


Emmer Green Primary School

Physical Education Progression of Skills and Curriculum Overview

	 Emmer Green Primary School	Skills Progression in Reception		Physical Development
		Autumn Term	Spring Term	Summer Term
Gross Motor Skills	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at the table or sitting on the floor.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. -Demonstrate precision and accuracy when beginning and ending movements. Progress towards a more fluent style of moving, with developing control and grace. - Able to perform movements alone and with others. -To conclude movements in balance and stillness. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Children are able to follow and engage in ball games with teams, rules and targets when they have consolidated their ball skills.	<p style="text-align: center;"><u>ELG</u></p> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. For the full, whole school progression of PE skills, please see here	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fine Motor Skills</p>	<p>Show a preference for a dominant hand.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>-Children's letter formation becomes automatic, efficient and fluent over time.</p>	<p style="text-align: center;"><u>ELG</u></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p> <p>For the full, whole school progression of Handwriting skills, please see our handwriting policy here</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and Self-Care</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal; hygiene 		<p>No ELG relating to Health and Self-Care (See ELG PSED Statements)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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GYMNASTICS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance To compare their performance with previous ones and demonstrate improvement to achieve their personal best 			
<p>For instance:</p> <p>SEQUENCING <i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i> <i>Teach sequence to a partner and perform together</i></p> <p>BALANCE <i>Stand and sit "like a gymnast"</i> <i>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</i> <i>Balance in these shapes on large body parts: back, front, side, bottom</i> <i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i> <i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands</i></p>		<p>For instance:</p> <p>SEQUENCING <i>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</i> <i>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</i></p> <p>BALANCE <i>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i> <i>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</i> <i>Balance on floor and apparatus exploring which body parts are the safest to use</i> <i>Explore balancing with a partner: facing, beside, behind and on different levels</i> <i>Move in and out of balance fluently</i></p>		<p>For instance:</p> <p>SEQUENCING <i>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</i> <i>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</i></p> <p>BALANCE <i>Perform balances with control, showing good body tension</i> <i>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</i> <i>Explore symmetrical and asymmetrical balances on own and with a partner</i> <i>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</i> <i>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</i></p>	

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<p><i>are always flat on floor and fingers point the same way as toes</i></p> <p>TRAVEL <i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i> <i>Monkey walk (bent legs and extended arms)</i> <i>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</i> <i>Bunny hop (transfer weight to hands)</i></p> <p>JUMP <i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i></p> <p>ROLL <i>Continue to develop control in different rolls</i> <i>Pencil roll – from back to front keeping body and limbs in straight shape</i> <i>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</i> <i>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</i> <i>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</i></p>	<p>TRAVEL <i>Use a variety of rolling actions to travel on the floor and along apparatus</i> <i>Travel with a partner; move away from and together on the floor and on apparatus</i> <i>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</i> <i>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</i></p> <p>JUMP <i>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</i> <i>Add a quarter or half turn into a jump before landing</i> <i>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</i></p> <p>ROLL <i>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</i> <i>Combine the phases of earlier rolling actions to perform the full forward roll</i> <i>Begin the backward roll</i></p>	<p><i>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</i> <i>Begin to take more weight on hands when progressing bunny hop into hand stand</i></p> <p>TRAVEL <i>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</i> <i>Increase the variety of pathways, levels and speeds at which you travel</i> <i>Travel in time with a partner, move away from and back to a partner</i></p> <p>JUMP <i>Make symmetrical and asymmetrical shapes in the air</i> <i>Jump along, over and off apparatus of varying height with control in the air and on landing</i></p> <p>ROLL <i>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</i> <i>Explore symmetry and asymmetry throughout the rolling actions</i></p>
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GAMES					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: <ul style="list-style-type: none"> To participate in team games, developing simple tactics for attacking and defending 		Pupils should be taught: <ul style="list-style-type: none"> To 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 To compare their performance with previous ones and demonstrate improvement to achieve their personal best 			
<i>For instance:</i> <u>Invasion Games</u> <ul style="list-style-type: none"> Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Practise skills to make them warmer. Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing. Participate in team games. Develop simple attacking and defending techniques. 	<i>For instance:</i> <u>Invasion Games</u> <ul style="list-style-type: none"> Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath). 	<i>For instance:</i> <u>Invasion Games</u> <ul style="list-style-type: none"> Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Use communication skills to help others know where they are going. Look when travelling and what happens after they have passed ball. Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. 	<i>For instance:</i> <u>Invasion Games</u> <ul style="list-style-type: none"> Play 3vs1 and 4vs1 and how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair. Understand simple patterns of play. Evaluate how successful their tactics have been, use appropriate language to describe 	<i>For instance:</i> <u>Invasion Games</u> <ul style="list-style-type: none"> Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more. 	<i>For instance:</i> <u>Invasion Games</u> <ul style="list-style-type: none"> Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to get ready for games.

