Northgate Primary School PE Progression Planning



"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong." John F. Kennedy

Intent:

At Northgate Primary School, our vision is for children to be proud of themselves and strive to be the best they can. We recognise the importance of the PE curriculum and the role it has to play in fostering confidence and promoting a long-term healthy lifestyle. Our curriculum will help children:

develop a sense of belonging:

through providing opportunities to develop values such as fairness and respect through team games; by recognising children's individuality and teaching them to know and appreciate their own skills and strengths, as well as those of others; promoting inclusivity, so that they feel happy and safe; by supporting all children to achieve success.

grow in confidence in communicating:

through encouraging self-reflection and the ability to evaluate others, giving positive feedback; through opportunities to discuss tactics, recognising the role good communication plays in teamwork; by providing situations for them to develop confidence in their movement, using PE to express themselves in different ways.

• develop a resilient attitude:

by providing opportunities to develop good sportsmanship during lessons and through competitions; by teaching the skills that will help them overcome barriers to a healthy and active lifestyle; by promoting the connection between physical activity and mental-wellbeing so that they have a greater self-confidence to face the future.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Autumn Overview			
Fundamental	Multi Skills	Multi Skills	Invasion Games	Invasion Games	Invasion Games	Invasion Games
movement skills	Movement to music	Movement to music	Dance	Dance	Dance	Dance
Ball/multi skills	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	Striking and fielding	Striking and fielding	Dance	Dance	Dance	Dance
			Spring Overview			
Movement to music	Movement to music	Movement to music	Dance	Dance	Dance	Dance
	Multi Skills	Multi Skills	Multi Skills	Multi Skills	Multi Skills	Multi Skills
Gymnastics	Invasion games	Invasion games	Net/wall activities	Net/wall activities	Net/wall activities	Net/wall activities
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
			Summer Overview			
Ball/Multi Skills	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding
	Invasion games	Invasion games	Invasion games	Invasion games	Invasion games	Invasion games
Fundamental	Athletics and sports	Athletics and sports	Athletics and sports	Athletics and sports	Athletics and sports	Athletics and sports
movements skills	day activities	day activities	day activities	day activities	day activities	day activities

| , | Athletics and sports |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | day activities |

"Intelligent and skills can only function at the peak of their capacity when the body is healthy and strong." John F Kennedy

			Team Games			
EYFS	Year 1 (Multi skills)	Year 2(Multi skills)	Year 3 (Invasion	Year 4 (Invasion	Year 5 (Invasion	Year 6(Invasion
			games)	games)	games)	games)
· Develop	· Show an awareness	· Show an awareness	· To develop different	· To keep possession	· To demonstrate	· To work as a team.
fundamental object	of space and others.	of space and others.	kicks	of a ball.	basic passing and	· To pass and carry a
control skills e.g.	· Enjoying competing	 Enjoy competing 	· To develop dribbling	· To use ABC (agility,	receiving skills.	ball using balance ar
atching, throwing,	against self and	against self and	skills	balance,	· Show a good	coordination.
kicking and travelling	others, individually or	others, individually or	· To be aware of	coordination)	understanding of	· To use skills learned
with an object.	in team games.	in team games.	others when playing	techniques to keep	rules in a variety of	to play a variety of
Build up team work	· Begin to understand	· Understand and use	games.	control of a ball in a	competitive games.	games.
and begin to develop	and use simple tactics	simple tactics for	· To choose the	competitive situation.	· To use good	· To apply rules and
an understanding of	for attacking and	attacking and	correct skills to meet	· To use accurate	hand/eye	skills learned to a
how games work e.g.	defending.	defending.	a challenge.	passing and dribbling	coordination to pass	game.
nvasion sports,	· Develop	· Advise and help	· To perform a range	in a game.	and receive a ball	· To play in a mini
striking and fielding	fundamental	others to improve in	of actions,	· To identify and	successfully.	competition.
sports, netwall.	movement skills e.g.	their performance.	maintaining control	apply ways to move	· To understand how	· To compare
· To talk about how	running, jumping,	· Perform simple	of the ball.	the ball towards an	to make space by	performances with
their bodies feel	throwing, catching	techniques used	· To perform	opponent's goal.	moving away and	previous ones and
when exercising.	· Begin to perform	when sending and	fundamental	· To learn concepts of	coming back and by	demonstrate how to
	simple techniques	receiving, in a variety	movement skills with	attack and defence.	dodging.	improve to achieve
	used when sending	of activities.	control and	· To play in a mini	· To be able to	personal best.
	and receiving, in a	· Select and perform a	coordination.	competition.	demonstrate a range	· To explain short an
	variety of activities.	range of techniques	· Advise and help	· To know when to	of defending skills	long term effects of
	· To talk about how	in isolation and	others to improve in	change tactics in	and understand how	exercise on the body
	their bodies feel	combination in	their performance.	competitive	to mark an opponent.	· To have a strong
	when exercising.	modified games.	· To understand why	situations to improve.	· To influence in a	influence in the
		· To discuss reasons	exercise is good for	To explain changes	variety of games,	game, using a range
		for warming up and	your health.	in the body when	using the correct skills	of tactics in attack
		cooling down,		warming up and	and techniques	and defence.
		recognising simple		cooling down.	consistently.	
		changes in the body.				

