



Crawley Down Village C of E School

PE curriculum progression document

Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



Intent

We aim to provide our children with a physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We want pupils to become physically confident in a way which supports their health and fitness. Our physical education curriculum enables pupils to compete in sport and other activities that build character and help to embed values such as fairness and respect.

The ambitious real PE curriculum enables all children to flourish and experience success throughout their primary school phase. Through a carefully planned and sequenced curriculum, which starts in EYFS, children build, revisit, and develop skills and knowledge as they progress through school, thereby developing a strong sense of self-efficacy.

Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Gymnastics	Athletics	Fundamental movement skills
Year 1	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Gymnastics	Athletics	Fundamental movement skills
Year 2	Fundamental movement skills	Gymnastics	Dance	Striking / fielding Tri - golf	Athletics	Fundamental movement skills Ball skills and intro to invasion games
Year 3	Gymnastics	Invasion games Football	Dance	Net / Wall games Badminton / squash	Athletics	Striking and fielding Cricket
Year 4	Swimming		Invasion Games Netball	OAA	Athletics	Net / Wall games Tennis
Year 5	Invasion games Tag Rugby	Dance	Swimming		Athletics	Striking and fielding Cricket
Year 6	Invasion Games Netball	Gymnastics	Invasion Games Basketball	Net / Wall games Tennis	Athletics	Striking and fielding Rounders

EYFS

Autumn 1 Once Upon a Time – Wonderful Me & Families	Autumn 2 Once Upon a Time – Celebrations	Spring 1 Move it!	Spring 2 Move it!	Summer 1 Mammoth to Mini - Dinosaurs	Summer 2 Mammoth to Mini – Minibeasts and planting	Early Learning Goals
By the end of Autumn 1, it is expected children will be able to: Follow instructions, practise safely and work on simple tasks by myself Enjoy working on simple tasks with help Real PE Unit 1 Personal <i>Birthday bike surprise</i> <i>Coordination footwork</i> <i>Pirate Adventure</i> <i>Static balance one leg</i>	By the end of Autumn 2, it is expected children will be able to: Work sensibly with others, taking turns and sharing Know how to play with others and take turns and share with help Real PE Unit 2 Social <i>Dynamic balance to ability</i> <i>Jumping and landing</i> <i>Static balance seated</i>	By the end of Spring 1, it is expected children will be able to: Know how to follow simple rules and can name some things I am good at Follow simple instructions Real PE Unit 3 Cognitive <i>Dynamic balance on a line</i> <i>Static balance Stance</i>	By the end of Spring 2, it is expected children will be able to: Explore and describe different movements Observe and copy others Real gym – shape and travelling Real PE Unit 4 Creative <i>Coordination ball skills</i>	By the end of Summer 1, it is expected children will be able to: Perform a single skill or movement with some control. Perform a small range of skills and link two movements together Move confidently in different ways Real PE Unit 5 Applying Physical <i>Coordination sending and receiving</i> <i>Agility reaction / response</i>	By the end of Summer 2, it is expected children will be able to: Know why exercise is important for good health Be aware of the changes to the way they feel when they exercise Real PE Unit 6 Health and Fitness <i>Agility ball chasing</i> <i>Static balance</i> <i>Floor work</i>	By the end of the year, it is expected children will be able to: <u>Gross Motor Skills</u> 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.
				Dance (Dinosaurs) Athletics Fundamental movement Sports Day practise		