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<ul style="list-style-type: none"> • <i>Pass and receive a ball in different ways with increased control.</i> 	<ul style="list-style-type: none"> • <i>Participate in team games.</i> • <i>Understand and develop tactics for attacking and defending.</i> • <i>Pass and receive a ball in different ways with control and increased accuracy</i> 	<ul style="list-style-type: none"> • <i>Find space to receive and support.</i> • <i>Know what to think about when team has and hasn't got the ball.</i> • <i>How to organise themselves differently to play each of the games successfully.</i> • <i>Understand patterns of play- if ball is in a certain position where should players be</i> 	<p><i>performance and identify what they do that makes things difficult for their opponents.</i></p> <ul style="list-style-type: none"> • <i>Know what they need to improve their game and what they need to practice.</i> 	<ul style="list-style-type: none"> • <i>Change pitch size to make games better.</i> 	<ul style="list-style-type: none"> • <i>Know some ideas for warm up exercises and routines.</i> • <i>Know what makes a good warm up.</i> • <i>Know what clothing and footwear is best to wear.</i> • <i>Know how to check playing area.</i> • <i>Know how playing invasion games helps your fitness and benefits of playing outside of school.</i>
<p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • Focus on throwing and catching. • Play games based on net games (like tennis and badminton). • Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. • Play running and avoiding games. • Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. • Participate in team games. 	<p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • Use their skills to play end to end games, games over a barrier and fielding games. • Use their ability to solve problems and make decisions. • Watch others and describe what is happening. • Talk about what they have done and how they did it. • Participate in team games. • Pass and receive a ball in different ways with 	<p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • Practise throwing and catching with a variety of different balls and using different types of throwing. • Hit the ball with a racket. Use different shots. • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Know how can they make it difficult for opponent to receive ball. • Stand when receiving. 	<p><u>Net and Wall Games</u></p> <ul style="list-style-type: none"> • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. • Understand attack and defence tactics. • Understand rules about the games. • Describe what they do and what they find hard. 	<p><u>Net and Wall Games - Tennis</u></p> <ul style="list-style-type: none"> • Hold and swing racket and where to stand on the court when hitting, catching and receiving. • Hit the ball on both sides of the body and above head. • Use different types of shots during a game. Improve accuracy. • Explain why they or others are playing well in the games. • Know what they need to get better at and what to practice. 	<p><u>Net and Wall Games Tennis</u></p> <ul style="list-style-type: none"> • Devise a scoring system. • Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. • Know where to stand when attacking and defending. • Explain why they or others are playing well in the games. • Know what they need to get better at and what to practice.

