

Limitless Dreams,  
Endless Opportunities



**Manor Park School  
& Nursery**

## PE Curriculum September 2022



Subject Leader: Shelley Hoyle

## PE Curriculum Progression Skills and Knowledge – Cycle A

Overall Aims of National Curriculum	<ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives</li> </ul>				
Subject	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Focus of Study					
<b>Games</b>		<p>Throw and catch a ball with a partner Move fluently, changing direction and speed easily and avoiding collisions Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking Choose and use skills effectively for particular games Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, Try to win by changing the way they use skills in response to their opponent's actions</p>	<p>Copy, remember and repeat simple skills with control and co-ordination Pass a ball accurately to a partner over a variety of distances Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control Show a good awareness of others in running, chasing and avoiding games, Make simple decisions about when and where to run Vary skills and show some understanding of simple tactics Choose and use tactics to suit different situations React to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p>Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team Strike a ball with intent and throw it more accurately when bowling and/or fielding. Travel with a ball showing increasing control using both hands and feet. Effectively play a competitive net/wall game. Keep and use rules they are given. Make things difficult for their opponent by directing a ball to space, at different speeds and height. Link tactics and skills together with increased precision. In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win</p>	<p>Dribble effectively around obstacles. Show precision and accuracy when sending and receiving. Use different ways of bowling Combine and perform skills with control, Play games showing tactical awareness and knowledge of rules and scoring. Respond consistently in the games they play, choosing and using skills which meet the needs of the situation. Select and combine skills, techniques and ideas demonstrating a knowledge of tactics, strategies and compositio</p>

<b>Dance</b>		Move confidently and safely. Recognise how their body feels after exercise. Discuss dance ideas. Copy and repeat simple skills Follow the leader – jumps, hops, skips Respond to different stimuli with a range of actions Copy simple movement patterns from each other and explore the movement Compose and link movement phrases to make simple dances with clean beginning, middle and end. Practise and repeat their movement phrases and perform them in a controlled way	Move safely and with confidence. Watch, copy and describe what others have done. Perform movement phrases using a range of body parts and actions. Copy, remember and repeat simple skills with control and co-ordination Link several movements together talk about different stimuli as the starting point for creating dance phrases and short dances Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and experimenting with actions, dynamics, directions, levels and a growing range of possible movements	Explore and create characters and narratives. Evaluate their own performance and comment on improvements. Select, use and perform with co-ordination and fluency Respond and perform with a partner, demonstrating actions that link with fluency and accuracy Use a range of actions and begin to combine movement phrases and patterns.. Begin to respond within a small group to speed and level. Link movement phrases together with increased precision. Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	Explore, improvise and combine movements. Create structure in sections of dance. Understand why dance if good for fitness. Comment on their own work and the work of others. Perform consistently showing precision, control and fluency Perform a variety of dance styles with accuracy and consistency Explore, improvise and choose appropriate material to create new motifs in a chosen dance style
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<b>Gymnastics</b>		<p>Move safely and with confidence. Know how to carry and place equipment. Watch, copy and describe what others have done. Perform movement phrases using a range of body parts and actions. Show basic control and co-ordination when travelling. Change movements and pathways to avoid others and obstacles. Know finish a movement or action. Identify changes that take place when they exercise. how to start and</p>	<p>Remember, repeat and link gymnastics and still movements Move safely and with confidence. Know how to carry, lift and place equipment. Watch, copy and describe what others have done. Improve their work using information they have gained by watching and listening. Show control and coordination when travelling and remaining still.</p> <p>Find and use space safely showing awareness of others . Describe movement phrases, e.g. travelling, balancing, climbing etc. Describe how they feel during and after exercise</p>	<p>Develop a range of actions, body shapes and include in a performance. Describe how their body reacts to different situations. Perform actions, balances, body shapes and movements with control. Combine an increasing range of elements within a sequence. Prepare well-structured sequences that can be performed alone or with a partner. Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement.</p>	<p>Combine and perform a range of complex gymnastic actions, shapes and balances with control. Share and evaluate the ideas of others. Create increasingly complex and varied sequences with others. Use criteria to judge the quality of ideas, actions, composition and sequences. Perform and choose from a wide range of complex and demanding actions, balances, etc.</p>
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Swimming					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
Outdoor and adventurous					Learn about leadership and the qualities required to be a good leader. Build knowledge about teamwork and how to be part of a team.
Golden Threads	Resilience, price, respect				

**Team Games:** Learn the rules of team games and what is meant by attack and defend.  
**Dance:** How movement can be created and co-ordinated to match music and rhythm.

**Gymnastics:** Learn how to jump off and land safely and balance with control.  
**Team Games:** Learn the rules of team games and what is meant by attack and defend.

**Athletics:** Carry out and understand basic running and jumping skills.  
**Team Games:** How to throw and catch equipment such as balls and apply them to team games.

**Gymnastics:** How to balance and co-ordinate our bodies with control and accuracy.  
**Dance:** How to perform a dance by combining a series of movements learnt.

**Gymnastics:** Understand about position and direction and apply to performances. Begin to pair up.  
**Team games:** Learn the rules of team games and what is meant by attack and defend.

**Athletics:** To apply running and jumping skills to athletic disciplines.  
**Team Games:** Apply learnt throwing and catching skills to team games.

## Year One



## Year Two



**Swimming**  
 Increase skill with basic swimming strokes.  
**Athletics**  
 Use running, jumping, throwing and catching in isolation and in Combination.

**Games**  
 Learn game rules and use when in competitive play.  
**Gymnastics**  
 Movement and direction using gymnastic disciplines.

**Team Games**  
 Play possession games to learn about invasion.  
**Dance**  
 Develop balance, agility and strength through movement.

**Games**  
 Learn net game rules to include return.  
**Athletics**  
 Learn how to build speed and resilience through distance events.

**Team/Invasion Games:**  
 Learn about passing and moving during team games.  
**Dance:** Learn the dance style Charleston.

## Year Three

**Team Games**  
 Football and basketball applying rules to matches.  
**Dance**  
 Learn Rock and Roll style dance moves.

**Striking games**  
 Throwing and striking techniques.  
**Athletics**  
 Learn about Olympic sports and compete in 'mini Olympics'

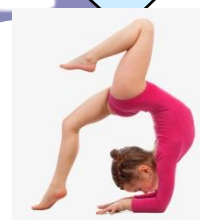
**Team games** – football and netball attack and defence.  
**Dance**  
 Create a series of movement to lead to performance.

**Gymnastics**  
 Improve strength and control using apparatus.  
**Team games**  
 Develop skill when attacking and defending.

**Team games** – cricket and rounders throw and strike techniques.  
**Athletics**  
 Develop skill in jumping and throwing in athletic disciplines.

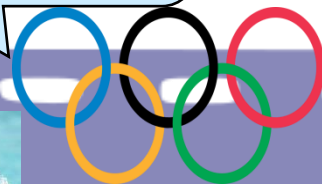
**Team/Invasion Games:**  
 Learn about passing and moving during team games.  
**Gymnastics.**  
 Develop balance and agility.

## Year Four



## Year Five

**Games**  
 Learn and develop the concepts of attack and defence.  
**Gymnastics**  
 Improve strength and control using apparatus.



## Year Six