Year 1					
Autumn - Paddington		Spring – Crowns and Castles		Summer – A Gardeners' World	
By the end of Autumn 1, it is expected children will be able to: Try several times if at first, I don't succeed and I ask for help when appropriate Follow instructions, practise safely and work on simple tasks by myself Enjoy working on simple tasks with help Real PE Unit 1 Personal <i>Coordination- Floor Movement Patterns One Leg Standing</i>	By the end of Autumn 2, it is expected children will be able to: Help praise and encourage others in their learning Work sensibly with others, taking turns and sharing Play with others and take turns and share with help Real PE Unit 2 Social <i>Dynamic Balance to Agility Static Balance – Seated</i>	By the end of Spring 1, it is expected children will be able to: Begin to order instructions, movements and skills. Recognise similarities and differences in performance with support Understand and follow simple rules and can name some things I am good at Follow simple instructions Real PE Unit 3 Cognitive <i>Dynamic Balance Static balance – small base</i> Dance Move with control and coordination Link 2 or more actions in a sequence	By the end of Spring 2, it is expected children will be able to: Begin to compare my movements and skills with those of others. Select and link movements together to fit a theme Explore and describe different movements Observe and copy others Real PE Unit 4 Creative <i>Coordination – ball skills Counter balance in pairs</i> Gymnastics Move with some awareness of space Link 2 or more actions to make a sequence Climb safely on low level equipment I can jump in a variety of ways and land with some control and balance	By the end of Summer 1, it is expected children will be able to: Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed Perform a single skill or movement with some control. Perform a small range of skills and link two movements together Move confidently in different ways Fundamental movement – Athletics Jump with control Run with control Catch a moving object Real PE Unit 5 Applying Physical <i>Agility - React/Response Coordination with equipment</i>	By the end of Summer 2, it is expected children will be able to: Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed Perform a single skill or movement with some control. Perform a small range of skills and link two movements together. Move confidently in different ways Real PE Unit 6 Health and Fitness <i>Cardio agility ball chasing Static Balance – floor work</i>

Year 2

Autumn – London’s Burning		Spring - Africa		Summer – What a Wonderful World	
By the end of Autumn 1, it is expected children will be able to: Know where I am with my learning and I have begun to challenge myself Try several times if at first I don’t succeed and I ask for help when appropriate Follow instructions, practise safely and work on simple tasks by myself Real PE Unit 1 Personal <i>Coordination Floor</i> <i>Movement Patterns</i> <i>One Leg Standing</i>	By the end of Autumn 2, it is expected children will be able to: Show patience and support others. Show and tell others about my ideas happily Help praise and encourage others in their learning Work sensibly with others, taking turns and sharing Real PE Unit 2 Social <i>Dynamic Balance to Agility</i> <i>Static Balance – Seated</i> Gymnastics Copy and remember actions Travel by rolling forwards, backwards and sideways Hold a position while balancing on different points of my body Jump in a variety of ways with increasing control and balance	By the end of Spring 1, it is expected children will be able to: Explain what I am doing well and I have begun to identify areas for improvement Recognise similarities and differences in performance and explain why someone is working or performing well Understand and follow simple rules and can name some things I am good at Real PE Unit 3 Cognitive <i>Dynamic Balance</i> <i>Static balance – small base</i>	By the end of Spring 2, it is expected children will be able to: Make up my own rules and versions of activities. Respond differently to a variety of tasks or music Begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme Explore and describe different movements Real PE Unit 4 Creative <i>Coordination – ball skills</i> <i>Counter balance in pairs</i> Dance (African) Choose appropriate movements to communicate mood / feelings	By the end of Summer 1, it is expected children will be able to: Select and apply a range of skills with good control and consistency Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed Perform a small range of skills and link two movements together Real PE Unit 5 Applying Physical <i>Agility - React/Response</i> <i>Coordination with equipment</i> Fundamental movement – Athletics Set myself targets to improve my performance - Sports Day	By the end of Summer 2, it is expected children will be able to: Describe how and why my body feels during and after exercise. Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely Aware of why exercise is important for good health Real PE Unit 6 Health and Fitness <i>Cardio and agility</i> <i>Ball chasing</i> <i>Static balance</i> <i>Floor work</i> Tri-golf Strike a ball with accuracy using a club or putter Control the direction of the ball

