

Queenswood Primary School and Nursery

P.E. Curriculum Progression



P.E. Curriculum intent and implementation

PE at Queenswood aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

It is our intent at Queenswood to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

At Queenswood, we aim to develop thinking skills (see separate progression document) in all areas of the curriculum. PE allows for the development of the areas of planning, developing and reflecting, with a large focus on thinking creatively, taking risks, and valuing unexpected outcomes.

It is our intent that children are exposed to many different sports and activities and develop an appreciation for how particular sporting greats have challenged ideas and introduced new techniques and records

There are five strands to the PE curriculum at Queenswood which all include learning specific practical skills across these sports areas:

Games, Gymnastics, Dance, Swimming, Athletics

Pupils at Queenswood participate in weekly high-quality PE and sporting activities. We provide opportunities for all children to engage in after school clubs, in addition to competitive sporting events at both an intra and inter school level.

The progression below outlines the skills required as children repeat working with different sports and techniques but are taught a greater level of skill, knowledge and understanding as they progress in their physical learning journey.

Safeguarding commitment:

Through our PE curriculum, children will gain independent problem-solving skills, as well as develop the skills for quality teamwork. Children will be taught explicitly about risks and how to manage these safely and independently. Through our PE curriculum children will learn and develop greater resilience and perseverance in order to be successful when faced with challenges, and develop the tolerance and understanding of their own and others' strengths and weaknesses.

Modern British Values and SMSC are embedded throughout the PE curriculum through the exploration of dance from different cultures and traditions teaching tolerance and understanding of others to the exploration of the rule of law through learning and refereeing team games. PE also offers exploration of individual liberty through being able to make individual decisions and also to work democratically when working as part of a team.

Key Skills and Knowledge		Year 1/2 Expectations	Year 3/4 Expectations	Year 5/6 Expectations
<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games.

			<ul style="list-style-type: none"> • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other

		<ul style="list-style-type: none"> • Develop physical strength and suppleness by practising moves and stretching. 	<p>themes and maintain this throughout a piece.</p> <ul style="list-style-type: none"> • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • 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 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations

		<ul style="list-style-type: none"> • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
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Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best

		<ul style="list-style-type: none"> • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	performances, setting targets for improvement.
Outdoor and adventurous activities	<ul style="list-style-type: none"> • Not applicable. 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be.

			<ul style="list-style-type: none">• Remain aware of changing conditions and change plans if necessary.	<ul style="list-style-type: none">• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first.
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