



## PE : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Curriculum Content	The key things we want children to know/be able to do
<b>PE curriculum follows the GetSet for PE scheme of work</b>	
<p style="color: blue;">Where there are 2 units of work, the class teacher will need to deliver the first unit objectives before the second units objectives e.g. Year 3 before Year 4 to ensure progression however the teacher will use their professional discretion as to whether all lessons from each unit need to be delivered or whether some lessons can be combined and still teach all of the objectives.</p>	
<b>Sunflowers</b>	
<p><u>Nursery- GetSet4PE scheme of work</u></p> <ul style="list-style-type: none"> <li>-Introduction to PE: Unit 1</li> <li>-Introduction to PE: Unit 2</li> <li>-Fundamentals Unit 1</li> <li>-Ball skills Unit 1</li> <li>-Dance Unit 1</li> <li>-Gymnastics Unit 1</li> </ul>	<p><b>30-50 months</b></p> <p><b>Physical development- Moving and handling</b></p> <ul style="list-style-type: none"> <li>To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>To mount stairs, steps or climbing equipment using alternate feet.</li> <li>To walk downstairs, two feet to each step, while carrying a small object.</li> <li>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>To stand momentarily on one foot when shown.</li> <li>To catch a large ball.</li> <li>To draw lines and circles using gross motor movements.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Physical development- Health and self-care</b></li> <li>To observe the effects of activity on their bodies.</li> <li>To understand that equipment and tools have to be used safely.</li> <li>Dresses with help</li> </ul> <ul style="list-style-type: none"> <li>● <b>Expressive arts and design- Exploring and using media and materials</b></li> </ul>



-Games Unit 1

To enjoy joining in with dancing and ring games.  
To begin to move rhythmically.  
To imitate movement in response to music.  
To tap out simple repeated rhythms.

- **Expressive arts and design- Being imaginative**

To develop preferences for forms of expression.  
To use movement to express feelings.  
To create movement in response to music.  
To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words

**40-60 months**

- **Physical development- Moving and handling**

To experiment with different ways of moving.  
To jump off an object and land appropriately.  
To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  
To travel with confidence and skill around, under, over and through balancing and climbing equipment.  
To show increasing control over an object in pushing, patting, throwing, catching or kicking it.

- **Physical development- Health and self-care**

To show understanding of the need for safety when tackling new challenges and consider and manage some risks.  
To show understanding of how to transport and store equipment safely.  
To practice some appropriate safety measures without direct supervision.

- **Expressive arts and design- Being imaginative**

To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

**ELGs**

- **Physical development- Moving and handling**

To show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- **Physical development- Health and self-care**

To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

- **Expressive arts and design- Being imaginative**



	<p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
<p><b>Daffodils ( Reception/Year 1)</b></p>	
Curriculum Content	The key things we want children to know/be able to do
<p style="text-align: center;"><u><a href="#">Cycle One</a></u></p> <p><u>Reception and Year 1 GetSet4PE scheme of work</u></p> <p>-Fundamentals: Unit 2 and Y1/2</p> <p>-Dance Unit 2 and Year 1</p> <p>-Yoga Unit 2 and Year 1</p> <p>-Net and Wall Unit 2 and Year 1</p> <p>-Sending and Receiving Unit 2 and Year 1</p> <p>-Games: Unit 2</p> <p>-Athletics Year 1</p> <p style="text-align: center;"><u><a href="#">Cycle Two</a></u></p> <p>-Invasion Unit 2 and Year 1</p> <p>-Gymnastics Unit 2 and Year 1</p> <p>-Ball Skills Unit 2 and Y1/2</p> <p>Striking and Fielding Unit 2 and Year 1</p> <p>-Fitness Unit 2 and Year 1</p> <p>-Team Building Year 1</p>	<p><b>EYFS -as above.</b></p> <p><b>By the end of KS1</b></p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>● Run at fast, medium and slow speeds: changing speed and direction, demonstrating increasing agility, moving in and out of obstacles and being able to stop on demand and showing some control.</li> <li>● Can move in a variety of ways at different levels and around obstacles.</li> <li>● Can jump in different ways, landing on both feet, for both height and distance.</li> <li>● Can throw in different ways to hit a target and catch with increasing accuracy in isolation using a variety of equipment (different sized balls, bean bags, quoits).</li> <li>● Can link movements to create and perform a sequence at different levels, showing some control when balancing, rolling and travelling.</li> <li>● Say how they could improve their performance</li> <li>● Begin to follow simple rules to play a game.</li> <li>● Develop simple tactics for attacking and defending when playing simple games.</li> </ul>



