



Sir Edmund Hillary Primary School Physical Education Curriculum

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.

Intent - *What are we trying to achieve for our children in Physical Education?*

At Sir Edmund Hillary Primary School our intent is to provide a high-quality physical education curriculum that 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. As a school named after one of the greatest adventurers of the 20th Century we aim to make Outdoors Education accessible to all with its very great benefit to working as a team, individual challenge and enabling our children to be engaged well with the natural world and all the mental and emotional benefits this brings.

Implementation - *How is the curriculum delivered?*

Following the 'Development Matters' guidance in EYFS, our Nursery and Reception children develop along the Prime Areas in Physical Development and Personal, Social and Emotional Development which are particularly relevant for progress in PE in KS1 and KS2. At Sir Edmund Hillary, we implement a Physical Education curriculum that;

- meets the objectives outlined in the National Curriculum, providing fundamental movement skills, extending their agility, balance and co-ordination; and a range of competitive and co-operative contexts including games, gymnastics, dance, outdoor and adventure on a year-group based progression and swimming occurs within Y3/4. Because the range of contexts in PE is incredibly high, we generally keep the number of contexts low so that the children can gain progression over several years of development. Gymnastics repeats most frequently as it helps contribute to motor control in many other contexts.
- enables pupils to participate in at least 1 hour of high-quality PE lessons each week, covering a focus skill or sport each half term.



Sir Edmund Hillary Primary School Physical Education Curriculum

- uses GetSet4PE to enable all teachers access to high quality planning and CPD to be able to deliver the subject effectively against a Long Term Plan, based on children's prior learning, that is tracked and monitored by the PE Co-ordinator for adaptation and effectiveness.
- has a Long Term plan that is on a year group and two year cycle to ensures that the requirements of the National Curriculum are fully met given the flexible grouping required across the school.
- acknowledges that to engage in the enjoyment of PE we need to help children reflect on their personal development and therefore have a phase based/ 2 yearly progression of Personal Development skills within
- is extended into extra-curricular activity whereby we encourage pupils to participate in activities demonstrated to them by coaches from within the local community. Clubs are offered to both KS1 and KS2 children.
- takes account of the physical activity that is embedded throughout the school day through initiatives such as active break time provision where children can choose to access a variety of equipment and organised activities. We re-instituted an afternoon break to maintain increased opportunities to be outside for eye health, change of posture and physical activity.
- is supported by attending competitive sporting events and festivals within the local area and beyond. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are a means of helping children enjoy sporting activities in new contexts.

Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?

Children should leave school having a love of sport and physical activity both in and out of school, with the skills and self-knowledge to be able to continue this on into later life.

All children should be able to discuss the importance of a healthy lifestyle and how this is achieved. They should have developed skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence and understand their strengths in this area.

We measure the impact of our PE curriculum using the following measures:

- Each child is assessed using the GetSet4PE's assessment tool
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills from the EYFS, across Key Stage 1 and 2 that builds on prior knowledge and achievements
- Self and peer assessment- pupils will be taught using the tools of PE vocabulary to enable them to most effectively apprise their own and each other's performance



Sir Edmund Hillary Primary School Physical Education Curriculum

- Pupil discussion about their learning
- Children's engagement with after school and community activities are also considered.

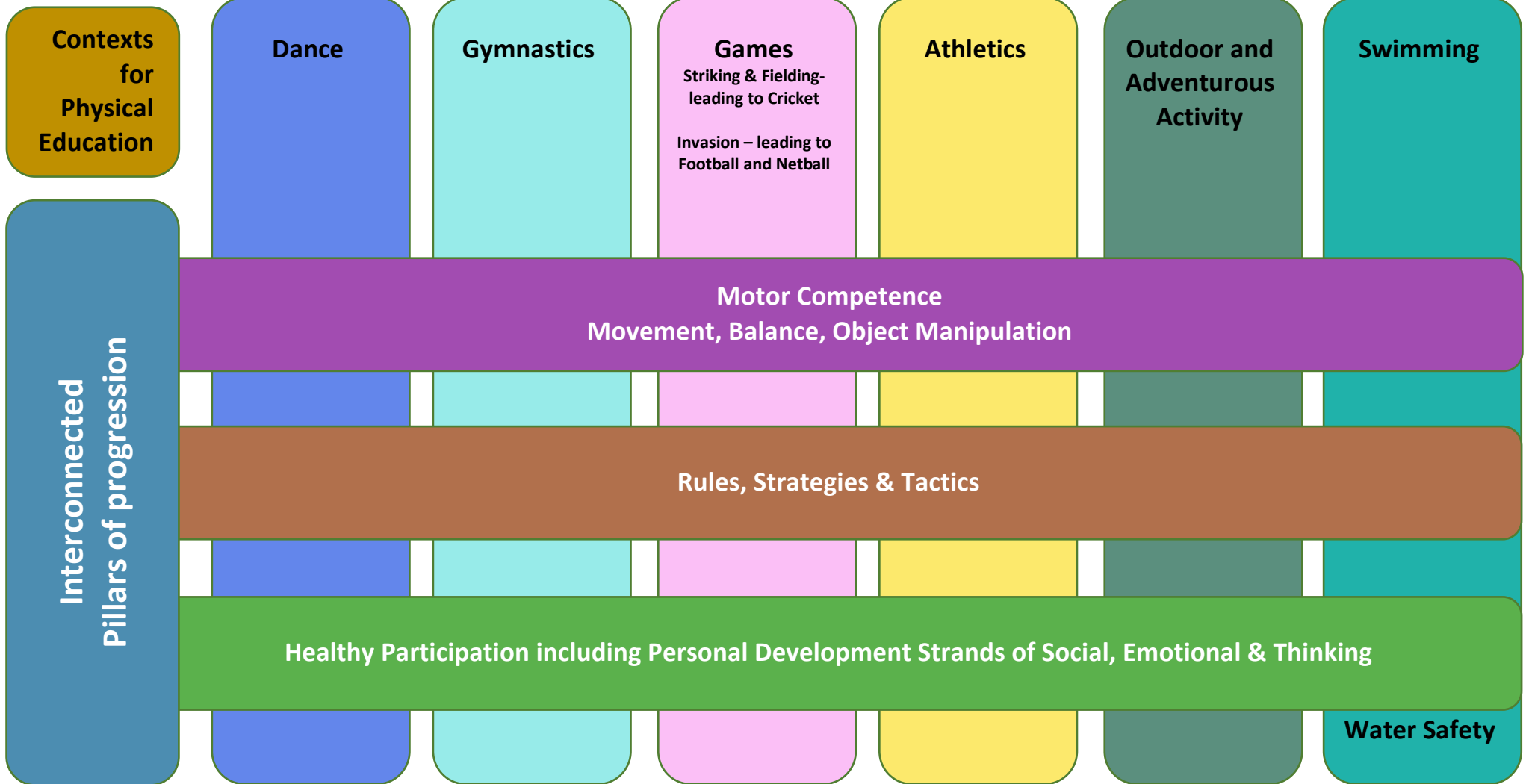
• Rationale for Curriculum Choices

- Balance of Individual and Team sports
- Balance of sports they will meet in the community and be able to continue out of school – taster sessions and after schools for others.
- Concentration on gymnastics in every year to promote most transferable Movement and Balance based body awareness to other sports.
- Allowing for an interplay between declarative and procedural knowledge- identifying key vocabulary and concepts.



