

PE Curriculum: Knowledge Progression Overviews



At Pinewood we want our children to be fit and healthy and to lead healthy and active lives. Skills are dependent on specific knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained. We want them to be excited to attend after school PE clubs and to actively participate in all aspects of sport and PE, working co-operatively with others and challenging themselves to improve.

EYFS DFE definition: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

KS1 Purpose of study: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

KS1 Aims: The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities; lead healthy, active lives. Pupils should be taught to: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught 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; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns

Rationale for content choice:

Disciplinary:

Dance: In Dance we begin in F1 by allowing the children to respond and move to music. We encourage them to start to move with rhythm to the music. In F2 we build on this by copying basic actions and movements to the music. We also want the children to have an awareness of space when moving to the music. When the children move up to year 1 they are able to make their own dance moves and patterns. Children are able to remember some dance move and present them in a controlled manner. Year 2 move on from this by linking actions to music, performing dance moves and routines with fluency.

Gymnastics: Within Gymnastics F1 are learning about moving freely with confidence in a range of different ways such as; rolling, slithering, skipping, sliding. They are also expected to know how to climb on nursery equipment. This progresses onto being able to move with control and grace with their movements. To know how to make changes to their body shape, positions and pace of movement. We would also want the children to be able to jump landing on two feet. In year 1 they move onto perform pencil rolls, curl, travel and balance in different ways. We would also expect the children to jump in a variety of ways and land with control. When the children are in year 2 we would want the children to move with control and awareness of space, show contrasts such as small/tall; straight/curved; wide/narrow and perform a sequence.

Games: Within our games we include basic movements. F1 children are expected to show some control and balance. We would like them to kick a stationary ball with either foot and to catch a large ball using two hands and their chest to trap it. F2 children move onto knowing how to throw, catch, kick, pass and strike a ball while showing aim and demonstrating increasing control. Year 1 children are encouraged to throw different objects in different ways such as underarm towards targets. They are able to coordinate their body with control and can change direction on command while running. Year 2 are expected to demonstrate hitting, kicking, throwing, rolling in a game. Children are encouraged to use moderate accuracy to throw towards a target.

Substantive:

In Physical Education, Foundation stage 1 learn about the impact of exercise on their breathing. They should be able to explain that in exercise you will breathe more. In F1 we also begin to learn how to move around safely with adult support. This moves on in F2 to knowing that exercise makes your heart beat faster, learning that this is to get the oxygen around your body quicker. The children will also learn why it is important to move around safely in an environment and how to do this independently. We build on this knowledge in Year 1 by being able to understand that exercise is a part of a healthy lifestyle. The children also learn how to use their safety knowledge and start to apply it to a game by following instructions. The children move onto being able to explain what is needed for a healthy lifestyle and why it is so important in Year 2. Children can follow rules and know why they are in place for their and others safety. They will also show fairness and respect within following these rules.

Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body knowledge needs to be acquired and retained.

HIGHLIGHTED RED IS THE TOPIC IN WHICH THAT KNOWLEDGE IS TAUGHT

HIGHLIGHTED YELLOW ARE THE ELG'S

Coverage and progression	F1	F2	Y1	Y2	Y2 Exceeding
Vocabulary	Levels speed space dynamics direction	Levels Speed Direction Pathways Movement Dynamics Unison Canon Sequence Performance	Levels Dynamics	Speed Unison Direction Canon Pathways Sequence Movement Performance	Y2 Exceeding
DANCE	<p>Know how to move to music and express myself. Splish Splash Splosh</p> <p>Know how to respond and move to rhythm and music Splish Splash Splosh</p> <p>Know how to begin to move rhythmically. Splish Splash Splosh</p>	<p>Know how to move to music Splish Splash Splosh</p> <p>Know how to copy basic actions and movements Splish Splash Splosh</p> <p>Know how to investigate different ways of moving Splish Splash Splosh</p> <p>Know how to have an awareness of space Splish Splash Splosh</p> <p>Know how to safely perform teacher led warm ups Splish Splash Splosh</p> <p>Know how to create movement in response to music. Splish Splash Splosh</p>	<p>Know how to perform my own dance moves Where can a painting take us?</p> <p>Know how to copy & explore basic body patterns & movements Where can a painting take us?</p> <p>Know how to remember simple dance steps & perform in a controlled manner Where can a painting take us?</p> <p>Know how to show changes in pathways, dynamics & directions Where can a painting take us?</p> <p>Know how to choose actions & link them with sounds & themed music Where can a painting take us?</p> <p>Know how to describe & discuss others work Where can a painting take us?</p> <p>Know how to begin to make a sequence by linking sections together Where can a painting take us?</p> <p>Know what works well in a gymnastic or dance sequence Where can a painting take us?</p>	<p>Know how to copy & explore body patterns & movements Where can a painting take us?</p> <p>Know how to remember dance steps & performs with fluency Where can a painting take us?</p> <p>Know how to perform changes in pathways, dynamics & directions as part of a sequence Where can a painting take us?</p> <p>Know how to effectively choose actions & link them with sounds & themed music Where can a painting take us?</p> <p>Know how to mirror & match partners actions Where can a painting take us?</p> <p>Know how to move appropriately to different types of music Where can a painting take us?</p> <p>Know how to identify areas for improvement in a performance and can articulate it with clarity Where can a painting take us?</p> <p>Know how to dance with control and coordination Where can a painting take us?</p> <p>Know how to make a sequence by linking sections together Where can a painting take us?</p>	<p>Know how to respond imaginatively to a variety of musical stimuli Where can a painting take us?</p> <p>Know how to vary dynamics, levels, speed & direction with confidence Where can a painting take us?</p> <p>Know how to work individually or as a group to perform own sequence with different formations Where can a painting take us?</p> <p>Know how to discuss my own & others performance with increasing vocabulary Where can a painting take us?</p> <p>Know how to choose movements to communicate mood, feeling or idea Where can a painting take us?</p>