Year 3

Autumn – Home Is Where The Heart Is		Spring – Mission Impossible		Summer - Invasion	
By the end of Autumn 1, it is expected children will be able to: - Cope well and react positively when things become difficult. - Persevere with a task and I can improve my performance through regular practice - Know where I am with my learning and I have begun to challenge myself - Try several times if at first I don't succeed and I ask for help when appropriate. Real PE Unit 1 Personal <i>Cardio</i> <i>Coordination</i> <i>Floor movement</i> <i>Patterns</i> <i>One leg standing</i>	By the end of Autumn 2, it is expected children will be able to: - Cooperate well with others and give helpful feedback. - Help organise roles and responsibilities - Show patience and support others, listening well to others about our work. - Happily show and tell them about my ideas - Help praise and encourage others in their learning Real PE Unit 2 Social <i>Cardio</i> <i>Dynamic balance to agility</i> <i>Static balance – seated</i>	By the end of Spring 1, it is expected children will be able to: - Understand ways (criteria) to judge performance and identify specific parts to continue to work upon - Explain what I am doing well and I have begun to identify areas for improvement - Begin to order instructions, movements and skills. - Help I can recognise similarities and differences in performance Real PE Unit 3 Cognitive <i>Cardio – Dynamic balance</i> <i>Coordination – ball skills</i>	By the end of Spring 2, it is expected children will be able to: - Link actions and develop sequences of movements that express my own ideas. - Change tactics, rules or tasks to make activities more fun or challenging - Make up my own rules and versions of activities. I can respond differently to a variety of tasks or music - Begin to compare my movements and skills with those of others - Select and link movements together to fit a theme Real PE Unit 4 Creative <i>Coordination with equipment</i> <i>Counter balance in pairs</i>	By the end of Summer 1, it is expected children will be able to: - Perform a variety of movements and skills with good body tension. - Link actions together so that they flow in running, jumping and throwing activities - Perform and repeat longer sequences with clear shapes and controlled movement. - Select and apply a range of skills with good control and consistency - Perform a range of skills with some control and consistency - Perform a sequence of movements with some changes in level, direction or speed Real PE Unit 5 Applying Physical <i>Agility - React/Response</i> <i>Static Balance – Floor Work</i>	By the end of Summer 2, it is expected children will be able to: - Describe the basic fitness components and explain how often and how long I should exercise to be healthy - Describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down - Say how my body feels before, during and after exercise. - Use equipment appropriately and move and land safely Real PE Unit 6 Health and Fitness <i>Cardio – Agility – Ball Chasing</i> <i>Static Balance – Small Base</i>
Gymnastics - Refine movements into sequences - Show changes of direction, speed and level during a performance - Swing and hang from equipment safely using my hands	Invasion games - Football - Throw and catch various objects / balls with control and accuracy. (netball, basketball) - Follow rules of games and play fairly (tag rugby, netball, basketball) - Maintain possession of a ball (eg: feet, hockey stick, hands) (basketball) - Pass to teammates when appropriate (volleyball, tag rugby)	Dance - Refine movements into sequences - Change speed and level within a performance - Develop suppleness through stretching	Net / wall games – Squash / badminton - Hit a moving object with control - Keep a ball / shuttlecock in play - Serve using underarm - Follow rules of games and play fairly	Athletics - Sprint over a short distance up to 60m, and beat their best - Use a range of throwing techniques (underarm / overarm) (cricket, athletics) - Compete with others - Improve personal best performances Sports Day	Striking and fielding - Cricket - Strike a ball - Perform the short barrier to field with control (cricket, rounders) - Return the ball with accuracy - Bowl using underarm - Know the role of the backstop

Year 4

Autumn – Inside Out

By the end of Autumn 1, it is expected children will be able to:

Cope well and react positively when things become difficult.

Persevere with a task and I can improve my performance through regular practice

Know where I am with my learning and I have begun to challenge myself

Several times if at first, I don't succeed and I ask for help when appropriate

Real PE Unit 1 Personal
Cardio – Coordination – Floor Movement
Patterns
One Leg Standing

By the end of Autumn 2, it is expected children will be able to:

Cooperate well with others and give helpful feedback.

Guide a small group through a task

Show patience and support others, listening well to others about our work.

Happily to show and tell them about my ideas

Praise and encourage others in their learning

Real PE Unit 2 Social
Cardio – Dynamic Balance to Agility
Static Balance – Seated

Swimming

I can swim unaided up to 15 metres.
I can confidently use one basic stroke
I can control leg and arm movements
I can perform water rescue

Spring – A Glimpse of Gold

By the end of Spring 1, it is expected children will be able to:

Understand ways (criteria) to judge performance.

Use my awareness of space and others to make good decisions

Explain what I am doing well and I have begun to identify areas for improvement

Begin to order instructions, movements and skills.

Explain why someone is working or performing well

Invasion games – Netball
Choose appropriate tactics to cause problems for the opposition (basketball, hockey)

To be an effective team member (tag rugby, hockey, basketball)

Real PE Unit 3 Cognitive
Cardio – Dynamic Balance
Coordination – Ball Skills

By the end of Spring 2, it is expected children will be able to:

Link actions and develop sequences of movements that express my own ideas.