Sir Edmund Hillary Primary School Physical Education Curriculum

Subject Structure





Sir Edmund Hillary Primary School Physical Education Curriculum

Route Planning

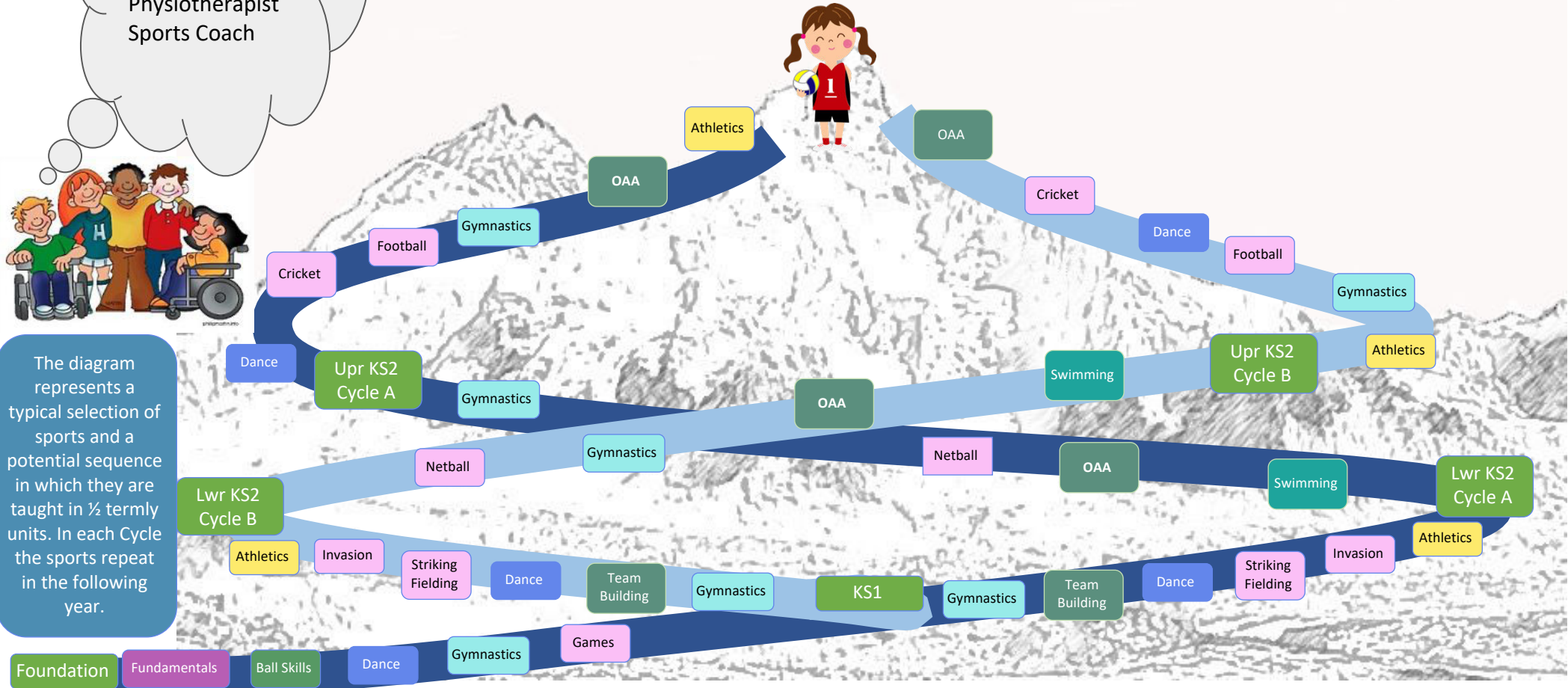


Athlete
Footballer
Gymnast
Dancer
Sports Journalist
Physiotherapist
Sports Coach

When I learn in **Physical Education** I am learning about controlling my body to balance, run, jump, catch and throw. I will work on strengthening my body and making it flexible and controlled.
I will learn how to play in Team Games, like Football, Netball, and Cricket- to work with others to defend and attack.
I will learn the rules and strategies of some sports and learn what makes good work in Dance and Gymnastics.
I will learn to swim and aim to swim at least 25 m and know all about safety in the water.
I will become confident in activities that are adventurous and learn to manage in the Outdoors, whatever the weather. I will learn how to evaluate my performance, learn to coach and be coached, to achieve my best.



The diagram represents a typical selection of sports and a potential sequence in which they are taught in ½ termly units. In each Cycle the sports repeat in the following year.





Sir Edmund Hillary Primary School Physical Education Curriculum



OAA Progressions

Disciplinary Concepts	EYFS Introduction to PE	Year 1 Team Building	Year 2 Team Building	Year 3 OAA	Year 4 OAA	Year 5 OAA	Year 6 OAA
Motor Competence, Movement, Balance & Object Manipulation	<p><u>Declarative Knowledge:</u> Know that I need to look for space when I am travelling as a group. Know that I need to change direction to avoid others and keep my head up to look for space. Know that I need to use small steps and bend my knees to stop safely. Know that when I roll a ball to a partner, I point my hand towards them. Know that I need to look at my partner when they are sending a ball to me. I have to cup my hands to receive a rolled ball.</p>	<p><u>Declarative Knowledge:</u> Know that I need to keep my head up and look for space while I am running. Know that I need to look for gaps in the area as I run, this will change as people move.</p>	<p><u>Declarative Knowledge:</u> Know that I can travel in different ways, including skipping, jumping, side stepping. Know that if I travel backwards, I need to look over my shoulder. Know that I need to change direction to avoid others.</p>	<p><u>Declarative Knowledge:</u> Know that I can change direction as I run. Know how to increase and decrease my speed safely.</p>	<p><u>Declarative Knowledge:</u> Know that I can change direction when running quickly, when under pressure. Know that I can accelerate and decelerate and when, demonstrating this. Know that when changing direction, keeping my elbows bent will help me to stay balanced.</p>	<p><u>Declarative Knowledge:</u> Know that, to change direction, I push off my outside foot and turn my hips. Know that I need to have good balance when performing fundamental skills like jumping and hopping. Know that people have varying levels of ability and that you can get better with practise.</p>	<p><u>Declarative Knowledge:</u> Know that running develops stamina and speed and both can be improved by training over time.</p>
	<p><u>Procedural Knowledge:</u> Know how to find a space by looking and moving into it. Know how to stop and change direction to avoid others. Know how to stop safely by using small steps and bending my knees. Know how to roll a ball to my partner, pointing my hand towards them. Know how to look at my partner and cup my hands to receive a rolled ball.</p>	<p><u>Procedural Knowledge:</u> Know how to look for space while I am running, keeping my head up and looking. Know how to look for gaps in the area as I run amongst a group.</p>	<p><u>Procedural Knowledge:</u> Know how to travel in different ways, including skipping, jumping, side stepping. Know how to look over my shoulder if I am travelling backwards. Know how to change direction to avoid others, slowing down first.</p>	<p><u>Procedural Knowledge:</u> Know how to increase speed by leaning slightly forward. Know how to slow down by leaning my body slightly in the opposite direction to travel.</p>	<p><u>Procedural Knowledge:</u> Know how I can change direction when running quickly, when under pressure. Know how and when to accelerate and decelerate, demonstrating this. Know how to keep my elbows bent when changing direction to help me stay balanced. Know how to keep my elbows bent when changing direction to help me stay balanced.</p>	<p><u>Procedural Knowledge:</u> Know how to accelerate and decelerate, appropriately for the situation Know how to have good balance when performing fundamental skills like jumping and hopping, holding my core strong.</p>	<p><u>Procedural Knowledge:</u> Know how to change direction with a fluent action and transition smoothly between varying speeds. Know how to travel, land, stop, jump and change direction with fluency and control.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

OAA Progressions

Disciplinary Concepts	EYFS Introduction to PE	Year 1 Team Building	Year 2 Team Building	Year 3 OAA	Year 4 OAA	Year 5 OAA	Year 6 OAA
Rules, Strategies, Tactics	<p><u>Declarative Knowledge:</u> Know that games need rules. Know that you have to be honest and admit when you get caught in a game. Know that I need to listen carefully to rules and instructions.</p> <p><u>Procedural Knowledge:</u> Know how to play a simple game by following the rules. Know how to listen carefully to rules and instructions.</p>	<p><u>Declarative Knowledge:</u> Know that rules help us to play fairly. Know that I can suggest ideas to solve tasks.</p> <p>Navigational Skills – Know that I can follow a path and lead others. Know that deciding which way to go before starting will help me.</p> <p><u>Procedural Knowledge:</u> Know how to play fairly by following the rules. Know how to solve tasks by talking, listening and sharing ideas.</p> <p>Navigational Skills: Know how to follow a path and lead others. Know how to decide which way to go before starting to help me find my way.</p>	<p><u>Declarative Knowledge:</u> Know that I can follow and apply simple rules. Know that we can follow and create a simple map. Know that listening to each others' ideas might give us an idea we hadn't thought of. Know that we have to try different ideas to solve a task.</p> <p>Navigational Skills – Know that the map tells us what to do.</p> <p><u>Procedural Knowledge:</u> Know how to follow and apply simple rules. Know how to follow and create a simple map. Know how to listen to each other's ideas. Know how to plan and apply strategies to overcome a challenge. Know how to try different ideas to solve a task.</p> <p>Navigational Skills: Know how to use a map to show us what to do.</p>	<p><u>Declarative Knowledge:</u> Know that trying ideas before deciding on a solution will help us to come up with the best idea. Know that using the rules honestly will help to keep myself and others safe.</p> <p>Navigational Skills – Know that I can identify where I am on a simple map. Know that I can use and begin to create simple maps and diagrams to follow a trail</p> <p><u>Procedural Knowledge:</u> Know how to try ideas before deciding on a solution. Know how to use rules honestly to keep myself and others safe.</p> <p>Navigational Skills - Know how to hold a map so that the items on the map match up to the items that have been placed out.</p>	<p><u>Declarative Knowledge:</u> Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Know that I can plan a strategy with others.</p> <p>Navigational Skills – Know key symbols on a map and follow a route.</p> <p><u>Procedural Knowledge:</u> Know how to discuss the advantages and disadvantages of ideas to help guide us to a conclusion about which idea to use. Know how to plan a strategy with others.</p> <p>Navigational Skills - Know how to use a key and the cardinal points on a map to orientate it.</p>	<p><u>Declarative Knowledge:</u> Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> <p>Navigational Skills – Know that a key can be used to identify objects and locations.</p> <p><u>Procedural Knowledge:</u> Know how to abide by rules to enable my classmates to complete a course.</p> <p>Navigational Skills – Know how to navigate and map read in increasingly challenging tasks.</p>	<p><u>Declarative Knowledge:</u> Know that I can think creatively to solve challenges whilst abiding by the rules. Know that teams can pool ideas, selecting and applying the best method to solve a problem.</p> <p>Navigational Skills – Know that good navigational skills are important and why.</p> <p><u>Procedural Knowledge:</u> Know how to think creatively to solve challenges whilst abiding by the rules. Know how to pool ideas as a team, selecting and applying the best method to solve a problem.</p> <p>Navigational Skills – Know how to orientate a map efficiently to navigate around a course with multiple points.</p>



