b> Y5 & Y6
<ul style="list-style-type: none"> <li>• Not applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>