

Document 2 PE Curriculum at Spring Lane Primary School



SLP PE Journey (Progression)							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Fundamental Movement Skills Unit 1 -6 Personal Footwork One Leg Balance Social Jumping and Landing Seated Balance Cognitive Dynamic Balance Stance Creative Ball Skills Counterbalance Physical Sending and Receiving Reactions/Response Fitness Ball Chasing Floor Work.	Fundamental Movement Skills Unit 1 -6	Fundamental Movement Skills Unit 1 -6	Orienteering NFL Target Sports Kurling, Boccia, Archery Tactical ball games (Basketball) Striking and Fielding (Rounders) Athletics	Orienteering NFL Target Sports Kurling, Boccia, Archery Tactical ball games (High Five netball) Striking and Fielding (Cricket) Athletics	NFL, Spring Riders, Swimming	Orienteering NFL Target Sports Kurling, Boccia, Archery Tactical ball games (Handball, Netball, Basketball) Striking and Fielding (Rounders) Athletics
Trips/Visits	Groups of children take part in the Northamptonshire School Sports Partnership, with pupils carefully selected to ensure opportunities for inter-school sport are as inclusive and wide-reaching as possible. This includes targeted events designed specifically for pupils with SEND.						
Disciplinary Concepts (Linked to lesson intent)	Skill Development: practising, refining, and applying physical skills with control and precision Tactical Thinking: analysing situations, making decisions, adapting strategies in real time Collaboration and Communication: working effectively as part of a team, listening, encouraging, and leading Self-Assessment and Goal-Setting: reflecting on performance, identifying strengths and areas for improvement Resilience and Perseverance: managing challenges, showing determination, and coping with setbacks Fair Play and Respect: understanding sportsmanship, following rules, respecting opponents and teammates						
Substantive Concepts	Fundamental Movement Skills: running, jumping, throwing, catching, balance, coordination Sport-Specific Techniques: passing, dribbling, shooting, striking, defending Physical Fitness: endurance, strength, flexibility, agility Tactical Understanding: positioning, strategy, teamwork, decision-making in games Health and Wellbeing: benefits of exercise, healthy lifestyles, personal fitness goals Rules and Safety: understanding and applying rules of games, safe use of equipment and space.						

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SLP PE Journey (Progression in Knowledge and Skills)							
Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Nursery & Reception Can repeat actions and skills. Begin to take turns with others. Begin to negotiate space safely. Follow instructions with support	To copy actions. To repeat actions and skills. To move with control and care.	To copy and remember actions. To repeat and explore actions with control and coordination.	To select and use the most appropriate skills, actions or ideas. To move and use actions with coordination and control.	To select and use the most appropriate skills, actions or ideas. To move and use actions with coordination and control. To make up their own small-sided game.	To link skills, techniques and ideas and apply them accurately and appropriately. Do they show good control in their movements.	Do they apply their skills, techniques and ideas consistently. Do they show precision, control and fluency.
Evaluating and improving	Nursery Can comment on their own performance. Reception Can comment on others performances.	To talk about what they have done. To describe what other people did.	To talk about what is different between What they did and what someone else did. To say how they could improve.	To explain how their work is similar and different from that of others. With help, do they recognise how performances could be improved.	To explain how their work is similar and different from that of others. To use their comparison to improve their work.	To compare and comment on skills, techniques and ideas that they and others have used. To use their observations to improve their work.	To analyse and explain why they have used specific skills or techniques. To modify use of skills or techniques to improve their work. To create their own success criteria for evaluating.
Health and Fitness	EYFS To begin describe how their body feels before, during and after an activity.	To describe how their body feels before, during and after an activity. To show how to exercise safely.	To describe how their body feels during different activities. To explain what their body needs to keep healthy.	To explain why it is important to warmup and cool-down. To identify some muscle groups used in gymnastic activities.	To explain why warming up is important. To explain why keeping fit is good for their health.	To explain some important safety principles when preparing for exercise. To explain what effect exercise has on their body.	To explain how the body reacts to different kinds of exercise. To choose appropriate warm ups and cool downs. To explain why we