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OAA Progressions

Disciplinary Concepts	EYFS Introduction to PE	Year 1 Team Building	Year 2 Team Building	Year 3 OAA	Year 4 OAA	Year 5 OAA	Year 6 OAA
Healthy Participation & Personal Development	<p><u>Declarative Knowledge:</u> Know that you need to follow the rules during a game. Know that you need to take turns with your team. Know that I need to try my best.</p>	<p><u>Declarative Knowledge:</u> Know that using short instructions will help my partner, e.g. start/stop. Know that working collaboratively with others will help to solve challenges. Know that I should include everyone in the group.</p>	<p><u>Declarative Knowledge:</u> Know that I need to work co-operatively with a partner and small group. Know that I need to give clear short instructions to guide a partner. Know that I need to use encouraging words when speaking to a partner or group, to help them trust me. Know that I need to follow instructions accurately.</p>	<p><u>Declarative Knowledge:</u> Know that I need to work with others to select appropriate equipment for the task. Know that I need to confidently communicate ideas and listen to others, accepting their ideas. Know that we need to take turns when giving ideas and not interrupt each other.</p>	<p><u>Declarative Knowledge:</u> Know that it is important to work with integrity. Know that I need to discuss how to follow trails and solve problems.</p>	<p><u>Declarative Knowledge:</u> Know that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Know that I need to be descriptive but concise when giving instructions, e.g. "two steps to the left". Know that I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p>	<p><u>Declarative Knowledge:</u> Know that I can plan a strategy with others, thinking tactically to overcome increasingly challenging tasks. Know that good navigational skills are important and why. Know that good communication skills are key to solving challenges and working effectively as a team. Know that I can reflect, with increasing accuracy, on when and how I am successful at solving challenges and alter my methods in order to improve.</p>
	<p><u>Procedural Knowledge:</u> Know how to play fairly by following the rules. Know how to take turns in a team. Know how to try my best and make a simple decision during a game.</p>	<p><u>Procedural Knowledge:</u> Know how to communicate simple instructions and listen to others. Know how to follow simple instructions. Know how to work co-operatively with a partner and within a small group, by listening to each other. Know how to include everyone in the group, including how to take turns.</p>	<p><u>Procedural Knowledge:</u> Know how to verbalise when we were successful and begin to see areas that we could improve. Know how to give clear, short instructions to guide a partner. Know how to use encouraging words when speaking to a partner or group to help them to trust me. Know how to follow instructions accurately.</p>	<p><u>Procedural Knowledge:</u> Know how to work with others to select appropriate equipment for the task. Know how to confidently communicate ideas and listen to others, accepting their ideas. Know how to take turns when giving ideas and not interrupt each other.</p>	<p><u>Procedural Knowledge:</u> Know how to work with integrity. Know how to discuss and solve problems as a group.</p>	<p><u>Procedural Knowledge:</u> Know how to solve a challenge by using trial and error to guide me to the best solution. Know how to be descriptive but concise when giving instructions. Know how to reflect on when I was successful at solving challenges and alter my methods in order to improve.</p>	<p><u>Procedural Knowledge:</u> Know how to plan a strategy with others, thinking tactically to overcome increasingly challenging tasks. Know how to reflect, with increasing accuracy, on how and when I am successful at solving challenges and alter my methods in order to improve.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Gymnastics Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Motor Competence, Movement, Balance & Object Manipulation	<p><u>Declarative Knowledge:</u> Know that I can change my body shapes (wide/narrow, straight/curved) Know squeezing my muscles helps me to stay still. Know that bending my knees will help me to land safely. Know I should be still when holding a balance. Know I can make different shapes with my body.</p>	<p><u>Declarative Knowledge:</u> Know that if I hold a shape and count to 5 people will see it clearly. Know that I need to squeeze my muscles to feel tense when in a shape. Know that I need pointed toes and straight arms when making shapes. Know that I need to look straight ahead when landing. Know that I land on my toes first then put heels down.</p>	<p><u>Declarative Knowledge:</u> Know that I create strong clear shapes through good posture and extension in my arms and fingers. Know that I have to land with control after each jump, with soft bent knees, placing my toes down and then my heels. Know that there are different rolls and that I can perform them by following instructions clearly.</p>	<p><u>Declarative Knowledge:</u> Know that points are small body parts (hands, feet, knees and elbows) and patches are large body parts (stomach, back, bottom). Know that when I jump I 'step-stop-jump-land'. Know that I can keep the shape of my roll using some body tension. Know that I can do a straight, barrel, forward and straddle roll with some control.</p>	<p><u>Declarative Knowledge:</u> Know that inverted movements are actions in which my hips go above my head. Know that I can keep the shape of my roll using body tension. Know that I can do a rotation jump, with instruction. Know that I can do a straight, barrel, forward and straddle roll with increased control.</p>	<p><u>Declarative Knowledge:</u> Know that I can vary a sequence using different levels, pathways and directions. Know that I can create a sequence using straight, forward, straddle and backwards rolls with control. Know that I can use canon and synchronisation travelling actions at different levels. Know that I can use contrasting balances to make my sequence look interesting. Know that I need to use body tension to improve the control and quality of my movements.</p>	<p><u>Declarative Knowledge:</u> Know that I can vary a sequence using different levels, direction, speed, timing and pathways. Know that I must use momentum to help me roll. Know that spreading my weight across a base of support will help me to control inverted movements. Know that I can perform a cartwheel and a headstand with some control. Know that I can show examples of counter balance and counter tension with a partner. Know that I can combine and perform a range of gymnastic jumps more fluently and effectively.</p>
	<p><u>Procedural Knowledge:</u> Know how to create shapes with my body. Know how to bend my knees and squeeze my muscles on landing so that there is no wobbling. Know how to balance on different body parts, squeezing my muscles and looking forward to help me keep still. Know how to travel around, over and through apparatus.</p>	<p><u>Procedural Knowledge:</u> Know how to hold my shape by squeezing my muscles. Know how to make a shape with pointed toes and straight arms. Know how to squeeze my muscles to keep still. Know how to look straight ahead when landing. Know how to land on toes first then putting heels down.</p>	<p><u>Procedural Knowledge:</u> Know how to create strong clear shapes through good posture and extension in my arms and fingers. Know how to land a jump with control, with soft bent knees and placing my toes down before my heels. Know how to perform different rolls by following instructions clearly.</p>	<p><u>Procedural Knowledge:</u> Know how to balance on points (hands, feet, knees and elbows) and patches (stomach, back, bottom). Know how to 'step-stop-jump-land'. Know how to keep the shape of my roll using some body tension. Know how to perform different rolls: barrel, forward, straight and straddle, with some control.</p>	<p><u>Procedural Knowledge:</u> Know how to perform inverted movements - bridge and shoulder stand. Know how to keep the shape of my roll using body tension. Know how to do a rotation jump with instruction. Know how to perform different rolls: barrel, forward, straight and straddle, with increased control.</p>	<p><u>Procedural Knowledge:</u> Know how to vary a sequence by using different levels, pathways and directions Know how to create a sequence using straight, forward, straddle and backwards rolls with control. Know how to use canon and synchronisation travelling actions at different levels. Know how to use contrasting balances to make my sequence look interesting. Know how to use body tension to improve the control and quality of my movements.</p>	<p><u>Procedural Knowledge:</u> Know how to vary a sequence using different levels, direction, speed, timing and pathways. Know how to use momentum to perform straddle, forward and backward rolls with developing fluency. Know how to spread my weight across a base of support to help me to control inverted movements. Know how to perform a cartwheel and a headstand with some control. Know how create a counter balance and counter tension with a partner. Know how to combine and perform a range of gymnastic jumps more fluently and effectively.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Gymnastics Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rules, Strategies, Tactics	<p><u>Declarative Knowledge:</u> Know that taking turns in gymnastics keeps everyone safe.</p>	<p><u>Declarative Knowledge:</u> Know that balances should be held for 5 seconds. Know that I only use a piece of apparatus if no one else is. Know that if I use a starting and finishing position, people will know when my sequence has begun and when it has finished.</p>	<p><u>Declarative Knowledge:</u> Know that some shapes link well together. Know that looking forward will help me to land with control. Know that squeezing my muscles helps me to balance. Know that there are different instructions for different rolls.</p>	<p><u>Declarative Knowledge:</u> Know that if I use different levels it will help make my sequence look interesting. Know that I need to try to move in and out of balances smoothly. Know that when matching my partner, I perform the same action. Know that when contrasting, I perform the same action as my partner but with a different shape.</p>	<p><u>Declarative Knowledge:</u> Know that if I use different levels and directions it will help make my sequence look interesting. Know that I need to move in and out of balances smoothly.</p>	<p><u>Declarative Knowledge:</u> know that shapes underpin all other skills. Know that the pattern for a cartwheel is 'foot, hand, hand, foot'. Know that I can use jumps to link actions and changing the shape of these will help my sequence look interesting. Know that if I use different pathways, it will help my sequence look interesting. Know that I must work with other children to create a synchronised sequence.</p>	<p><u>Declarative Knowledge:</u> Know that if I use changes in formation it will help to make my sequence look interesting. Know that I can use momentum to help me to roll and know where that momentum comes from. Know that when jumping, taking off from two feet will give me more height and therefore more time in the air.</p>
	<p><u>Procedural Knowledge:</u> Know how to keep everyone safe by waiting my turn when using apparatus.</p>	<p><u>Procedural Knowledge:</u> Know how to hold a balance for 5 seconds. Know how to keep everyone safe by waiting my turn when using apparatus. Know how to use a starting and finishing position.</p>	<p><u>Procedural Knowledge:</u> Know how to make my sequence flow by using shapes that link well together. Know how to land with control by looking forward. Know how to balance by squeezing my muscles.</p>	<p><u>Procedural Knowledge:</u> Know how to use different levels to help make my sequence interesting. Know how to move in and out of balances smoothly. Know how to match my partner. Know how to contrast my partner, by performing the same action, but with a different shape.</p>	<p><u>Procedural Knowledge:</u> Know how to use different levels and directions to help make my sequence interesting. Know how to move in and out of balances smoothly.</p>	<p><u>Procedural Knowledge:</u> Know how shapes underpin all other skills. Know how to perform a cartwheel using the rule 'foot, hand, hand, foot'. Know how to use jumps to link actions and changing the shape of these will help my sequence look interesting. Know how to use different pathways to help my sequence look interesting. Know how to create a synchronised sequence by working with other children.</p>	<p><u>Procedural Knowledge:</u> Know how to use changes in formation to help my sequence look interesting. Know how to use momentum to help me to roll and know where the momentum comes from. Know how to take off from two feet to give me more time and therefore more time in the air.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum



