



PE

Progression of Knowledge & Skills

Curriculum Intent

At John Ruskin we recognise that physical activity and sport are essential parts of a child's everyday life and are a key factor in their future well-being. We want every child to find enjoyment in physical activity and experience the benefits that an active lifestyle can provide. We aim to present them with opportunities to compete against themselves and others and to build character and resilience. Through a broad range of physical activities, children will develop competence and stamina by working individually, in partnerships and teams. Children will develop fundamental movement skills, with a focus on agility, balance and coordination underpinning our PE curriculum. Our aim is to prepare and support pupils towards healthy and active lifestyle choices for their future mental and physical well-being.

Key stage 1 National Curriculum objectives

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2 National Curriculum objectives

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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.

	Subject area – Athletics Multiskills link – agility	Vocabulary
EYFS	<ul style="list-style-type: none"> To be able to run and change direction in different ways while demonstrating speed and agility To explore different types of movement. To practice the hopscotch with the same and alternate leg. 	Change direction Straight arms Swing arms Looking forward
Year 1	<ul style="list-style-type: none"> To be able to demonstrate the correct running posture To use a variety of different movements and speed. To be able to take off in different ways and land in a coordinated way. To apply a force to send an object towards various targets in different ways 	Posture Coordination Control
Year 2	<ul style="list-style-type: none"> To apply different jumping take offs and landings. To move quickly while changing direction. To have control and accuracy when throwing. 	Arms out for balance Soft landing Accuracy
Year 3	<ul style="list-style-type: none"> To demonstrate a variety of throwing techniques To sprint rapidly over short distances while being aware of other. To perform the hop, step and jump in a sequence 	Sequence Sprint Hop, step, jump
Year 4	<ul style="list-style-type: none"> Maintain a good running technique when sprinting over obstacles To perform hop and jump combinations with control Describe the effect of throwing from sitting, kneeling or standing 	Eyes focussed Head straight Follow through
Year 5	<ul style="list-style-type: none"> To pass a relay baton at speed using a 'place pass' into the hand To state a 'lead leg' preference when sprinting over hurdles To hop and jump for distance from one foot to two feet To learn and use the overarm throw. 	Lead leg Stride Changeover
Year 6	<ul style="list-style-type: none"> To demonstrate the ability to accelerate from a variety of static positions. To perform triple jump combination sequences with balance and control. To throw for accuracy and observe a partner and give accurate feedback. To vary throwing distances and aim for targets using an underarm throw 	Dynamic Elevate Accelerate Static

	Subject area - Dance	Vocabulary
EYFS	<ul style="list-style-type: none"> To explore stimuli with a range of actions To explore movements whilst repeating them and putting them together 	Repeat Action Slow Fast
Year 1	<ul style="list-style-type: none"> To combine travelling and balancing actions with smooth changes of levels. To practice, link and repeat movements 	Mirroring High Low Flow
Year 2	N/A – problem solving	
Year 3	<ul style="list-style-type: none"> To create and perform actions to a stimuli To perform whilst connected or combining with others 	Sequence Tempo Unison
Year 4	N/A – problem solving	
Year 5	<ul style="list-style-type: none"> To adapt and develop formations and patterns To perform dances expressively 	Formation Expression Adapt
Year 6	N/A – problem solving	

	Subject area – Problem Solving	Vocabulary
EYFS	<ul style="list-style-type: none"> To put one skill in order 	Direction Order
Year 1	N/A – dance	
Year 2	<ul style="list-style-type: none"> To react quicker than your opponents To move across an area as a team while carrying an object 	Dodging Support Focus
Year 3	N/A – dance	
Year 4	<ul style="list-style-type: none"> To learn to work in teams to decide what approach is needed 	Tactics

	<ul style="list-style-type: none"> Keep to the instructions and restrictions for each activity 	Pace Discussion
Year 5	N/A – dance	
Year 6	<ul style="list-style-type: none"> Develop critical thinking skills to effectively solve a problem To develop positive interactions when working as a team 	Strategies Collaboration Outwit