	·Tole	lead simple warm
	ups a	and cool downs
	in sm	mall groups.

			Dance			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
·Move freely in a range of ways, e.g. skipping, hopping, jumping and safely negotiate space. · Jump off an object and land appropriately. · Develop gross and fine motor skills.	Year 1 Link actions with sounds and music. Comment and begin to respond on their own work and others work. Develop basic actions (travel, jump, balance, gesture and stillness). Begin to form basic dance actions with control and coordination.	Year 2 Demonstrate basic actions (travel, jump, balance, gesture and stillness). Form basic dance actions with control and co-ordination. Describe how to improve and modify a performance. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.	• Begin to improvise with a partner to create a simple dance. • Begin to compare and adapt movements to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression.	· Identify and repeat the movement patterns and actions of a chosen dance style (mood of the music). · Compose a dance that reflects the chosen dance style (mood of the music). · Confidently improvise with a partner or on their own. · Compose longer dance sequences in a small group. · Demonstrate rhythm and spatial awareness. · Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Year 5 Compose individual, partner and group dances that reflect the chosen dance style (mood of the music). Show a change of pace and timing in their movements. Develop an awareness of their use of space. Use transitions to link movements together. Improvise with confidence, still demonstrating fluency across the sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve	Year 6 · Use dramatic expression in dance movements and sequences. · Perform with confidence, using a range of movement patterns. · Demonstrate strong and controlled movements through a dance sequence. · Show a change of pace and timing in their movements. · Improvise with confidence, still demonstrating fluency across the sequence. · Dance with fluency and control linking all movements and ensuring that transitions flow. · Modify some elements of a
					work.	sequence as a result of self and peer

			evaluation. Use
			complex dance
			vocabulary to
			compare and improve
			work.