Gymnastics Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Participation & Personal Development	<p><u>Declarative Knowledge:</u> Know that I have to share equipment with others. Know that I have to move safely with and around others. Know that I can provide simple feedback by saying what I think was good about someone else's performance.</p>	<p><u>Declarative Knowledge:</u> Know that I have to share equipment with others fairly. Know that I can share ideas with others. Know that I can create my own sequence. Know that I can provide feedback, beginning to use correct vocabulary.</p>	<p><u>Declarative Knowledge:</u> Know that I can use my imagination to create and explore balances. Know that I have to be respectful when watching others perform. Know that I need to use some gymnastic terminology when giving feedback.</p>	<p><u>Declarative Knowledge:</u> Know that I need to work with my partner to share ideas and create a simple sequence. Know that I need to make my sequence look interesting by using different levels. Know that I need to provide and receive feedback to/from others using key terminology.</p>	<p><u>Declarative Knowledge:</u> Know that I need to work with my partner to share ideas and create a sequence. Know that I need to make my sequence look interesting by using different directions and levels. Know that I need to provide and receive feedback using key terminology, providing possible improvement points.</p>	<p><u>Declarative Knowledge:</u> Know that I should support others around me Know that I can use set criteria to make judgements about performances and suggest ways they could be improved. Know that I should work within my own capabilities and this may be different to others.</p>	<p><u>Declarative Knowledge:</u> Know that I can share my ideas with others and work together to decide on the best approach to a task. Know that I need to apply maximum effort and what this feels and looks like and show determination to achieve it. Know that I must reflect and evaluate my performance as both a group and as an individual. Know that I need to challenge myself to try new things.</p>
	<p><u>Procedural Knowledge:</u> Know how to share equipment with others. Know how to move safely with and around others. Know how to provide simple feedback by saying what I think was good about someone else's performance.</p>	<p><u>Procedural Knowledge:</u> Know how to share equipment with others fairly. Know how to share ideas with others. Know how to create my own sequence including a balance, jump, roll, and travelling action. Know how to provide feedback, beginning to use the correct vocabulary.</p>	<p><u>Procedural Knowledge:</u> Know how to use my imagination to create and explore balances. Know how to be respectful when watching others perform. Know how to use gymnastics terminology to structure my feedback.</p>	<p><u>Procedural Knowledge:</u> Know how to work with my partner to share ideas and create a simple sequence. Know how to make my sequence look interesting by using different directions and levels. Know how to provide and receive feedback to/from others using key terminology.</p>	<p><u>Procedural Knowledge:</u> Know how to work with my partner to share ideas and create a sequence. Know how to make my sequence look interesting by using different directions and levels. Know how to provide and receive feedback using key terminology, providing possible improvement points.</p>	<p><u>Procedural Knowledge:</u> Know how to support others around me. Know how to use set criteria to make judgements about performances and suggest ways they could be improved. Know how to work within my own capabilities and this may be different to others.</p>	<p><u>Procedural Knowledge:</u> Know how to share my ideas with other and work together to decide on the best approach to a task. Know how I feel when I apply maximum effort. Know how to reflect on and evaluate my own performance both as a group and an individual. Know how to challenge myself to try new thing.</p>



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Dance Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Motor Competence, Movement, Balance & Object Manipulation	<p><u>Declarative Knowledge:</u> Know that I can change my movements, high or low, big or small, fast or slow. Know that I can move forwards, backwards and sideways in my dance. Know that I can change direction as I dance. Know that I need to use big actions as I dance.</p>	<p><u>Declarative Knowledge:</u> Know that I can move in different ways for different effects. Know that I can move to the beat. Know that I stand still at the beginning and end of the dance. Know that I can use different speeds to represent an idea.</p>	<p><u>Declarative Knowledge:</u> Know that actions can express an idea Know that actions can be repeated and linked to create a sequence Know that I can use different directions, pathways and levels in my dance. Know that matching is when I perform the same movement as my partner at the same time. Know that mirroring is when I reflect the movement of my partner as if they were a mirror image.</p>	<p><u>Declarative Knowledge:</u> Know that I can repeat, remember and perform a dance phrase. Know that I can create short dance phrases to communicate my or my groups' idea. Know that I can use dynamic and expressive qualities in relation to an idea.</p>	<p><u>Declarative Knowledge:</u> Know that I can copy and remember set choreography. Know that I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. Know that I can choose actions and dynamics to convey a character or idea.</p>	<p><u>Declarative Knowledge:</u> Know that I can create a fluid movement. Know that I need to show a good sense of timing. Know that I need a good, clear posture. Know that I can use unison, canon and formations to express a dance idea. Know that I should use changes in level, direction and pathway to make a dance look interesting. Know that I should use relationship changes to make a dance interesting. Know that I need to grip tightly to safely spin a partner forwards and backwards.</p>	<p><u>Declarative Knowledge:</u> Know that I need a clear understanding of timing in relation to the music and other dancers throughout my performance. Know that I need controlled movements which express emotion and feeling. Know that selecting a variety of dynamics in my performance can help me take the audience on a journey through my dance idea. Know that I need to use changes in level, direction, formation and facial expression effectively to develop my dance. Know that to match an action to a sound I need to use exaggerated movements and consider dynamics.</p>
	<p><u>Procedural Knowledge:</u> Know how to change my movements, high or low, big or small, fast or slow. Know how to move forwards, backwards and sideways in my dance. Know how to change direction as I dance. Know how to use big actions as I dance.</p>	<p><u>Procedural Knowledge:</u> Know how to move in different ways for effect, using different levels and direction. Know how to move to the beat. Know how to stand still at the beginning and end of the dance. Know how to use different speeds to represent an idea.</p>	<p><u>Procedural Knowledge:</u> Know how actions can express an idea. Know how to repeat and link actions to create a sequence. Know how to create different pathways and direction in my dance. Know how to match my partner, by performing the same movement at the same time. Know how to mirror my partner, by reflecting their movement as if they were a mirror image.</p>	<p><u>Procedural Knowledge:</u> Know how to repeat, remember and perform a dance phrase. Know how to create short dance phrases to communicate my or my groups' ideas. Know how I can use dynamic and expressive qualities in relation to an idea.</p>	<p><u>Procedural Knowledge:</u> Know how to copy and remember set choreography. Know how I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. Know how to choose actions and dynamics to convey a character or idea.</p>	<p><u>Procedural Knowledge:</u> Know how to create a fluid movement. Know how to show a good sense of timing. Know how to create a good, clear posture. Know how to use unison, canon and formations to express a dance idea. Know how to use changes in level, direction and pathway to make a dance look interesting. Know how to use relationship changes to make a dance look interesting. Know how to safely spin a partner forwards and backwards.</p>	<p><u>Procedural Knowledge:</u> Know how to keep in time to the music and other dancers throughout my performance. Know how to use controlled movements which express emotion and feeling. Know how to select a variety of dynamics in my performance to help take the audience on a journey through my dance idea. Know how to use changes in level, direction, formation and facial expression effectively to develop my dance. Know how to match an action to a sound using exaggerated movements and considering dynamics.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Dance Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rules, Strategies, Tactics	<p><u>Declarative Knowledge:</u> Know that if I move into a space it will keep myself and others safe. Know that when watching others I sit quietly and clap at the end.</p>	<p><u>Declarative Knowledge:</u> Know that I have to move safely with and around others. Know that if I use exaggerated actions it helps the audience to see them better. Know that counting to 8 helps me keep in time to the music.</p>	<p><u>Declarative Knowledge:</u> Know that if I practise my dance my performance will improve. Know that can use facial expression to show the mood of my dance. Know that using counts of 8 will help me to stay in time with my partner and the music.</p>	<p><u>Declarative Knowledge:</u> Know that I can use counts to keep in time with a partner and group.</p>	<p><u>Declarative Knowledge:</u> Know that I can use counts with some confidence, to keep in time with others and the music. Know that I can use changes in timing and spacing to develop a dance.</p>	<p><u>Declarative Knowledge:</u> Know that if I use dance principles it will help me to express an atmosphere or mood. Know that space relates to where my body moves both on the floor and in the air. Know that different dance styles utilise selected actions to develop sequences in a specific style. Know that I can respond imaginatively to a range of stimuli relating to character and narrative.</p>	<p><u>Declarative Knowledge:</u> Know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. Know that a leader can ensure that our dance group performs together. Know that to begin in time one pupil should count in time, '5,6,7,8'. Know that performing in unison will make the music sound coherent.</p>
	<p><u>Procedural Knowledge:</u> Know how to move into a space to keep myself and others safe. Know how to it quietly to watch others and clap at the end.</p>	<p><u>Procedural Knowledge:</u> Know how to move safely in and around others. Know how to use exaggerated actions so that the audience can see them better.</p>	<p><u>Procedural Knowledge:</u> Know how to improve my dance through practise. Know how to start the dance by counting in together Know how counts of 8 will help me to stay in time with my partner and the music.</p>	<p><u>Procedural Knowledge:</u> Know how to use counts to keep in time with a partner and group.</p>	<p><u>Procedural Knowledge:</u> Know how to use counts to keep in time with others and the music. Know how to use changes in timing and spacing to develop a dance.</p>	<p><u>Procedural Knowledge:</u> Know how to use dance principles to help me express and atmosphere or mood. Know how space related to where my body moves, both on the floor and in the air. Know how different dance styles utilise selected actions to develop sequences in a specific style. Know how to respond imaginatively to a range of stimuli relating to character and narrative.</p>	<p><u>Procedural Knowledge:</u> Know how to keep in character throughout to help me express an atmosphere or mood that can be interpreted by the audience. Know how a leader can ensure that our dance group performs together. Know that to begin in time one pupil should count in time, '5,6,7,8'. Know how to perform in unison to make the music sound coherent.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Dance Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Participation & Personal Development	<p><u>Declarative Knowledge:</u> Know that I need to follow instructions carefully. Know that I can change my action to show an idea. Know that I can look at others to help me with ideas.</p> <p><u>Procedural Knowledge:</u> Know how to follow instructions carefully. Know how to change my action to show an idea. Know how to look at others to help me with ideas.</p>	<p><u>Declarative Knowledge:</u> Know that working with a partner can improve my performance. Know that I can share ideas with others. Know that I can create my own actions in relation to a theme</p> <p><u>Procedural Knowledge:</u> Know how to work with a partner to agree on chosen actions for a dance. Know how to provide feedback by using the correct vocabulary. Know how to create my own actions in relation to a theme.</p>	<p><u>Declarative Knowledge:</u> Know that I can work with a partner to share ideas for our dance. Know that I can give feedback, using some key terminology. Know that I can reflect on my dance so that I can improve it.</p> <p><u>Procedural Knowledge:</u> Know how to work with a partner to share ideas for our dance. Know how to provide feedback using some key terminology. Know how to reflect on my dance so that I can improve it.</p>	<p><u>Declarative Knowledge:</u> Know that I need to be respectful when watching others perform. Know that I need to give feedback using key terminology. Know that I can work with a partner and in a small group to share ideas.</p> <p><u>Procedural Knowledge:</u> Know how to be respectful when watching others perform. Know how to give feedback using key terminology. Know how to work with a partner and in a small group to share ideas.</p>	<p><u>Declarative Knowledge:</u> Know that I can provide feedback using appropriate language related to the lesson. Know that I need to show respect to others when working as a group and watching others perform.</p> <p><u>Procedural Knowledge:</u> Know how to provide feedback using appropriate language related to the lesson. Know how to be respectful to others when working as a group and watching others perform.</p>	<p><u>Declarative Knowledge:</u> Know what makes a performance effective and know how to apply these principles to my own and others' work. Know that I can choreograph dances by using, adapting and developing actions and steps from different dance styles. Know that I can provide constructive feedback to peers Know that I can be creative and consider the quality of my actions. Know that I need to listen to all of my groups' ideas.</p> <p><u>Procedural Knowledge:</u> Know how to use dance principles to create an effective performance on my own and with others. Know how to choreograph dances by using, adapting and developing actions and steps from different dance styles. Know how to provide constructive feedback to peers. Know how to be creative and consider the quality of my actions. Know that I need to listen to all of my groups' ideas.</p>	<p><u>Declarative Knowledge:</u> Know that actions can be improved with consideration to extension, shape and recognition of intent. Know that when providing feedback I need to consider space and relationships and the impact that this has had on the performance. Know that I need to use appropriate language to evaluate and refine my own and others' work. Know that I need to help others to remember and perform phrases.</p> <p><u>Procedural Knowledge:</u> Know how actions can be improvised with consideration to extension, shape and recognition of intent. Know how to provide feedback considering space, relationships and the impact this has had on the performance. Know how to use appropriate language to evaluate and refine my own and others' work. Know how to help others to remember and perform phrases.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Invasion Games Progression