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<ul style="list-style-type: none"> • Pass and receive a ball in different ways with control and increased accuracy. • Perform fielding techniques with increased control and co-ordination <p><u>Striking and Fielding Games</u></p> <ul style="list-style-type: none"> • <i>Be confident and safe in the spaces used to play games.</i> • <i>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</i> • <i>Understand that being active is good for them and fun.</i> • <i>Participate in team games.</i> • <i>Pass and receive a ball in different ways with control and increased accuracy.</i> • <i>Perform fielding techniques with increased control and co-ordination</i> 	<p>control and increased accuracy.</p> <ul style="list-style-type: none"> • Perform fielding techniques with increased control and co-ordination. <p><u>Striking and Fielding Games</u></p> <ul style="list-style-type: none"> • <i>Choose, use and vary simple tactics.</i> • <i>Recognise good quality in performance.</i> • <i>Use information to improve their work.</i> • <i>Participate in team games.</i> • <i>Pass and receive a ball in different ways with control and increased accuracy.</i> • <i>Perform fielding techniques with increased control and co-ordination</i> 	<ul style="list-style-type: none"> • Understand attack and defence tactics. • Understand rules about the games <p><u>Striking and Fielding Games</u></p> <ul style="list-style-type: none"> • <i>Consolidate and develop the range and consistency of their skills in striking and fielding games.</i> • <i>Recognise how specific activities affect their bodies.</i> • <i>Understand the importance of keeping warm.</i> 	<ul style="list-style-type: none"> • Talk about how to change the court to make it easier/harder. • Say what they do well in a game and what they need help with and what they need to practice. <p><u>Striking and Fielding Games</u></p> <ul style="list-style-type: none"> • <i>Choose and use a range of simple tactics and strategies.</i> • <i>Keep, adapt and make rules for striking and fielding games.</i> • <i>Recognise good performance and identify the parts of a performance that need improving.</i> 	<ul style="list-style-type: none"> • Know how to change court to make easier. • Understand practices to help with precision and consistency and speed about the court. <p><u>Striking and Fielding Games</u></p> <ul style="list-style-type: none"> • <i>Develop the range and consistency of their skills, especially in specific striking and fielding games.</i> • <i>Know how to warm up.</i> • <i>Understand what to include in a warm up in order to improve performance.</i> • <i>Understand why exercise is good for their fitness, health and well-being.</i> 	<ul style="list-style-type: none"> • Understand how to change court to make easier. • Understand practices to help with precision and consistency and speed about the court. <p><u>Striking and Fielding Games</u></p> <ul style="list-style-type: none"> • <i>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</i> • <i>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements</i>
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DANCE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: <ul style="list-style-type: none"> To perform dances, using simple movement patterns 		Pupils should be taught: <ul style="list-style-type: none"> To perform dances using a range of movement patterns To compare their performance with previous ones and demonstrate improvement to achieve their personal best 		Pupils should be taught: <ul style="list-style-type: none"> To perform dances using a range of movement patterns To compare their performance with previous ones and demonstrate improvement to achieve their personal best 	
For instance: COMPOSE To emulate moves as demonstrated Develop control of movement using: ACTIONS (WHAT) – <i>travel, stretch, twist, turn, jump</i> SPACE (WHERE) – <i>forwards, backwards, sideways, high, low, safely showing an awareness of others</i> RELATIONSHIPS (WHO) – <i>on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i> DYNAMICS (HOW) – <i>slowly, quickly, with appropriate expression</i> <i>Use own ideas to sequence dance</i> <i>Sequence and remember a short dance</i> <hr/>		For instance: COMPOSE Create dance phrases/dances to communicate an idea Develop movement using: ACTIONS (WHAT) – <i>travel, turn, gesture, jump, stillness</i> SPACE (WHERE) – <i>formation, direction and levels</i> RELATIONSHIPS (WHO) – <i>whole group/do/solo, unison/canon</i> DYNAMICS (HOW) – <i>explore speed, energy</i> <i>Choreographic devices; motif, motif development and repetition</i> <i>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</i> <i>Link phrases to music</i> <hr/>		For instance: COMPOSE Create longer, more challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using: ACTIONS (WHAT) – <i>travel, turn, gesture, jump, stillness</i> SPACE (WHERE) – <i>formation, direction, level, pathways</i> RELATIONSHIPS (WHO) – <i>solo/duo/trio, unison/canon/contrast</i> DYNAMICS (HOW) – <i>explore speed, energy (e.g. heavy/light, flowing/sudden)</i> <i>Link phrases to music</i> <hr/>	

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<p><u>PERFORM</u> <i>Move spontaneously showing some control and co-ordination</i></p> <p><i>Move with confidence when walking, hopping, jumping, landing</i></p> <p><i>Move with rhythm in the above actions</i></p> <p><i>Demonstrate good balance</i></p> <p><i>Move in time with music</i></p> <p><i>Co-ordinate arm and leg actions (e.g. holding hands, swapping places, meeting and parting)</i></p>	<p><u>PERFORM</u> <i>Perform dance to an audience showing confidence</i></p> <p><i>Show co-ordination, control and strength (Technical Skills)</i></p> <p><i>Show focus, projection and musicality (Expressive Skills)</i></p> <p><i>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</i></p> <p><i>Demonstrate dynamic qualities – speed, energy and continuity</i></p> <p><i>Demonstrate use of space – levels, directions, pathways and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting</i></p>	<p><u>PERFORM</u> <i>Perform dance to an audience showing confidence and clarity of actions</i></p> <p><i>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</i></p> <p><i>Show focus, projection, sense of style and musicality (Expressive Skills)</i></p> <p><i>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</i></p> <p><i>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</i></p> <p><i>Demonstrate use of space – levels, directions, pathways, size and body shape</i></p> <p><i>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</i></p>
<p><u>APPRECIATE</u> <i>Respond to own work and that of others when exploring ideas, feelings and preferences</i></p> <p><i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i></p>	<p><u>APPRECIATE</u> <i>Show an awareness of different dance styles and traditions</i></p> <p><i>Understand and use simple dance vocabulary</i></p> <p><i>Understand why safety is important</i></p> <p><i>Compare and comment on their own and other’s work-strengths and areas for improvement</i></p>	<p><u>APPRECIATE</u> <i>Show an awareness of different dance styles, traditions and aspects of their historical/social context</i></p> <p><i>Understand and use dance vocabulary</i></p> <p><i>Understand why safety is important in the studio</i></p> <p><i>Compare and evaluate their own and other’s work</i></p>