			Gymnastics			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· Move freely in a	· Recognise and use	· Use space	· Use space	· Use space	· Analyse skills and	· Analyse skills and
range of ways, e.g.	space appropriately.	appropriately.	effectively.	effectively.	suggest ways to	suggest ways to
skipping, hopping,	· Begin to identify the	· Identify key kills	· Identify and	· Describe similarities	improve quality of	improve quality of
jumping and safely	difference between	within a sequence.	evaluate key kills	and differences	performance using	performance using
negotiate space.	own and others	· Use simple	within a sequence.	between own and	appropriate	appropriate
· Jump off an object	performance.	gymnastics	· Begin to use	others work, making	gymnastic	gymnastic
and land	· Begin to use simple	vocabulary.	creativity and	suggestions for	terminology.	terminology.
appropriately.	gymnastics	· Demonstrate the	imagination when	improvement.	· Use creativity and	· Use creativity and
· Develop gross and	vocabulary.	basic gymnastics	planning sequences.	· Use creativity and	imagination when	imagination when
fine motor skills.	· Follow simple	actions of travel,	· Use gymnastics	imagination when	planning sequences.	planning sequences.
	sequences.	jump and balance	vocabulary.	planning sequences.	· Demonstrate key	· Demonstrate key
	· Explore the basic	with some control	· Demonstrate the	· Use gymnastic	gymnastics actions of	gymnastics actions of
	gymnastics actions of	and co-ordination.	basic gymnastics	vocabulary.	travel, jump,	travel, jump,
	travel, jump and	Include movements	actions of travel,	· Demonstrate the	weighton, hands, and	weighton, hands, and
	balance with some	that change direction,	jump and balance	basic gymnastics	balance with control	balance with control
	control and	level and speed in a	with control and co-	actions of travel,	and coordination.	and coordination.
	coordination.	sequence.	ordination.	jump and balance	· Demonstrate	· Demonstrate
			· Demonstrate	with control and	movements that	movements that
			movements that	coordination.	change direction,	change direction,
			change direction,	· Demonstrate	level and speed in a	level and speed in a
			level and speed in a	movements that	sequence.	sequence.
			sequence.	change direction,	· Demonstrate a	· Demonstrate a
			· Create and	level and speed in a	consistent	consistent
			demonstrate a larger	sequence.	performance showing	performance showing
			sequence working	· Create and	fluency, accuracy and	fluency, accuracy and
			individually and with	demonstrate a larger	consistency,	consistency,
			others, showing good	sequence working	individually and	individually and
			control and	individually and with	collaboratively.	collaboratively.
			coordination	others, showing good		

		control and co-	
		ordination.	
		· Work collaboratively	
		and enjoy competing	
		with each other.	

		Striking and fielding	ng –cricket, rounder	s Netwall - tennis		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
· Develop	·Show an awareness	· Show an awareness	·To consolidate and	·To become familiar	· To identify and apply	·To use good
fundamental object	of space and others.	of space and others.	develop a range of	with different	techniques for hitting	hand/eye co-
control skills e.g.	· Enjoying competing	· Enjoying competing	skills in striking and	bats/balls and	a ball.	ordination to hit the
catching, throwing,	against self and	against self and	fielding.	associate them with	· To develop the	ball with accuracy
kicking and travelling	others, individually or	others, individually or	· To develop and	different games.	techniques learnt.	and control.
with an object.	in a team.	in a team.	investigate different	· To build on accuracy	· To show a good	· To understand how
· Build up team work	· Begin to understand	· Understand simple	ways of throwing and	when hitting the ball	understanding of	to use different shots
and begin to develop	simple use of tactics	use of tactics to help	to know when it is	(thinking about	rules in a variety of	to outwit an
an understanding of	for attacking and	improve their	appropriate to use	strategy).	competitive games.	opponent in a game.
how games work e.g.	defending.	performance.	them.	· To play a variety of	· To build on accuracy	To develop
invasion sports,	· Develop	· Perform	· To consolidate and	shots in a game	when hitting the ball	knowledge,
striking and fielding	fundamental skills	fundamental	develop a range of	situation and to	(thinking about	understanding and
sports, netwall	(running, jumping,	movement skills with	skills in striking and	explore when	strategy).	principles within a
	catching etc.).	control and	fielding.	different shots should	· To play in a variety	game, including
	· Perform simple	coordination.	· To practise the	be played.	of competitive	tactics and strategies
	techniques used	· Begin to select and	correct technique for	· To play in a variety	games, using the	used. · Have a strong
	when sending and	perform a range of	catching a ball and	of competitive	correct skills and	influence in the
	receiving in a variety	techniques in	use it in a game.	games, using the	techniques.	game, using a range
	of activities.	isolation.	· To consolidate and	correct skills and	Have an influence in	of tactics in attack
	· Begin to perform	· To learn how to hold	develop a range of	techniques.	a variety of games,	and defence.
	fundamental	a bat appropriately.	skills in striking and	Know when to	using the correct skills	· To play in a variety
	movement skills.	· To position the body	fielding.	change tactics in	and techniques	of competitive
		to strike a ball.	· To practise the	competitive	consistently.	games, using the
			correct batting	situations to improve.		_