Disciplinary Concepts	EYFS Games	Year 1 Invasion	Year 2 Invasion	Year 3 Netball	Year 4 Netball	Year 5 Football	Year 6 Football
Motor Competence, Movement, Balance & Object Manipulation	<p><u>Declarative Knowledge:</u> Know that I need to point my foot at the target when I kick a ball, to help me to aim. Know that when throwing, I need to point my hand to where I want the object to go. Know that I need to have hands out ready to catch. Know that I watch the ball as it comes towards me. Know that I use the inside of my foot to kick a ball. Know that when hopping, I need to bend my knee on take-off and landing.</p> <p><u>Procedural Knowledge:</u> Know how to point my foot at the target when I kick a ball, to help me aim. Know how to point my hand to where I want an object to go when throwing it. Know how to have hands out ready to catch. Know how to watch the ball as it comes towards me. Know how to kick a ball with the inside of my foot. Know how to hop safely, by bending my know on take-off and landing.</p>	<p><u>Declarative Knowledge:</u> Know that to stop a ball I can rest one foot lightly on top of it. Know that to move the ball I use soft touches to keep it close and continue to look for space to move into. Know that to pass a ball I place my non-kicking foot to the side of the ball, look up to see the target, then I use the inside of my foot to kick through the centre of the ball. Know that I can pass using a bounce pass and a chest pass. Know that I use two hands and wide fingers to catch.</p> <p><u>Procedural Knowledge:</u> Know how to stop a ball by resting my foot lightly on top of it. Know how to move a ball with soft touches to keep it close and continue to look for space to move into. Know how to place my non-kicking foot to the side of the ball, look up to see the target then use the inside of my foot to kick through the centre of the ball. Know how to perform a chest pass. Know how to perform a bounce pass. Know how to catch using two hands and wide fingers.</p>	<p><u>Declarative Knowledge:</u> Know that, when playing football, I have to make soft touches when meeting the ball. Know that to shoot, I use the inside of my foot. The harder I kick the further the ball will go. Know that a goalkeeper needs to begin in the ready position, on their toes and ready to move either side. Know that I control the ball by gently touching it before passing. Know that I have to jog at a safe and steady pace into space away from others. Know that in netball I need to stand shoulder width apart, with my arms above my head to shoot.</p> <p><u>Procedural Knowledge:</u> Know how to make soft touches when meeting the ball. Know how to strike with the inside of my foot in football to shoot. Know how to stand in the ready position as a goal keeper, on my toes, ready to move either side. Know how to control the ball gently before passing it. Know how to jog at a safe and steady pace into space away from others. Know how to shoot in netball, standing shoulder width apart, with my arms above my head, bending then straightening my elbows and my knees.</p>	<p><u>Declarative Knowledge:</u> Know that I need to step forward with one foot as I throw. Know that I need to pivot on the ball of my landing foot. Know that I use a shoulder pass over a longer distance. Know that I can use chest, bounce and shoulder passes accurately. Know that I use quick feet and changes in direction to try to stay with my partner.</p> <p><u>Procedural Knowledge:</u> Know how to step forward with one foot as you throw. Know how to pivot on the ball of your landing foot. Know how to perform a shoulder pass. Know how to use chest, bounce and shoulder passes accurately Know how to use quick feet and changes in direction to stay with my partner.</p>	<p><u>Declarative Knowledge:</u> Know that I need to land on one foot first. Know that I can use chest, bounce and shoulder passes to move towards goal. Know that I use quick feet and changes in direction to stay with my partner.</p> <p><u>Procedural Knowledge:</u> Know how to land on one foot first. Know how to perform a chest, bounce and shoulder pass to move towards goal. Know how to use quick changes in direction to stay with my partner.</p>	<p><u>Declarative Knowledge:</u> Know that I can dribble, pass, receive and shoot with some control under pressure. Know that I can use tracking and intercepting when playing in defence. Know that when dribbling it is important to use lots of different parts of the foot to keep control of the ball. Know that I need to confidently change direction to lose an opponent. Know that looking to move into space will help my team to score.</p> <p><u>Procedural Knowledge:</u> Know how to dribble, pass, receive and shoot with some control under pressure. Know how to use tracking and intercepting when playing in defence. Know how to use lots of different parts of the foot when dribbling, to keep control of the ball. Know how to confidently change direction to lose an opponent. Know how to look for space to move into, to help my team to score.</p>	<p><u>Declarative Knowledge:</u> Know that I can create and use space to help my team. Know that I can dribble, pass, receive and shoot the ball with increasing control under pressure. Know that I can use marking, tackling and/or interception to improve my defence. Know that I can use all parts of my foot to control the ball, with confidence. Know to accelerate after changing direction when dribbling the ball. Know that I can use change of pace and direction to lose my opponent.</p> <p><u>Procedural Knowledge:</u> Know how to create and use space to help my team. Know how to dribble, pass, receive and shoot the ball with increasing control under pressure. Know how to use marking, tackling and/or interception to improve my defence. Know how to use all parts of the foot to control the ball. Know how to accelerate after changing direction when dribbling. Know how to use change of pace and direction to lose my opponent.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Invasion Games Progression