				<p>know what works well and what could be better in a gymnastic or dance sequence</p> <p>Where can a painting take us?</p>	
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Coverage and progression	F1	F2	Y1	Y2	Y2 Exceeding
Vocabulary	Direction sequence	movement space balance	Pace routine Levels	direction speed control	balance co-ordination body tension
GYMNASTICS	<p>Know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. The great outdoors!</p> <p>Know how to squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands The great outdoors!</p> <p>Know how to climb onto nursery equipment The great outdoors!</p> <p>Know how to stand momentarily on one foot when shown The great outdoors!</p> <p>Know how to go up steps and stairs, or climb apparatus, using alternate feet, maintaining balance and stability The great outdoors!</p>	<p>Know how to copy a simple sequence The great outdoors!</p> <p>Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment The great outdoors!</p> <p>Know how to jump off an object and land on two feet, appropriately using hands, arms and body to stabilise and balance The great outdoors!</p> <p>Know how to move fluently, in a variety of movements, with developing control and grace The great outdoors!</p> <p>Know how to make changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping The great outdoors!</p>	<p>Know how to I can make my body curled, tense, stretched and relaxed What is it like to be an Antarctic explorer?</p> <p>Know how to copy sequences and repeat them What is it like to be an Antarctic explorer?</p> <p>Know how to perform a pencil roll, curl, travel and balance in different ways What is it like to be an Antarctic explorer?</p> <p>Know how to to move with some control and awareness of space What is it like to be an Antarctic explorer?</p> <p>Know how to link 2 actions to make a sequence What is it like to be an Antarctic explorer?</p> <p>Know how to hold a position whilst balancing on different body parts with some control What is it like to be an Antarctic explorer?</p> <p>Know how to begin to jump in a variety of ways and land with control What is it like to be an Antarctic explorer?</p> <p>Know how to Travel with confidence and skill around, under, over and through</p>	<p>Know how to improve a sequence based on feedback What is it like to live on the equator?</p> <p>Know how to copy and sequence and repeat them What is it like to live on the equator?</p> <p>Know how to plan and perform a sequence of movements What is it like to live on the equator?</p> <p>Know how to move with control and awareness of space What is it like to live on the equator?</p> <p>Know how to improve my sequence based on feedback. What is it like to live on the equator?</p> <p>Know how to think of more than one way to create a sequence which follows some 'rules'. What is it like to live on the equator?</p> <p>Know how to work on my own and with a partner. What is it like to live on the equator?</p> <p>Know how to link 3 actions to make a sequence What is it like to live on the equator?</p> <p>Know how to show contrasts such as small/tall;</p>	<p>Know how to use strong core strength to allow gymnastics shapes to be held correctly and firmly What is it like to live on the equator?</p> <p>Know how to perform forward roll, backwards roll What is it like to live on the equator?</p> <p>use simple gymnastics vocabulary What is it like to live on the equator?</p> <p>Know how to perform controlled routines independently What is it like to live on the equator?</p>