Change tactics, rules or tasks to make activities more fun or challenging

Make up my own rules and versions of activities.

Recognise similarities and differences in movements and expression

Begin to compare my movements and skills with those of others.

Select and link movements together to fit a theme

Real PE Unit 4 Creative
Coordination with Equipment
Counter Balance in Pairs

OAA

Read and follow a map

Work as a team using communication and leadership

I can complete an orienteering course

Summer – Water, water everywhere

By the end of Summer 1, it is expected children will be able to:

Real PE Unit 5 Applying Physical
Agility - React/Response
Static Balance – Floor Work

Perform a variety of movements and skills with good body tension.

Link actions together so that they flow in running, jumping and throwing activities

Perform and repeat longer sequences with clear shapes and controlled movement.

Select and apply a range of skills with good control and consistency

Perform a range of skills with some control and consistency.

Perform a sequence of movements with some changes in level, direction or speed

Athletics
Run over a longer distance, conserving energy to sustain performance
Throw with accuracy to hit a target or cover a distance (rounders, cricket, athletics)
Jump in a number of ways, using a run up if appropriate
Compete with others
Sports Day

By the end of Summer 2 is expected children will be able to:

Real PE Unit 6 Health and Fitness
Cardio – Agility – Ball Chasing
Static Balance – Small Base

Describe the basic fitness components. I can record and monitor how hard I am working

Describe how and why my body changes during and after exercise.

Explain why we need to warm up and cool down

Say how my body feels before, during and after exercise.
I use equipment appropriately and move and land safely

Net / wall games – Tennis
Serve a shuttle or tennis ball under arm accurately

Return the ball using a forearm action

Build up a rally

Year 5

Autumn – Mission to Mars		Spring – Groovy Greeks		Summer – Sea-Faring invaders	
By the end of Autumn 1, it is expected children will be able to: Recognise my strengths and weaknesses and can set myself appropriate targets See all new challenges as opportunities to learn and develop Cope well and react positively when things become difficult Persevere with a task and improve my performance through regular practice Know where I am with my learning and I have begun to challenge myself Real PE Unit 1 Personal <i>Coordination – Ball Skills</i> <i>Agility React/Response</i> Invasion games – Tag rugby Choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) (tag rugby, football, basketball) Work alone or with team mates in order to gain points or possession (basketball, football) Know the rules of some invasion game I uphold the spirit of fair play and respect in all competitive situations (football, tag rugby)	By the end of Autumn 2, it is expected children will be able to: Negotiate and collaborate appropriately Give and receive sensitive feedback to improve myself and others Help organise roles and responsibilities and can guide a small group through a task Cooperate well with others and give helpful feedback Happily to show and tell others about my ideas Show patience and support others Real PE Unit 2 Social <i>Static balance seated</i> <i>Static balance</i> <i>Floor work</i> Dance Compose creative and imaginative dance sequences Express an idea in original and imaginative ways	By the end of Spring 1, it is expected children will be able to: Develop methods to outwit opponent Suggest patterns of play which will increase chances of success Be aware of space/others to make good decisions n I I can understand ways (criteria) to judge performance Know the simple tactics of attacking and defending Explain what I am doing well and I have begun to identify areas for improvement Real PE Unit 3 Cognitive <i>Dynamic balance</i> <i>Counter balance in pairs</i> Swimming Confidently swim 25m and beyond unaided Use more than one stroke and co-ordinate breathing Confidently perform water rescue	By the end of Spring 2, it is expected children will be able to: Make up my own rules and versions of activities. Respond differently to a variety of tasks or music Begin to compare my movements and skills with those of others. Select and link movements together to fit a theme Explore and describe different movements Real PE Unit 4 Creative <i>One Leg Standing</i> <i>Dynamic Balance to Agility</i> Swimming Confidently swim 25m and beyond unaided Use more than one stroke and co-ordinate breathing Confidently perform water rescue	By the end of Summer 1, it is expected children will be able to: Select and apply a range of skills with good control and consistency Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed Perform a single skill or movement with some control. Perform a small range of skills and link two movements together Real PE Unit 5 Applying Physical <i>Static Balance – Small Base</i> <i>Coordination</i> <i>Floor movement</i> <i>Patterns</i> Athletics Combine sprinting with low hurdles over 60m and beat my best Throw accurately and refine performance by analysing technique and body shape (cricket, rounders, athletics) Compete with others and keep track of personal best performances, setting targets for improvement (Booster swimming sessions offered) Sports Day	By the end of Summer 2, it is expected children will be able to: Describe how and why my body feels during and after exercise. Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely Know why exercise is important for good health Real PE Unit 6 Health and Fitness <i>Agility – ball chasing</i> <i>Coordination with equipment</i> Striking and fielding – Cricket Bowl accurately using overarm Perform the long barrier to field Use different ways of throwing Catch a ball accurately I can use all skills learnt to play a mini tournament