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						To explain why exercise is important.	need regular and safe exercise.
Dance	<p>Nursery</p> <p>To move in response to music, or rhythms played on instruments such as drums or shakers.</p> <p>To jump up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>To begin to understand and choose different ways of moving.</p> <p>Reception</p> <p>To remember basic sequences and patterns.</p> <p>To follow instructions and actions.</p> <p>To explore movements.</p> <p>To developing strength, balance and control with increasing control.</p> <p>To move around the space safely.</p>	<p>To move to music. Can they copy dance moves.</p> <p>To perform some dance moves.</p> <p>To make up a short dance.</p> <p>To move around the space safely.</p>	<p>To dance imaginatively.</p> <p>To change rhythm, speed, level and direction.</p> <p>To dance with control and coordination.</p> <p>To make a sequence by linking sections together.</p> <p>To link some movements to show a mood or feeling.</p>	<p>To attempt to perform with a sense of dynamics.</p> <p>To competently include props and other ideas in their dance.</p> <p>To attempt short pieces of improvised dance responding to the structure/theme of the dance.</p> <p>To share and create short dance phrases with a partner and in small groups.</p> <p>Can they express moods and feelings throughout the dance piece.</p>	<p>To take the lead when working with a partner or group.</p> <p>To use dance to communicate an idea.</p> <p>To work on their movements and refine them.</p> <p>Is their dance clear and fluent.</p>		<p>To compose their own dances in a creative and imaginative way.</p> <p>To perform to an accompaniment, expressively and sensitively.</p> <p>Are their movements controlled.</p> <p>Does their dance show clarity, fluency, accuracy and consistency.</p> <p>To develop imaginative dances in a specific style.</p> <p>To choose their own music, style and dance.</p>

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Games	<p>Nursery Can take turns with others.</p> <p>To develop movement and balance through free choice and exploration, e.g. scooters, bikes, trikes.</p> <p>With support, To independently chose equipment. T</p> <p>To use and move equipment safely.</p> <p>To kick a stationary ball with either foot, throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and my chest to trap it. To use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>To run safely on whole foot.</p>	<p>To throw underarm.</p> <p>To roll a piece of equipment.</p> <p>To hit a ball with a bat.</p> <p>To move and stop safely.</p> <p>To catch with both hands.</p> <p>To throw in different ways.</p> <p>To kick in different ways.</p>	<p>To use hitting, kicking and/or rolling in a game.</p> <p>To stay in a 'zone' during a game.</p> <p>To decide where the best place to be is during a game.</p> <p>To use one tactic in a game.</p> <p>To follow rules.</p>	<p>To catch with one hand</p> <p>To throw and catch accurately.</p> <p>To hit a ball accurately and with control.</p> <p>.</p>	<p>To keep possession of the ball.</p> <p>To move to find a space when they are not in possession during a game.</p> <p>To vary tactics and adapt skills according to what is happening.</p>	<p>To gain possession by working as a team.</p> <p>To pass in different ways.</p> <p>To use forehand and backhand with a racquet.</p> <p>To field.</p> <p>To choose the best tactics for attacking and defending.</p> <p>To use a number of techniques to pass, dribble and shoot.</p>	<p>To explain complicated rules.</p> <p>To make a team plan and communicate it to others.</p> <p>To lead others in a game situation.</p>
	<p>Reception Can take turns with others. Developing balance and coordination whilst playing games.</p>						

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	<p>Can play ball games with support. Can move and stop safely.</p> <p>Can use ball skills with developing competence.</p> <p>Can play cooperatively.</p> <p>Can develop throwing.</p>						
Gymnastics	<p>Nursery</p> <p>To sit up from lying down, stand up from sitting and squat with steadiness to rest or play with object on the ground, and rise to feet without using Hands.</p> <p>To sit on a chair with both feet on the Ground.</p> <p>To begin to walk, run and climb on different levels and Surfaces.</p> <p>Reception</p>	<p>To make their body tense, relaxed, curled and stretched.</p> <p>To control their body when travelling.</p> <p>To control their body when balancing.</p> <p>Can they copy sequences and repeat them.</p> <p>To roll in different ways.</p> <p>To travel in different ways.</p> <p>To balance in different ways.</p>	<p>To plan and show a sequence of movements.</p> <p>To use contrast in their sequences.</p> <p>Are their movements controlled.</p> <p>To think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>To work on their own and with a partner to create a sequence.</p>	<p>To work in a controlled way.</p> <p>To include change of speed.</p> <p>To include change of direction.</p> <p>To include range of shapes.</p> <p>To follow a set of 'rules' to produce a sequence.</p> <p>To work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>To work in a controlled way.</p> <p>To include change of speed.</p> <p>To include change of direction.</p> <p>To include range of shapes.</p> <p>To follow a set of 'rules' to produce a sequence.</p> <p>To work with a partner to create, repeat and improve a sequence with at least three phases.</p>		<p>To make complex or extended sequences.</p> <p>To combine action, balance and shape.</p> <p>To perform consistently to different audiences. Are their movements accurate,</p> <p>Do they combine their own work with that of others.</p> <p>To link their sequences to specific timings.</p>

