



	<p>It is our intent for the P.E. element of our school curriculum to progressively cover the requirements of the PE National Curriculum whilst providing enjoyable and engaging physical activities in each year group. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Briary we wish to encourage and develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. We also wish to provide each child at Briary with a range of opportunities to compete against their peers with meaningful and celebrated competitions, this is achieved through sporting competitions at Briary and also matches and tournaments against other schools. The competitive element of the schools PE curriculum helps children gain a sense of achievement, confidence and pride and teaches valuable life skills like teamwork, respect and resilience.</p>						
Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Handle equipment effectively.</p> <p>Show increasing control over an object.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop a sense of spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p>



			<p>importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending.</p>	<p>Develops own rules for new games.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
<b>Dance</b>	<p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p>



	<p>Copy simple movements to create a dance.</p> <p>Represent own ideas through dance.</p>	<p>and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Can vary the size of their body shapes.</p> <p>Add a change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
<b>Gymnastics</b>	<p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make</p>



	<p>Jump off an object and land appropriately</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Performs at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p> <p>Balances with some control.</p> <p>Can link 2-3 simple movements</p>	<p>Link movements together to create a sequence</p>	<p>uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences</p>	<p>composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances</p>
<b>Athletics</b>	<p>Show good control and co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing</p>	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country.</p> <p>Can perform a running jump</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</p> <p>Beginning to record peers performances, and evaluate these.</p>



	<p>Show increasing control over an object.</p>	<p>Performs a variety of throws with basic control.</p>	<p>position with accuracy.</p> <p>Performs a variety of throws with control and coordination.</p> <p>Preparation for shot put and javelin use.</p> <p>Can use equipment safely</p>	<p>with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>skip jump (triple jump).</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Demonstrates accuracy and confidence in throwing activities.</p> <p>Develop good technique of passing a baton whilst running.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
<b>Outdoor Learning</b>	<p>Listen attentively in a range of situations.</p> <p>Play co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise an activity.</p> <p>Use and explore a variety of materials, tools and techniques.</p>	<p>Develop listening skills and learn to follow sets of instructions.</p> <p>Work collaboratively to solve a problem or complete a task.</p> <p>Forage and collect range of materials.</p>	<p>Develop listening skills and learn to follow sets of instructions.</p> <p>Work collaboratively to solve a problem or complete a task.</p> <p>Forage and collect range of materials.</p> <p>Use tools such as canopy and ropes.</p>	<p>Develop listening skills and learn to follow sets of instructions.</p> <p>Work collaboratively to solve a problem or complete a task.</p> <p>Forage and collect range of materials.</p> <p>Use tools such as bamboo canes, canopy and ropes</p>	<p>Develop listening skills and learn to follow sets of instructions.</p> <p>Work collaboratively to solve a problem or complete a task.</p> <p>Forage and collect range of materials.</p> <p>Use tools such as bamboo canes, canopy and ropes</p>	<p>Develop listening skills and learn to follow sets of instructions.</p> <p>Work collaboratively to solve a problem or complete a task.</p> <p>Forage and collect range of materials.</p> <p>Use tools such as saw, drill, loppers, bamboo, canopy and ropes</p>	<p>Develop listening skills and learn to follow sets of instructions.</p> <p>Work collaboratively to solve a problem or complete a task.</p> <p>Forage and collect range of materials.</p> <p>Use tools such as saw, drill, loppers, bamboo, canopy and ropes.</p>

Briary Primary School

Progression Skills Map: P.E.