	<ul style="list-style-type: none"> <li>• Can copy and perform sequences in dance using simple movement patterns.</li> <li>• Take part in competition, against self and others.</li> <li>• Describe how my body feels during different activities and explain what the body needs to keep healthy.</li> </ul> <p>Suggested activities In Dance: Street, ball room, contemporary, hip-hop In Gymnastics:</p> <ul style="list-style-type: none"> <li>• Rolls: Pencil, teddy bear, forward, backward</li> <li>• Flight: take off landing and shapes such as tuck, pike, straddle, star</li> <li>• Balances: Point, patch and partner balances.</li> <li>• Travel: Tension and extension.</li> </ul>
<p><b>Roses (Year 1/2)</b></p>	
Curriculum Content	The key things we want children to know/be able to do
<p>Year 1 and Year 2 GetSet4PE scheme of work</p> <p style="text-align: right;"><u><a href="#">Cycle One:</a></u></p> <ul style="list-style-type: none"> <li>-Fundamentals Year 1 and Year 2</li> <li>-Dance Year 1 and Year 2</li> <li>-Yoga Year 1 and Year 2</li> <li>-Net and Wall Year 1 and Year 2</li> <li>-Sending and Receiving Year 1 and Year 2</li> <li>-Athletics Year 1 and Year 2</li> </ul> <p style="text-align: right;"><u><a href="#">Cycle Two:</a></u></p> <ul style="list-style-type: none"> <li>-Invasion Year 1 and Year 2</li> <li>-Gymnastic Year 1 and Year 2</li> </ul>	<p><b>By the end of KS1</b></p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds: changing speed and direction, demonstrating increasing agility, moving in and out of obstacles and being able to stop on demand and showing some control.</li> <li>• Can move in a variety of ways at different levels and around obstacles.</li> <li>• Can jump in different ways, landing on both feet, for both height and distance.</li> <li>• Can throw in different ways to hit a target and catch with increasing accuracy in isolation using a variety of equipment (different sized balls, bean bags, quoits).</li> </ul>



<p>-Ball Skills Year 1 and Year 2 -Striking and Fielding Year 1 and Year 2</p> <p>-Fitness Year 1 and Year 2 -Team Building Year 1 and Year 2</p>	<ul style="list-style-type: none"> <li>● Can link movements to create and perform a sequence at different levels, showing some control when balancing, rolling and travelling.</li> <li>● Say how they could improve their performance</li> <li>● Begin to follow simple rules to play a game.</li> <li>● Develop simple tactics for attacking and defending when playing simple games.</li> <li>● Can copy and perform sequences in dance using simple movement patterns.</li> <li>● Take part in competition, against self and others.</li> <li>● Describe how my body feels during different activities and explain what the body needs to keep healthy.</li> </ul> <p>Suggested activities In Dance: Street, ball room, contemporary, hip-hop In Gymnastics:</p> <ul style="list-style-type: none"> <li>● Rolls: Pencil, teddy bear, forward, backward</li> <li>● Flight: take off landing and shapes such as tuck, pike, straddle, star</li> <li>● Balances: Point, patch and partner balances.</li> <li>● Travel: Tension and extension.</li> </ul>
<p><b>Tulips (Year 3/4)</b></p>	
<p><b>Curriculum Content</b></p>	<p><b>The key things we want children to know/be able to do</b></p>
<p>Year 3 and Year 4 GetSet4PE scheme of work.</p> <p style="text-align: center;"><u><a href="#">Cycle One:</a></u></p> <p>-Football Year 3 and Year 4 -Dance Year 3 and Year 4 -Basketball Year 3 and Year 4 -Yoga Year 3 and Year 4 -Tennis Year 3 and Year 4 -OAA Year 3 and Year 4</p>	<p><b>By the end of Year 4</b> All children should be able to:</p> <ul style="list-style-type: none"> <li>● Run at fast, medium and slow speeds: changing speed and direction. Run up to a distance 1000m developing levels of stamina.</li> <li>● Jump in different ways, demonstrating control when taking off and landing. Link running and jumping activities with some degree of fluidity, control and consistency.</li> </ul>



Cycle Two:

- Hockey Year 3 and Year 4
- Gymnastics Year 3 and Year 4
- Tag Rugby Year 3 and Year 4
- Netball Year 3 and Year 4
- Cricket Year 3 and Year 4
- Athletics Year 3 and Year 4