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	<p>Can confidently and safely use some apparatus.</p> <p>Can follow instructions and copy actions.</p> <p>Can understand basic balances.</p> <p>To copy sequences and repeat them.</p> <p>To travel in different ways.</p> <p>Begins to understand changing</p>	<p>To climb safely.</p> <p>To stretch in different ways.</p> <p>To curl in different ways.</p>					
OAA				<p>To follow a map in a more demanding familiar context.</p> <p>To move from one location to another following a map.</p> <p>To use clues to follow a route.</p> <p>To follow a route accurately, safely and within a time limit.</p>	<p>To follow a map in a more demanding familiar context.</p> <p>To move from one location to another following a map.</p> <p>To use clues to follow a route.</p> <p>To follow a route accurately, safely and within a time limit.</p>	<p>To follow a map in an unknown location.</p> <p>To use clues and compass directions to navigate a route.</p> <p>To change their route if there is a problem.</p>	<p>To change their plan if they get new information.</p> <p>To plan a route and series of clues for someone else.</p> <p>To plan with others taking account of safety and danger.</p>
Swimming	Early Years					<p>Put face in water and blow bubbles Fully submerge under water</p> <p>To swim 10 metres across the pool without</p>	

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						<p>support</p> <p>To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres.</p> <p>Be able to swim 20 metres across the pool without support</p> <p>To swim 10 metres front crawl and back stroke.</p> <p>To dive down below the water surface to pick up an item</p>	
Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Nursery</p> <p>move</p> <p>run</p> <p>jump</p> <p>stop</p> <p>start</p> <p>fast</p> <p>slow</p> <p>balance</p> <p>take turns</p> <p>share</p> <p>help</p> <p>listen</p> <p>Reception</p> <p>hop</p> <p>skip</p> <p>throw</p>	<p>balance</p> <p>coordination</p> <p>teamwork</p> <p>practise</p> <p>improve</p> <p>instructions</p> <p>warm-up</p> <p>muscles</p>	<p>travel</p> <p>control</p> <p>speed</p> <p>rhythm</p> <p>accuracy</p> <p>share</p> <p>respect</p> <p>challenge</p> <p>goal</p> <p>sequence</p> <p>solve</p> <p>stamina</p>	<p>reaction</p> <p>fluency</p> <p>combine</p> <p>encourage</p> <p>feedback</p> <p>perseverance</p> <p>adapt</p> <p>decision</p> <p>evaluate</p> <p>fitness</p> <p>wellbeing</p> <p>leadership</p>	<p>agility</p> <p>strength</p> <p>precision</p> <p>transition</p> <p>communication</p> <p>responsibility</p> <p>motivation</p> <p>expression</p> <p>variation</p> <p>assess</p> <p>intensity</p> <p>recovery</p>	<p>consistency</p> <p>efficiency</p> <p>refine</p> <p>mentor</p> <p>empathy</p> <p>self-discipline</p> <p>ambitious</p> <p>observe</p> <p>strategy</p> <p>outcomes</p> <p>endurance</p> <p>nutrition</p>	<p>mastery</p> <p>technique</p> <p>composure</p> <p>leadership</p> <p>resilience</p> <p>ownership</p> <p>expression</p> <p>critique</p> <p>refine</p> <p>foresight</p> <p>choices</p> <p>balance</p>

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