Disciplinary Concepts	EYFS Games	Year 1 Invasion	Year 2 Invasion	Year 3 Netball	Year 4 Netball	Year 5 Football	Year 6 Football
Rules, Strategies, Tactics	<p><u>Declarative Knowledge:</u> Know that I have to listen carefully to instructions so that I know how to play a game. Know that I need to follow the rules of a game honestly. Know that I can try to trick an opponent during a game.</p> <p><u>Procedural Knowledge:</u> Know how to listen carefully to instructions so that I know how to play a game. Know how to follow the rules of a game honestly. Know how to try to trick an opponent during a game.</p>	<p><u>Declarative Knowledge:</u> Know that I need to call the name of a peer before passing a ball, to make sure they are looking at me. Know that being in a good space helps us to pass the ball. Know that tactics can help us when playing games. Know that being able to move away from a partner helps my team to pass me the ball. Know that staying with a partner makes it more difficult for them to receive the ball. Know that defenders try to stop attackers scoring.</p> <p><u>Procedural Knowledge:</u> Know how to pass a ball by calling the name of my peer to make sure they are looking at me first. Know how to look for a good space to help us to pass. Know how tactics can help us when playing games. Know how to move away from a partner to help my team pass the ball to me. Know how to stay with a partner to make it more difficult for them to receive the ball.</p>	<p><u>Declarative Knowledge:</u> Know that I have to respect my opponent and the rules. Know that I can use simple tactics for attack and defence. Know that moving into space away from defenders helps me to pass and receive the ball. Know that I have to keep my head up to help me know where the defenders are. Know that when my team doesn't have possession of the ball, I am a defender and we need to try to get the ball. Know that when my team are in possession of the ball, I am an attacker and we can score. Know that I need to stay close to the attacker if I am defending and be ready to intercept the ball.</p> <p><u>Procedural Knowledge:</u> Know how to respect my opponent and the rules that are set. Know how to use simple tactics for attack and defence. Know how to move into space away from defenders, to help me to pass and receive the ball. Know how to keep my head up to help me know where defenders are. Know how to defend and try to get the ball when my team doesn't have possession. Know how to attack and try to score when my team are in possession. Know how to stay close to the attacker if I am defending and be ready to intercept the ball.</p>	<p><u>Declarative Knowledge:</u> Know that I need to only pass to someone who is moving into space. Know that I need to push off my outside foot to change direction and dodge the taggers. Know that I need to follow the footwork and held-ball rules. Know that I need to use a shoulder pass for longer distances.</p> <p><u>Procedural Knowledge:</u> Know how to pass to someone who is moving into space. Know how to push off my outside foot to change direction and dodge the taggers. Know how to follow the footwork and held-ball rules. Know how to use a shoulder pass for longer distances.</p>	<p><u>Declarative Knowledge:</u> Know when to pass and when to shoot. Know that I need to take responsibility for one player. Know that I need to continually change direction and speed to lose my defender. Know that I can use simple tactics to help my team score or gain possession.</p> <p><u>Procedural Knowledge:</u> Know how to take responsibility for one player. Know how to continually change direction and speed to lose my defender. Know how to use simple tactics to help my team score or gain possession.</p>	<p><u>Declarative Knowledge:</u> Know the rules of the game and can use them most of the time to play honestly and fairly. Know that I need to try to make correct decisions about who to pass to and when. Know that tactics are important and can identify when to use them in different situations. Know that I need to move towards the attacker to close down their space.</p> <p><u>Procedural Knowledge:</u> Know how to follow the rules of the game most of the time to play honestly and fairly. Know how to make correct decisions about who to pass to and when. Know how tactics are important and confidently use them in different situations. Know how to move towards the attacker to close down their space.</p>	<p><u>Declarative Knowledge:</u> Know that I can use the rules of the game consistently, to play honestly and fairly. Know that I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. Know that I need to understand and make quick decisions about when, how and who to pass to.</p> <p><u>Procedural Knowledge:</u> Know how to use the rules of the game consistently to play honestly and fairly. Know how to work collaboratively to create tactics with my team and evaluate the effectiveness of these. Know how to understand and make quick decisions about when, how and who to pass to.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Invasion Games Progression

Disciplinary Concepts	EYFS Games	Year 1 Invasion	Year 2 Invasion	Year 3 Netball	Year 4 Netball	Year 5 Football	Year 6 Football
Healthy Participation & Personal Development	<p><u>Declarative Knowledge:</u> Know that it is polite to encourage my teammates and clap other teams. Know that I need to persevere if I find something difficult. Know that you need to share equipment and take turns.</p> <p><u>Procedural Knowledge:</u> Know how to encourage my team mates politely and clap other teams. Know how to persevere if I find something difficult. Know how to share equipment and take turns.</p>	<p><u>Declarative Knowledge:</u> Know that I have to move safely with and around others. Know that I should congratulate my opponent when they are successful. Know that I need to think about which space to move into and be mindful of others.</p> <p><u>Procedural Knowledge:</u> Know how to move safely in and around others. Know how to congratulate my opponent when they are successful. Know how to find a good space to move into and be mindful of others.</p>	<p><u>Declarative Knowledge:</u> Know that I need to communicate well with my teammates to keep possession of the ball. Know that I need to provide constructive feedback, using some key vocabulary. Know that I need to try to problem solve to help my team gain possession</p> <p><u>Procedural Knowledge:</u> Know how to communicate well with my teammates to keep possession of the ball. Know how to provide constructive feedback, using some key vocabulary. Know how to try to problem solve to help my team gain possession.</p>	<p><u>Declarative Knowledge:</u> Know some of the rules of the game and can use them honestly. Know that I need to make decisions about when to pass and who to pass to. know that I need to identify cues that help me know when my attacker is changing direction.</p> <p><u>Procedural Knowledge:</u> Know how to follow some rules of the game often and honestly. Know how to make decisions about when to pass and who to pass to. Know how to identify cues that help me know when my attacker is changing direction.</p>	<p><u>Declarative Knowledge:</u> Know the rules of the game and can use them often and honestly. Know that I can work co-operatively with my team to self-manage games. Know that I need to make decisions about when to pass, how to pass and who to pass to. Know that I need to choose the option who is in the best space and away from the defender.</p> <p><u>Procedural Knowledge:</u> Know how to follow the rules of the game often and honestly. Know how to work co-operatively with my team to self-manage games. Know how to choose the option who is in the best space and away from the defender.</p>	<p><u>Declarative Knowledge:</u> Know that I can communicate with my team and move into space to keep possession and score. Know that I can identify when I was successful and what I need to do to improve. Know that I need to work collaboratively with others. Know that I need to encourage and congratulate my teammates and opponents.</p> <p><u>Procedural Knowledge:</u> Know how to communicate with my team and move into space to keep possession and score. Know how to identify when I was successful and what I need to do to improve. Know how to work collaboratively with others. Know how to encourage and congratulate my teammates and opponents.</p>	<p><u>Declarative Knowledge:</u> Know that I can select the appropriate action for the situation and make this decision quickly. Know that I can recognise my own and others' strengths and areas for development and can suggest ways to improve. Know that I need to discuss with my team how we could improve for our next match.</p> <p><u>Procedural Knowledge:</u> Know how to select the appropriate action for the situation and make this decision quickly. Know how to recognise my own and others' strengths and areas for development and can suggest ways to improve. Know how to discuss with my team how we could improve for our next match.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Athletics Progressions

Disciplinary Concepts	EYFS Fundamentals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Motor Competence, Movement, Balance & Object Manipulation	<p><u>Declarative Knowledge:</u> Know that I need to look for space when I am travelling as a group. Know that I need to hold my arms out to help me balance. Know I need to bend my knees when landing a jump. Know that I need to change direction to avoid others and keep my head up to look for space. Know that I need to use big steps to run and small steps to stop. Know that I need to turn my body to face a new direction each time I move.</p> <p><u>Procedural Knowledge:</u> Know how to negotiate space by looking and moving into it. Know how to hold my arms out to help me balance. Know how to bend my knees when landing a jump. Know how to change direction to avoid others and keep my head up to look for space. Know how to use big steps to run and small steps to stop. Know how to turn my body to face a new direction each time I move.</p>	<p><u>Declarative Knowledge:</u> Know that for sprinting, I need to use high knees and quick steps. Know that landing on the balls of my feet helps me to land with control. Know that for stopping I keep my chest upright and put my weight to the front of my feet to stop. Know that when throwing, I step forward with my opposite foot to hand. Know that when jumping I bend my knees when I jump and land.</p> <p><u>Procedural Knowledge:</u> Know how to use high knees and quick steps when sprinting. Know how to land with control on the balls of my feet. Know how to stop by keeping my chest upright and putting my weight to the front of my feet. Know how to step forward with my opposite foot the hand when throwing. Know how to bend my knees when jumping and landing.</p>	<p><u>Declarative Knowledge:</u> Know that running on the balls of my feet with elbows bent will help me to run faster. Know that I have to jump from a balanced starting position. Know that swinging my arms forward on take-off will help me jump further. Know that I drive my arms upwards to help me jump higher. Know that when throwing for distance, I stand sideways on to the direction of the throw. Know that when throwing I point my hand at the target after I throw. Know that I need to keep knees soft when linking running and jumping movements</p> <p><u>Procedural Knowledge:</u> Know how to run faster on the balls of my feet with elbows bent. Know how to jump from a balanced starting position. Know how to jump further by swinging my arms forward on take-off. Know how to jump higher by driving my arms upwards. Know how to throw for distance by standing sideways on to the direction of throw. Know how to throw for accuracy by pointing my hand at the target after I throw. Know how to use soft knees when linking running and jumping movements.</p>	<p><u>Declarative Knowledge:</u> Know that I sprint on the balls of my feet moving my hands from pocket to mouth. Know that if I jump and land in quick succession it will help me to travel further. Know that when throwing, the speed of the movement helps to create power.</p> <p><u>Procedural Knowledge:</u> Know how to sprint on the balls of my feet moving my hands from pocket to mouth. Know how to jump and land in quick succession to help me to travel further. Know how to create power in my throw by the speed of my movement.</p>	<p><u>Declarative Knowledge:</u> Know that a high-knee drive, pumping my arms and running on the balls of my feet gives me power. Know that transferring weight will help me to throw further. Know that transferring weight will help me to jump further. Know that there is a technique to a pull throw.</p> <p><u>Procedural Knowledge:</u> Know how to run with power using a high-knee drive, pumping my arms and running on the balls of my feet. Know how to transfer weight to help me to throw further. Know how to transfer weight to help me to jump further. Know how to perform a pull throw.</p>	<p><u>Declarative Knowledge:</u> Know how to transfer my weight in different throws to increase the distance. Know that using strength and speed will help me throw a shotput or javelin further. Know that if I drive my knees high and fast, I can build power and therefore distance in my jumps. Know that I can perform a range of jumps showing some technique. Know that taking big, consistent strides will help to create a rhythm that allows me to run faster.</p> <p><u>Procedural Knowledge:</u> Know how to transfer my weight in different throws to increase the distance. Know how to use strength and speed to help me throw a shotput or javelin further. Know how to drive my knees high and fast to build power and therefore distance in my jumps. Know how to perform a range of jumps showing some technique. Know how to take big, consistent strides to help create a rhythm that allows me to run faster.</p>	<p><u>Declarative Knowledge:</u> Know that speed helps to build momentum and power and this enables me to jump further. Know that for triple jump I 'hop, step, jump' with increasing power, control and technique. Know that I need to use power, control and technique when throwing discus and shot put. Know that I need a balanced stance to throw for distance, transferring my weight from my back to front leg. Know that I need to sprint with a consistent stride length. Know that I need to have a clear understanding of pace when running.</p> <p><u>Procedural Knowledge:</u> Know how speed helps to build momentum and power and this enables me to jump further. Know how to 'hop, step, jump' for the triple jump, with increasing power, control and technique. Know how to use power, control and technique when throwing discuss and shop put. Know how to use a balanced stance to throw for distance, transferring weight from my back to front leg. Know how to sprint with a consistent stride length. Know how to alter pace, showing a clear understanding, when running.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Athletics Progressions