- Throw in different ways and catch with increasing accuracy in isolation and combination.
- Catch the ball with a basic level of accuracy under limited pressure in a variety of game situations and size of ball.
- Follow a set of rules to produce a sequence, demonstrating some control and coordination when balancing and traveling.
- Begin to develop strength, technique and flexibility throughout performances.
- Use a basic level of appropriate vocabulary to describe how to improve and refine performances.
- Understand, explain and apply simple rules to a game situation and understand how to keep themselves safe.
- Copy and perform sequences in dance and improvise to create and share movements with a partner.
- Begin to understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns.
- Support each other when reading a map and follow a route in a more familiar context, adapting the route as necessary.
- Take part and embrace both leadership and team roles with support.
- Combine action, balance and shape, demonstrating increasing control and coordination with my body when traveling.
- Sometimes repeat remember and perform phrases
- Develop strength, technique and flexibility throughout performances.
- Explain why keeping fit is good for health and explain what effect exercise has on the body.
- Explain why warming up is important.

Suggested activities

In Dance: Street, ball room, contemporary, hip-hop

In Gymnastics:



	<ul style="list-style-type: none"> <li>● Rolls: Pencil, teddy bear, forward, backward</li> <li>● Flight: take off landing and shapes such as tuck, pike, straddle, star</li> <li>● Balances: Point, patch and partner balances.</li> <li>● Travel: Tension and extension.</li> </ul>
<p><b>Lilies (Year 5/6 )</b></p>	
<p><b>Curriculum Content</b></p>	<p><b>The key things we want children to know/be able to do</b></p>
<p>Year 5 and Year 6 GetSet4PE scheme of work.</p> <p style="text-align: right;"><u><a href="#">Cycle One:</a></u></p> <ul style="list-style-type: none"> <li>-Hockey Year 5 and Year 6</li> <li>-Dance Year 5 and Year 6</li> <li>-Tag Rugby Year 5 and Year 6</li> <li>-Netball Year 5 and Year 6</li> <li>-Tennis Year 5 and Year 6</li> <li>-Yoga Year 5 and Year 6</li> <li>-OAA Year 5 and Year 6</li> </ul> <p style="text-align: right;"><u><a href="#">Cycle Two</a></u></p> <ul style="list-style-type: none"> <li>-Football Year 5 and Year 6</li> <li>-Gymnastics Year 5 and Year 6</li> <li>-Cricket Year 5 and Year 6</li> <li>-Basketball Year 5 and Year 6</li> <li>-Badminton Year 5 and Year 6</li> <li>-Athletics Year 5 and Year 6</li> </ul>	<p>All children should be able to:</p> <ul style="list-style-type: none"> <li>● Run fast, medium and slow: developing stamina.</li> <li>● Jump controlling when to take off and land and can combine running and jumping.</li> <li>● Demonstrate passing, shooting, dribbling when moving into space</li> <li>● Dodging, turning, tackling and defending</li> <li>● Tactical knowledge: Positions, roles of each position, physical attributes that are beneficial to each position.</li> <li>● Throw and catch with increasing accuracy</li> <li>● Catch the ball when travelling and under pressure</li> <li>● Understand, explain and apply rules to a game situation</li> <li>● Safety and commands of when to throw, jump or start.</li> <li>● Have experienced at least 3 different genres of dance</li> <li>● Compose own dances, planning and performing sequences individually and in a group</li> <li>● Understand the impact music has on a dance to change the rhythm, speed and direction when using a range of movement patterns.</li> <li>● Be able to read a compass in order to orientate and read a map and plan an efficient route</li> <li>● Take part and embrace both leadership and team roles</li> <li>● Combine action, balance and shape, demonstrating control and coordination with my body when traveling.</li> </ul>



- Develop strength, technique and flexibility throughout performances including time and linking movements with a sophisticated perception of spatial awareness
- Plan and deliver an effective warm up and explain why this is important.
- Recognise the importance of a healthy lifestyle and the impact exercise plays.
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (front crawl, backstroke, breaststroke)
- Perform safe self-rescue in different water-based situations

An underpinning theme throughout each strand is pupils should be taught the success criteria and have opportunities to analyse and evaluate their own performance and that of others. To use more complex physical vocabulary to describe how to improve and refine performances.

#### Suggested activities

In games: Tag rugby, football, netball, hockey, handball, basketball, tennis, badminton,

In athletics: Javelin, Shot Putt, Discus, long jump, sprinting and middle distance.

In Dance: Street, ball room, contemporary, hip-hop

In Gymnastics:

- Rolls: Pencil, teddy bear, forward, backward
- Flight: take off landing and shapes such as tuck, pike, straddle, star
- Balances: Point, patch and partner balances.
- Travel: Tension and extension.