	<p>Know how to skip and hop on one leg know how to stand on one leg and hold a pose for a game like musical statues The great outdoors!</p> <p>know how to maintain balance using hands and body to stabilise The great outdoors!</p> <p>Know how to copy movements in a simple sequence (e.g. heads, shoulders, knees and toes) The great outdoors!</p>	<p>Know how to combine different movements to make a simple sequence The great outdoors!</p> <p>Demonstrate strength, balance and coordination when playing. The great outdoors!</p>	<p>balancing and climbing equipment What is it like to be an Antarctic explorer?</p> <p>Know what works well in a gymnastic or dance sequence What is it like to be an Antarctic explorer?</p>	<p>straight/curved; wide/narrow What is it like to live on the equator?</p> <p>Know how to show control in finishing positions What is it like to live on the equator?</p> <p>Know how to do a pencil roll and can do a forward roll with support What is it like to live on the equator?</p> <p>Know how to hold a position whilst balancing on different body parts with increasing control What is it like to live on the equator?</p> <p>Know how to jump in a variety of ways and land with increasing balance and control What is it like to live on the equator?</p> <p>Know how to improve a sequence based on feedback What is it like to live on the equator?</p>	
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Coverage and progression	F1	F2	Y1	Y2	Y2 Exceeding
Vocabulary	<p>Games - Space, safety space, movement, spacing, shape, body shape, change direction, target, speed</p> <p>Athletics – running style, speed, balance, aim, under arm, over arm, landing, balance.</p>		<p>Large Ball Skills/Games - Explore, space, control, balancing, dribbling, throwing, catching, bouncing, rolling, power, travelling, evasion, changing direction, coordination, creativity position, evasion, accuracy, power, tracking, goal setting, eye contact, team work, aiming</p> <p>Athletics – stride, space, throwing, aim, accuracy, power, underarm, overarm, control, stance, guide, target, height, distance, balance, control, speed, landing,</p>		
Basic Movement and Games	<p>Know how to throw a ball with increasing force and accuracy Let's Celebrate</p> <p>Know how to catch a large ball by using two hands and their chest to trap it Let's Celebrate</p>	<p>Know how to throw, catch, kick, pass and strike a ball Let's Celebrate</p> <p>Know how to throw a ball with aim, demonstrating increasing control Let's Celebrate</p>	<p>Know how to throw underarm towards a target Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to throw in different ways using different objects</p>	<p>Know how to use hitting, kicking, throwing and/or rolling in a game Where can water take us? What did the great fire of London teach us?</p> <p>Know how to catch from a low height and</p>	<p>Know how to lead others Where can water take us?</p> <p>Know how to be increasingly competent at tactical games Where can water take us? What did the great fire of London teach us?</p> <p>Know how to be competent in throwing and catching any</p>

<p>Know how to kick a stationary ball with either foot Let's Celebrate</p> <p>Know how to show balance and some control (e.g. throwing a ball, riding a scooter, riding a trike) Throughout</p> <p>Know how to run taking into account spatial awareness, adjusting speed to avoid obstacles Magical me</p> <p>Know how to listen and follow one simple instruction in a game Amazing Animals.</p> <p>Know how to run safely on whole foot Throughout</p> <p>Know how to walk, run and climb on different levels and surfaces Magical Me</p> <p>Know how to jump up into the air with both feet leaving the floor Throughout</p> <p>Know how to jump forward a small distance Ticket to Ride</p> <p>Know how to follow adult-led instructions about moving safely Throughout</p> <p>Know how to take turns and share resources when playing games, with adult support Throughout</p> <p>Know that we breathe faster during exercise Throughout</p>	<p>Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it Let's Celebrate</p> <p>Know how to adjust speed or change direction to avoid obstacles when playing games with other children Magical Me</p> <p>Know how to listen and follow two simple instructions in a game Amazing Animals</p> <p>Know how to run in different directions Magical Me</p> <p>Know how to jump up into the air and maintain balance The great outdoors</p> <p>Know how to follow adult-led instructions about moving safely and the reasons why Amazing Animals</p> <p>Know how to move safely in a space Magical Me</p> <p>Know how to improve an action such as throwing, catching or striking Let's Celebrate</p> <p>Know how to take turns and share resources when playing games Throughout</p> <p>Know that our heart beats faster during exercise Throughout</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Throughout</p>	<p>Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to coordinate their body with control Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to move around an area, with agility, without collision and stop in a space Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to listen and follow a set of simple instructions in a game The great outdoors</p> <p>Know how to change direction on command while running Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to move in different directions copying various movements Throughout</p> <p>Know how to jump and land with control Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to improve an action such as throwing, catching or striking with increasing aim and direction Throughout Autumn 1 & 2 How can we look after our coasts?</p> <p>Know how to regulate own</p>	<p>a close throw Throughout Autumn 1 & 2 Where can water take us?</p> <p>Know how to throw towards a target with moderate accuracy Throughout Autumn 1 & 2 Where can water take us?</p> <p>Know the best space to be in during a game Throughout Autumn 1 & 2 Where can water take us?</p> <p>Know how to change direction at speed, with agility, to avoid chasers Throughout Autumn 1 & 2 Throughout Summer 1 & 2</p> <p>Know how to follow rules Throughout Autumn 1 & 2 Throughout Summer 1 & 2</p> <p>Know how to show fairness and respect to others Throughout Autumn 1 & 2 Throughout Summer 1 & 2</p> <p>Know how to develop simple tactics for attacking and defending Where can water take us?</p> <p>Know how to move in different ways, identify these and know how they look Throughout Autumn 1 & 2 Throughout Summer 1 & 2</p> <p>Know how to regulate own behaviour when playing team games Where can water take us?</p>	<p>apparatus with confidence Throughout</p> <p>Know how to participate in tram games with confidence Throughout</p>
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			<div>behaviour when playing team games, with adult support</div> <div>The Great outdoors</div> <div>Know that exercise is part of a healthy lifestyle</div> <div>Throughout</div>		
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