Disciplinary Concepts	EYFS Introduction to PE	Year 1 Team Building	Year 2 Team Building	Year 3 OAA	Year 4 OAA	Year 5 OAA	Year 6 OAA
Rules, Strategies, Tactics	<p><u>Declarative Knowledge:</u> Know that games need rules. Know that you have to be honest and follow the rules fairly.</p>	<p><u>Declarative Knowledge:</u> Know that if I swing my arms it will help me run faster. Know that I take bigger strides when running faster. Know that if I bend my knees it will help me to jump further. Know that stepping forward with my opposite foot to hand will help me to throw further. Know that rules help us to play fairly.</p>	<p><u>Declarative Knowledge:</u> Know that I need to keep looking straight ahead at take-off and landing. Know that an overarm throw helps me throw for distance. Know that I need to keep my eyes on the target at all times when throwing. Know that I can only jump over a height I am comfortable with.</p>	<p><u>Declarative Knowledge:</u> Know that I need to hold the bottom of the relay baton for smooth changeovers. Know that stepping forward as you throw creates power. Know that leaning slightly forward helps to increase speed. Leaning my body in the opposite direction to travel helps to slows down.</p>	<p><u>Declarative Knowledge:</u> Know that I need to pace myself when running further or for a long period of time. Know that I need to try to run faster at the end of a race. Know that a javelin tip should point slightly up when throwing.</p>	<p><u>Declarative Knowledge:</u> Know that I can choose the best pace for a running event. Know that keeping a steady breath will help me when running longer distances. Know that I run at slow speed when waiting to receive the baton. Know that for triple jump I 'hop, step, jump'.</p>	<p><u>Declarative Knowledge:</u> Know that I need to prepare my body for throwing and know the muscle groups I will need to use. Know that I need to prepare my body for running and know the muscle groups I will need to use. Know that when I get to the take off line I need to use my dominant foot to start the triple jump. Know that to steady my breathing I breathe in through my nose and out through my mouth.</p>
	<p><u>Procedural Knowledge:</u> Know how to follow the rules of a simple game. Know how to play fairly by following the rules.</p>	<p><u>Procedural Knowledge:</u> Know how to swing my arms to help me run faster. Know how to run faster by taking bigger strides. Know how to bend my knees to help me jump further. Know how to step forward with the opposite foot to hand to help me throw further. Know how rules help us play fairly.</p>	<p><u>Procedural Knowledge:</u> Know how to look straight ahead at take-off and landing. Know how to use an overarm throw to help me throw for distance. Know how to keep my eyes on the target at all times when throwing. Know how to only jump over a height I am comfortable with.</p>	<p><u>Procedural Knowledge:</u> Know how to hold the bottom of the relay baton for smooth changeovers. Know how to step forward as you throw to create power. Know how leaning slightly forward helps to increase speed. Leaning my body in the opposite direction to travel helps to slows down.</p>	<p><u>Procedural Knowledge:</u> Know how to pace myself when running further or for a long period of time. Know how to try to run faster at the end of a race. Know how to throw a javelin, with the tip pointing slightly up.</p>	<p><u>Procedural Knowledge:</u> Know how to choose the best pace for a running event. Know how to keep a steady breath to help me run longer distances. Know how to run at a slow speed when waiting to receive the baton. Know how to 'hop, stop, jump' when exploring the triple jump.</p>	<p><u>Procedural Knowledge:</u> Know how to prepare my body for throwing and know the muscle groups I will need to use. Know how to prepare my body for running and know the muscle groups I will need to use. Know how to use my dominant foot when I get to the triple jump take off line. Know how to steady my breathing by breathing in through my nose and out through my mouth.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Athletics Progressions

Disciplinary Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Participation & Personal Development	<p><u>Declarative Knowledge:</u> Know that I need to listen carefully to follow instructions. Know that you need to share equipment and take turns. Know that I can explore ways to travel using equipment.</p> <p><u>Procedural Knowledge:</u> Know that I need to listen carefully to follow instructions. Know that you need to share equipment and take turns. Know that I can explore ways to travel using equipment.</p>	<p><u>Declarative Knowledge:</u> Know that I can share ideas with others. Know that I need to move into a space and be mindful of others. Know that I can work with others and make safe choices. Know that I can recognise changes in my body when I do exercise.</p> <p><u>Procedural Knowledge:</u> Know how to share ideas with others. Know how to move into a space and be mindful of others. Know how to work with others and make safe choices. Know how to recognise changes in my body when I do exercise.</p>	<p><u>Declarative Knowledge:</u> Know that I can recognise good technique and discuss it with others. Know that I have to listen to feedback and use it to improve. Know that I need to encourage my teammates by using supportive words. Know that I need to take my time so that I can throw accurately. Know that I can describe how my body feels during exercise.</p> <p><u>Procedural Knowledge:</u> Know how to recognise good technique and discuss it with others. Know how to listen to feedback and use it to improve. Know how to encourage my teammates by using supportive words. Know how to take my time so that I can throw accurately. Know how to describe how my body feels during exercise.</p>	<p><u>Declarative Knowledge:</u> Know that I need to provide feedback to my team to help us achieve a shared goal. Know that I need to show perseverance and determination to achieve my best whether I win or lose. Know that I can give feedback to my team to help us achieve a shared goal.</p> <p><u>Procedural Knowledge:</u> Know how to provide feedback to my team to help us achieve a shared goal. Know how to show perseverance and determination to achieve my best whether I win or lose. Know how to give feedback to my team to help us achieve a shared goal.</p>	<p><u>Declarative Knowledge:</u> Know that I need to show an awareness of how other people feel. Know that I can identify areas of strength and areas for development. Know that I can work collaboratively to manage events.</p> <p><u>Procedural Knowledge:</u> Know how to show an awareness of how other people feel. Know how to identify areas of strength and areas for development. Know how to work collaboratively to manage events.</p>	<p><u>Declarative Knowledge:</u> Know that I can apply rules in a variety of events using official equipment. Know that I need to persevere to achieve my personal best. Know that I can identify good athletic performance and explain why it is good. Know that I need to support and encourage my teammates to achieve their personal best. Know that I need to communicate with teammates to exchange the relay baton smoothly.</p> <p><u>Procedural Knowledge:</u> Know how to apply rules in a variety of events using official equipment. Know how to persevere to achieve my personal best. Know how to identify good athletic performance and explain why it is good. Know how to support and encourage my teammates to achieve their personal best. Know how to communicate with my teammates to exchange the relay baton smoothly.</p>	<p><u>Declarative Knowledge:</u> Know that I understand and apply rules that pose an increased risk. Know that I need to discuss strategies with my group before coming to a join and agreed decision. Know that I can identify my own and others' strengths and areas for development, providing sensitive feedback and suggesting ways to improve. Know that I can lead others and show consideration of including all within the group.</p> <p><u>Procedural Knowledge:</u> Know how to understand and apply rules that pose an increased risk. Know how to discuss strategies with my group before coming to a join and agreed decision. Know how to identify my own and others' strengths and areas for development, providing sensitive feedback and suggesting ways to improve. Know how to lead others and show consideration of including all within the group.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Striking and Fielding Progressions