Year 6

Autumn – Portals, People and Places

Spring – Off with Their Heads

Summer – Survival of the Fittest

By the end of Autumn 1, it is expected children will be able to:

Recognise my strengths and weaknesses and can set myself appropriate targets

See all new challenges as opportunities to learn and develop

Cope well and react positively when things become difficult

Persevere with a task and improve my performance through regular practice

Know where I am with my learning and I have begun to challenge myself

Real PE Unit 1 Personal
Coordination – Ball Skills
Agility React/Response

OAA – PGL residential

Take part in outdoor and adventurous activity challenges both individually and within a team

- Abseiling, tunnels, giant swing

Invasion games – Netball

Field, defend and attack tactically by anticipating the direction of play. (football, tag rugby)

Lead others when called upon. (football, tag rugby)

Apply rules and skills learnt to play a game
Organise a mini tournament

By the end of Autumn 2, it is expected children will be able to:

Negotiate and collaborate appropriately

Give and receive sensitive feedback to improve myself and others

Organise roles and responsibilities and can guide a small group through a task

Cooperate well with others and give helpful feedback

Happily to show and tell others about my ideas

Show patience and support others

Real PE Unit 2 Social

Static balance seated
Static balance
Floor work

Gymnastics

Apparatus & partner work

Create complex and well executed sequences that include a range of movements: springing - flight - vaults - inversions - rotations - hold shapes that are strong, fluent and expressive.

Vary speed, direction

By the end of Spring 1, it is expected children will be able to:

Develop methods to outwit opponent

Suggest patterns of play which will increase chances of success

Use awareness of space/others to make good decisions n I I can understand ways (criteria) to judge performance

Understand the simple tactics of attacking and defending

Explain what I am doing well and I have begun to identify areas for improvement

Real PE Unit 3 Cognitive
Dynamic balance
Counter balance in pairs

Invasion games – Basketball

Field, defend and attack tactically by anticipating the direction of play. (football, tag rugby)

Lead others when called upon. (football, tag rugby)

Apply rules and skills learnt to play a game

Organise a mini tournament

By the end of Spring 2, it is expected children will be able to:

Make up my own rules and versions of activities.

Respond differently to a variety of tasks or music

Begin to compare my movements and skills with those of others.

Select and link movements together to fit a theme

Explore and describe different movements

Real PE Unit 4 Creative
One Leg Standing
Dynamic Balance to Agility

Net / wall games – tennis

Use forehand and backhand strokes in racket games (tennis, badminton)

Serve a ball / shuttlecock over arm

By the end of Summer 1, it is expected children will be able to:

Select and apply a range of skills with good control and consistency

Perform a range of skills with some control and consistency.

Perform a sequence of movements with some changes in level, direction or speed

Perform a single skill or movement with some control.

Perform a small range of skills and link two movements together

Real PE Unit 5 Applying Physical
Static Balance – Small Base
Coordination
Floor movement
Patterns

Athletics

Use correct technique to run at speed

Change my speed and understand pace

Explore different techniques to jump for distance

(Booster swimming sessions offered)

Sports Day

By the end of Summer 2, it is expected children will be able to:

Describe how and why my body feels during and after exercise.

Say how my body feels before, during and after exercise.

Use equipment appropriately and move and land safely

Aware of why exercise is important for good health

Real PE Unit 6 Health and Fitness
Agility – ball chasing
Coordination with equipment

Striking and fielding – rounders

Strike a bowled or volleyed ball with increasing accuracy (cricket, rounders)

Use agility, balance and co-ordination to catch a ball and move into positions to develop fielding

Work as a team and develop tactics

Organise a mini tournament