· To develop catching	technique and use it	correct skills and
skills.	in a game situation.	techniques.
· To learn skills for	· To practise the	· To show a good
playing striking and	correct technique for	understanding of
fielding games. · To	fielding and use it in a	rules and scoring in a
use fielding skills to	game situation.	variety of competitive
play a game.	· To consolidate the	games.
	throwing, catching	· Compare
	and batting skills	performances with
	already learned.	previous ones and
	To strike the ball for	demonstrate how to
	distance	improve to achieve
		personal best.

			Athletics			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
·To run in a variety of	·To use varying	·To run with agility	· To run in different	·To select and	·To use the correct	·To use the correct
ways in a safe space. ·	speeds when running.	and confidence.	directions and at	maintain a running	technique to run at	technique to run at
To jump in a range of	· To explore footwork	· To learn the best	different speeds,	pace for different	speed.	speed.
ways, landing safely.	patterns.	jumping techniques	using a good	distances.	· To develop the	· To develop the
· To roll equipment in	· To explore arm	for distance.	technique.	· To practise throwing	ability to run for	ability to run for
different ways.	mobility.	· To throw different	· To improve throwing	with power and	distance.	distance.
· To develop throwing	· To explore different	objects in a variety of	technique. · To	accuracy.	· To throw with	· To throw with
underarm.	methods of throwing.	ways.	reinforce jumping	· To throw safely and	accuracy and power.	accuracy and power. ·
· To throw an object	· To practise short	· To hurdle an	techniques.	with understanding.	· To identify and apply	To use different
at a target.	distance running.	obstacle and maintain	· To understand the	· To demonstrate	techniques of relay	footwork patterns.
	· To show running,	effective running	relay and passing the	good running	running.	· To understand
	jumping and throwing	style.	baton.	technique in a	· To explore different	which technique is
	actions with basic	· To run for distance.	· To choose and	competitive situation.	footwork patterns.	most effective when
	control and	· To complete an	understand	· To explore different	· To understand	jumping for distance.
	coordination.	obstacle course with	appropriate running	footwork patterns.	which technique is	· To engage and enjoy
		control and agility.	techniques.	· To understand	most effective when	competitive activities,
		· To demonstrate	· To compete in a	which technique is	jumping for distance.	against self and
		simple techniques	minicompetition,	most effective when	· Learn how to use	others.
		and skills when	recording scores.	jumping for distance.	skills to improve the	· To compare
		running, jumping and	· To demonstrate	· To utilise all the	distance of a pull	performance with
		throwing, varying	good balance,		throw.	previous ones and

them to suit the	coordination and	skills learned in a	· To demonstrate	demonstrate
different activities.	control in various	competition.	good techniques in a	improvement to
· To know the	athletics activities.	· To identify and	competitive situation.	achieve their
different techniques	· To understand how	apply simple tactics	· To show good	personal best.
used in running,	to exercise safely and	that could be used to	control, speed,	· To understand and
jumping and throwing	why it is important.	improve	strength and stamina	explain the short and
activities.	· To discuss	performance.	in a variety of athletic	long term effects of
	differences between	· To explain why	events.	exercise.
	their own and others'	physical activity is	· Watch and describe	· Can select and apply
	performance,	good for your health.	specific aspects of	the correct athletic
	suggesting		running, jumping and	skills and tactics in
	improvements.		throwing techniques	competitive
				situations