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ATHLETICS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: <ul style="list-style-type: none"> To 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 		Pupils should be taught: <ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination To compare their performance with previous ones and demonstrate improvement to achieve their personal best 		Pupils should be taught: <ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination To compare their performance with previous ones and demonstrate improvement to achieve their personal best 	
For instance: RUNNING <i>Run for 1 minute</i> <i>Show differences in running at speed and jogging</i> <i>Use different techniques to meet challenges</i> <i>Describe different ways of running</i> JUMPING <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on the other foot)</i> <i>Perform combinations of the above</i> <i>Show control at take-off and landing</i> <i>Describe different ways of jumping</i> <i>Explain what is successful or how to improve</i>		For instance: RUNNING <i>Pace and sustain their effort over longer distances – 2 minutes</i> <i>Run smoothly at different speeds</i> <i>Choose different styles of running of different distances</i> <i>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</i> <i>Recognise and record how the body works in different types of challenges over different distances</i> <i>Carry out stretching and warm-up safely</i> <i>Set realistic targets of times to achieve over a short and longer distance (with guidance)</i>		For instance: RUNNING <i>Sustain pace over longer distance - 3 minutes</i> <i>Perform relay change-overs</i> <i>Identify the main strengths of a performance of self and others</i> <i>Identify parts of the performance that needs to be improved</i> <i>Perform a range of warm-up exercises specific to running for short and longer distances</i> <i>Explain how warming up affects performance</i> <i>Explain why athletics can help develop stamina and strength</i>	

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<p>THROWING <i>Throw into targets</i></p> <p><i>Perform a range of throwing actions (e.g. rolling, underarm, overarm)</i></p> <p><i>Describe different ways of throwing</i></p> <p><i>Explain what is successful or how to improve</i></p>	<p>JUMPING <i>Perform combinations of jumps (e.g. hop, step, jump) showing control and consistency</i></p> <p><i>Choose different styles of jumping</i></p> <p><i>Watch and describe specific aspects of jumping (e.g. what arms and legs are doing)</i></p> <p><i>Set realistic targets when jumping for distance for height (with guidance)</i></p> <p>THROWING <i>Explore different styles of throwing (e.g. pulling, pushing and slinging – to prepare for javelin, shot and discus)</i></p> <p><i>Throw with greater control</i></p> <p><i>Consistently hit a target with a range of implements</i></p> <p><i>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</i></p> <p><i>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (with guidance)</i></p>	<p><i>Set realistic targets for self, of times to achieve over a short and longer distance</i></p> <p>JUMPING <i>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</i></p> <p><i>Set realistic targets for self when jumping for distance or height</i></p> <p>THROWING <i>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</i></p> <p><i>Organise small groups to SAFELY take turns when throwing and retrieving implements</i></p> <p><i>Set realistic targets for self when throwing over an increasing distance and understand that some implements will travel further than others</i></p>
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SWIMMING						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations 						
			<p>For instance: a pace themselves in floating and swimming challenges related to speed, distance and personal survival b swim unaided for a sustained period of time over a distance of at least 25m c use recognised arm and leg actions, lying on their front and back d use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</p>			
			<p>Lesson Sequence:</p>			

Emmer Green Primary School

Physical Education Progression of Skills and Curriculum Overview

OUTDOOR AND ADVENTUROUS ACTIVITIES					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught: <ul style="list-style-type: none"> • To take part in outdoor and adventurous activity challenges both individually and within a team • To compare their performance with previous ones and demonstrate improvement to achieve their personal best 			
		For instance: Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working		For instance: Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies	