

Harrietsham Church of England Primary School



Physical Education CURRICULUM SKILLS OVERVIEW

| | Physical | Cognitive | Social & Emotional | Knowledge |
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| ELG Links | <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> | <p>They work as part of a group or class, and understand and follow the rules.</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others.</p> | <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> | <p>I know how to keep myself safe when participating in PE and other physical activities.</p> <p>I know that I can use my arms to balance.</p> <p>I know how to prepare my hands and body to throw and catch.</p> |

| Year 1 | Physical | Cognitive | Social & Emotional | Knowledge |
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| | Copy single movements and skills with a reasonable degree of accuracy and developing control | Understand and follow simple rules | Understand key safety principles eg: using equipment safely, moving and landing safely | I know how to throw and catch objects. |
| | Perform simple dances using simple movement patterns, with prompts | Use appropriate vocabulary to talk about what they are doing | Work independently on simple tasks, for short periods, asking for help when needed | I know the different types of balance. |
| | Send and receive a variety of objects with developing control | Provide simple feedback to a partner on a specific focus | Work with a partner, sharing and taking turns | I know how to perform simple dances. |
| | Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes | | Listen to feedback from a partner | I know how to move in different ways with some control. |
| | Begin to develop simple dynamic balance | | Watch while someone shows them an action . | I know how to follow simple rules and instructions. |
| | Move in a range of different ways with increasing control | | | I can use feedback for my own and to support others development. |

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| Year 2 | Move confidently in a range of different ways, linking together simple actions with control. | Describe what he/ she or a partner is doing using key words | With encouragement, persist when learning is challenging and understand the importance of practice | Explain why it is important to warm up and cool down |
| | Perform a short series of actions/movements with some changes in level, speed and direction | Begin to use simple strategies for attacking and defending eg: dodging, moving or sending into space | Work independently and have a range of strategies for accessing help when needed | Remember and repeat simple movements and short patterns |
| | Show good dynamic balance in a range of different contexts | Begin to apply skills in a range of different activity areas | Support and encourage others with their work | I understand that exercise keeps my body healthy |
| | Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts | Create simple games and activities and identify the rules needed to make them successful | Have the confidence to share their work and ideas and listen to others do the same. | Describe different movements using key words |
| | Begin to apply simple physical skills in team games | Select and link simple, appropriate movements to a given theme | Work with a partner to plan and review work | I understand that it is important to change my pace to match the area I am working within |
| | Create and perform simple dances using simple movement patterns | Create and perform simple dances using simple movement patterns | Describe how their bodies change before, during and after exercise | |

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| Year 3 | <p>Use a broad range of movement skills with control and consistency and relevant to the learning context.</p> <p>Begin to use fundamental movement skills in combination in sequences and in small game situations</p> <p>Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations</p> | <p>Apply physical skills with increasing confidence in a range of different activity areas</p> <p>Show an understanding of simple attacking and defending strategies</p> <p>Develop sequences of movement that express their own ideas</p> | <p>Recognise where they are with their learning and challenge themselves</p> <p>Persevere with challenging tasks and react positively when things are difficult</p> <p>Co-operate with others on simple tasks and give and receive feedback</p> <p>Work effectively in small groups where roles are clearly defined</p> <p>Recognise when others are finding tasks challenging and provide support and encouragement</p> <p>Describe the basic fitness components</p> <p>Explain how often and how long they should exercise to be healthy</p> <p>Record and monitor how hard they are working</p> | <p>I know a simple attacking and defending strategies</p> <p>Identify similarities in their own and others' work</p> <p>I understand the rules about the games I have been taught</p> <p>To know and identify which actions are harder / easier</p> <p>Use given success criteria to identify what they can do well and begin to suggest areas for improvement</p> |
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| Year 4 | Use fundamental movement skills in combination and with increasing confidence | Use an awareness of space and others to make good decisions | Identify and describe their own strengths and weaknesses | I know how to use skills more accurately and apply in a game situation. |
| | Combine movements in different ways to produce different outcomes | Describe what they can do well and suggest areas for improvement | Set appropriate and challenging targets for themselves | I can identify my own strength and weaknesses. |
| | Apply their skills in a range of modified game situations | Identify why one action / series of actions is more effective than another using given criteria for success | Contribute to organising roles and responsibilities within a small group | I understand the difference between attacking and defending and can apply this into small games. |
| | Use skills effectively to execute simple attack and defence strategies in a range of modified game situations | Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome | Guide a small group through a simple task | I know the importance of a warm-up and cool down and can begin to take responsibility for this. |
| | | | Select and perform their own warm up and cool down activities, appropriate to the activity | I know how different activities can impact fitness differently. |
| | | | Explain how different activities help develop the different components of fitness | |

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| Year 5 | <p>Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations</p> <p>Begin to adapt the performance of different movements to meet the outcomes required</p> <p>Develop increasingly complex sequences of movements</p> | <p>Formulate strategies to outwit opponents</p> <p>Use a variety of skills and techniques creatively to engage an audience</p> <p>Plan and organise how to use skills and techniques to produce increasingly successful responses to a task</p> | <p>Receive constructive feedback and use it to improve their performance</p> <p>Challenge feedback appropriately and express a different perspective</p> <p>Give feedback in a constructive and sensitive manner to improve their own performance and that of others</p> <p>Negotiate and collaborate effectively with others, in a range of contexts</p> <p>Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance.</p> | <p>Identify the possible dangers when planning an activity</p> <p>I can understand different ways of attacking and select positions with my team carefully.</p> <p>I can identify parts of a performance that need to be practised and refined, and understand how to improve myself</p> <p>Explain clearly how to develop their own and others' work</p> <p>I know where to stand when attacking and defending.</p> <p>I understand the value of exercise outside of the school day.</p> <p>I know what clothing and footwear is best to wear for a variety of sports and fitness activities.</p> |
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| Year 6 | Combine complex sequences of actions with quality and fluency | Make effective judgements about the quality of a performance against a number of set criteria | Create their own learning plan and revise it when necessary | I can adapt skills with accuracy to meet the specific requirements of a sport. |
| | Show confidence in adapting movements and skills to meet a specific outcome | Identify key strengths and weaknesses of their own and others' performances and know how to improve | Make appropriate decisions about how to further their own learning and that of others | I can analyse my own and others performance to improve an outcome. |
| | Apply their skills confidently in a range of sport specific contexts | Compare the complexities of different compositional elements, skills or tactics and how they affect performance | Lead a group to achieve a successful outcome in a range of different activities | I can work effectively as part of a team motivating others. |
| | | Choreograph simple sequences / dances for themselves and others | Involve and motivate others to perform better | |
| | | Change their tactics in response to the actions of their opposition | Explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event | I understand that different sports require different levels of fitness. |

The school has a number of sessions across year groups which support the children in learning how to ride a bicycle safely – this is delivered by Cycle Circle who deliver the Bikeability programme.

- Year R – Balance Session – children learn how to balance on a balance bike, this is followed by in house training for 6-8 weeks.
- Year R - Cycle Ready session – children are taught how to ride a bike.
- Year 4 – Level 1 Bikeability
- Year 6 Level 2 Bikeability.