	Subject area – Games (three half terms per year group) Multiskills link - coordination	Vocabulary
EYFS	<ul style="list-style-type: none"> To throw and catch a balloon. To throw a beanbag into a target To move safely in a space To change speed whilst moving To aim a ball to a target using a kicking action To practice sending a ball with the feet 	Throw Catch Aim
Year 1	<ul style="list-style-type: none"> To throw and catch successfully whilst on the move To practice sending and receiving a ball with a partner To move safely in a confined space whilst avoiding others To avoid being tagged from different directions To practice sending and receiving a rolling ball from a partner To send a ball through a gate 	Target Receive Avoid
Year 2	<ul style="list-style-type: none"> To catch a bouncing ball consistently To move whilst catching a tennis ball To move safely in a space to avoid and evade being tagged Move as quickly as possible while completing a task as part of a team 	Consistently Dodge Dribble

	<ul style="list-style-type: none"> • To practice moving and dribbling away from a defender • To aim a kick towards a target 	
Year 3	<ul style="list-style-type: none"> • Practise sending and receiving to catch a ball from a rebound • To learn different throwing techniques • Recognise own space and move safely with a range of objects. • Learn to trust each other and develop verbal and non verbal communication • Move and dribble with control into a space whilst avoiding objects • To kick accurately towards a target 	Accuracy Evade Communicate
Year 4	<ul style="list-style-type: none"> • Passing whilst moving within a team • To create different passes that can be used in a game situation • To pass the ball within a sequence as part of a team • Work collaboratively in small groups to complete a task • To be competent at passing within a short distance, keeping the ball away from the other team. • To retrieve, intercept and stop a ball whilst fielding 	Opponent Defender Intercept
Year 5	<ul style="list-style-type: none"> • To identify and throw into space to win a point • To learn how to rally consistently with a team. • To introduce tactics when working as part of a team • To pass and move quickly to keep possession of the ball • To dribble past and move quickly whilst working towards a target • To pass, dribble and move to keep possession of the ball (away from a defender) 	Tactics Rally Possession
Year 6	<ul style="list-style-type: none"> • To keep the ball away from a defender whilst passing to others. • To throw different shaped balls effectively in different sports. • To create space in order to create scoring opportunities • To communicate effectively to solve in game problems 	Strategy Signal Opposition

	<ul style="list-style-type: none"> • To be competent at moving into space and away from a defender whilst dribbling • To accurately pass the ball to free players 	
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	Subject area – Gymnastics Multiskills link - balance	Vocabulary
EYFS	<ul style="list-style-type: none"> • To balance using different body parts. • To combine hanging, swinging, travelling and jumping on different apparatus • To select and combine ways of jumping, rocking and rolling with travelling • To travel at different levels 	Copy Travel Shape
Year 1	<ul style="list-style-type: none"> • To introduce rocking and rolling movement • To balance successfully on different body parts. • To show awareness of obstacles • To combine travelling and balancing actions 	Balance Awareness Levels
Year 2	<ul style="list-style-type: none"> • To rock successfully on different body parts. • To show awareness of obstacles and use steps and jumps to clear them. • To balance and travel using combinations of body parts. • To select different jumping styles. 	Spring Tucked Straight
Year 3	<ul style="list-style-type: none"> • To roll on, select and combine ways of rocking and rolling with travelling • To jump and land safely • To balance and travel using a combination of body parts. • To balance successfully on a set number of points 	Rocking and rolling Combinations Control
Year 4	<ul style="list-style-type: none"> • To combine balance and travelling actions to make a sequence. • To jump in a variety of ways and land safely. • To combine several travelling and jumping actions on different apparatus. • To select and combine matched actions. 	Stillness Pathways Sustain
Year 5	<ul style="list-style-type: none"> • To perform different counter balances with a partner. • To explore different actions on different apparatus. • To travel at different levels, ways and speeds. • To link ways of travelling into a sequence as part of a group. 	Clear actions Transition Timing
Year 6	<ul style="list-style-type: none"> • To select and combine matched actions with a partner. 	Unison

	<ul style="list-style-type: none"> • To create and perform rhythmic gymnastics with different items in a sequence. • To jump in a variety of ways and land safely and then put them into a sequence. • To combine different travelling pathways and balances. 	Tension Compositional
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	Subject area – Swimming	Vocabulary
Year 3	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 10 metres • use a range of strokes effectively, swimming on their back and front 	Stroke Float
Year 4	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 10 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	Front crawl Back stroke Submerge