Disciplinary Concepts	EYFS Ball Skills	Year 1- Striking & Fielding	Year 2 - Striking & Fielding	Year 3	Year 4	Year 5- Cricket	Year 6 - Cricket
<p style="text-align: center;">Motor Competence, Movement, Balance & Object Manipulation</p>	<p><u>Declarative Knowledge:</u> Know that I have to look at the target when sending the ball. Know that when I roll a ball to a partner, I point my hand towards them. Know that I need to look at my partner when they are sending a ball to me. I have to cup my hands to receive a rolled ball. Know that I need to have hands out ready to catch. Know to watch the ball as it comes towards me. Know that I need to use soft touches with my feet when I dribble a ball. Know that I use the inside of my foot to kick a ball.</p> <p><u>Procedural Knowledge:</u> Know how to look at the target when sending the ball. Know how to point my hand towards my partner when I roll a ball to them. Know how to look at my partner and cup my hands to receive a rolled ball. Know how to have hands out ready to catch. Know how to watch a ball as it comes towards me. Know how to use soft touches with my feet when I dribble a ball. Know how to kick a ball with the inside of my foot.</p>	<p><u>Declarative Knowledge:</u> Know that for throwing I hold the object in one hand and swing the object back and then forwards. Know that for throwing I step forwards with the opposite foot to the throwing hand. Know that for catching I have my feet shoulder width apart and knees bent – this is known as the ‘ready’ position. Know that for catching – I have to look at the object, track it and get in line with it. Know that for striking I stand slightly sideways, use a firm hand and watch the object as it is coming towards me.</p> <p><u>Procedural Knowledge:</u> Know how to throw an object by holding in it one hand and singing it back and then forwards. Know how to step forwards with the opposite foot to my throwing hand Know how to have my feet shoulder width apart and knees bent when catching – this is the ‘ready’ position. Know how to look at an object, track and get in line with it to catch it. Know how to strike an object by standing slightly sideways, using a firm hand and watching the ball come towards me.</p>	<p><u>Declarative Knowledge:</u> Know that I need wide fingers and pull the ball to my chest to help me securely catch. Know that stepping with opposite foot to throwing arm will help me to balance. Know that when throwing I point my hand at the target after I throw. Know that when rolling a ball, I bend down low, opposite foot to the arm I release with steps forward. Know that when receiving a rolled ball, I watch it and get my body behind it by moving my feet. Know that I need to be ready to move, starting in the ‘ready’ position.</p> <p><u>Procedural Knowledge:</u> Know how to catch securely using wide fingers and pulling the ball to my chest. Know how to step with the opposite foot to throwing arm for balance. Know how to point my hand to the target after I throw. Know how to roll a ball, bending down low, opposite foot to the arm I release with steps forward. Know how to receive a ball by watching it and getting my body behind it. Know how to stand in the ‘ready’ position so that I am ready to move.</p>	<p><u>Declarative Knowledge:</u> Know that I need to move my feet to the ball when catching. Know that being balanced before throwing will help to improve the accuracy of the throw. Know that I can use overarm and underarm throwing in game situations. Know that I need to be prepared to strike a bowled ball after a bounce.</p> <p><u>Procedural Knowledge:</u> Know how to move my feet to the ball when catching. Know how to stand in a balanced stance before throwing to help improve the accuracy of the throw. Know how to use and underarm and overarm throw in game situations. Know how to strike a bowled ball after a bounce.</p>	<p><u>Declarative Knowledge:</u> Know that I need to track the ball as it is thrown. Know that striking with the centre of the bat will provide the most control and accuracy. Know that I can catch with one and two hands, with some consistency in game situations.</p> <p><u>Procedural Knowledge:</u> Know how to track a ball as it is thrown. Know how to strike the ball with the centre of the bat to provide most control and accuracy. Know how to catch with one and two hands with some consistency in game situations.</p>	<p><u>Declarative Knowledge:</u> Know that I need to track the ball to help to improve the consistency of catching. Know that I need to think about where to throw the ball in relation to where the batter is. Know that I can use underarm and overarm throwing with increased consistency. Know that stance is important to allow me to be balanced as I hit the ball. Know that I need to grip the bat with my dominant hand at the bottom. Know that I can use the long barrier and short barrier techniques to help me field successfully.</p> <p><u>Procedural Knowledge:</u> Know how to track the ball to help improve the consistence of my catching. Know how to think about where to throw that ball in relation to where the batter is. Know how to use underarm and overarm throwing with increased consistency. Know how to have a balanced stance as I hit a ball. Know how to grip the bat with my dominant hand at the bottom. Know how to use the long barrier and short barrier techniques to help me field successfully.</p>	<p><u>Declarative Knowledge:</u> Know that I can use a wider range of fielding skills with increasing control under pressure. Know that I can demonstrate good technique in catching skills when under pressure. Know that I can use a close/deep catch and wicket keeping technique and apply these with some consistency in game situations. Know that I can demonstrate good technique in throwing skills when under pressure. Know that I can strike a ball with increased accuracy and consistency.</p> <p><u>Procedural Knowledge:</u> Know how to use a wider range of fielding skills with increasing control under pressure. Know how to demonstrate good technique in catching skills when under pressure. Know how to use a close/deep catch and wicket keeping technique and apply these with some consistency in game situations. Know how to demonstrate good technique in throwing skills when under pressure. Know how to strike a ball with increased accuracy and consistency.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum



Striking and Fielding Progressions

Disciplinary Concepts	EYFS Ball Skills	Year 1- Striking & Fielding	Year 2 - Striking & Fielding	Year 3	Year 4	Year 5- Cricket	Year 6 - Cricket
Rules, Strategies, Tactics	<p><u>Declarative Knowledge:</u> Know that I need to check that my partner is looking before passing. Know that I need to listen carefully to rules and instructions.</p>	<p><u>Declarative Knowledge:</u> Know that I need to call the name of a peer before rolling or throwing, to make sure they are looking at me. Know that rules help us to play fairly. Know that the harder I strike, the further the ball will travel. Know that when batting – I bat away from the fielders. Know that tactics can help us when playing games.</p>	<p><u>Declarative Knowledge:</u> Know that I can use simple tactics for attacking (batting) and defence (fielding). Know the role of the batter. Know that striking quickly will increase the power. Know that fielders start away from the batter and move towards the ball to collect it Know that an overarm throw helps me throw for distance. Know that I need to move towards the ball to collect it to limit a batter's points.</p>	<p><u>Declarative Knowledge:</u> Know the rules of the game and begin to apply them. Know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Know that overarm throwing is used for long distances and underarm throwing for shorter distance. Know that striking a ball away from fielders will help me to score.</p>	<p><u>Declarative Knowledge:</u> Know and understand the rules and begin to manage games with support. Know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p>	<p><u>Declarative Knowledge:</u> Know and understand the rules and begin to be able to manage our own game. Know that tactics needed and can identify when to use them. Know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Know that I need to draw a number 6 with the ball when preparing to bowl.</p>	<p><u>Declarative Knowledge:</u> Know that I understand and can apply the rules whilst playing and officiating. Know that I understand and can apply some tactics as a batter, bowler and fielder. Know that the momentum and power for striking a ball comes from legs as well as arms.</p>
	<p><u>Procedural Knowledge:</u> Know how to look at my partner to check that they are looking, before I pass a ball. Know how to listen carefully to rules and instructions.</p>	<p><u>Procedural Knowledge:</u> Know how to call my partners name to make sure they are looking at me before I send an object. Know how to play a game by following the rules fairly. Know how to make the ball travel further by striking it harder. Know how to bat away from the fielders. Know how tactics can help us when playing games.</p>	<p><u>Procedural Knowledge:</u> Know how to use simple tactics for attacking (batting) and defence (fielding). Know how to strike a ball quickly to increase the power. Know how to field, starting away from the batter and moving towards the ball to collect it. Know how to use an overarm to throw for distance. Know how to move towards the ball to collect it, limiting a batter's points.</p>	<p><u>Procedural Knowledge:</u> Know how to follow the rules of the game and begin to apply them. Know how to use simple tactics to help my team achieve an outcome e.g. we will spread out to deny space. Know how to use overarm throw for long distances and underarm for shorter distance. Know how to strike a ball away from the fielders to help me score points.</p>	<p><u>Procedural Knowledge:</u> Know how to apply the rules and begin to manage games with support. Know how to apply attaching tactics to help score points and avoid getting out. Know how to apply defending tactics to deny space, get opponents out and limit points.</p>	<p><u>Procedural Knowledge:</u> Know how to apply the rules and begin to be able to manage our own game. Know how to identify tactics and when to use them. Know how to field a ball accurately by positioning myself so that the ball is coming towards me rather that away from me. Know how to draw a number 6 with the ball when preparing to bowl.</p>	<p><u>Procedural Knowledge:</u> Know how to understand and apply the rules whilst playing and officiating. Know how to understand and apply some tactics as a batter, bowler and fielder. Know how to create momentum and power through the legs as well as arms when striking a ball.</p>



Sir Edmund Hillary Primary School Physical Education Curriculum

Striking and Fielding Progressions

Disciplinary Concepts	EYFS Ball Skills	Year 1- Striking & Fielding	Year 2 - Striking & Fielding	Year 3	Year 4	Year 5- Cricket	Year 6 - Cricket
Healthy Participation & Personal Development	<p><u>Declarative Knowledge:</u> Know that I need to persevere if I find something difficult. Know that you need to share equipment and take turns. Know that I need to listen carefully to follow instructions.</p>	<p><u>Declarative Knowledge:</u> Know that I can share ideas with others. Know that I need to move into a space and be mindful of others. Know that I need to try my best and be honest. Know to use kind words and show considerate behaviour towards peers.</p>	<p><u>Declarative Knowledge:</u> Know that I need to be honest when counting my score. Know that I need to think about prior knowledge in order to succeed. Know that I need to encourage and support my partner. Know how to work within a small group to play games and solve challenges. Know that I need to provide constructive feedback, using some key vocabulary.</p>	<p><u>Declarative Knowledge:</u> Know that, when fielding, I need to think about where the batter is before deciding what to do. Know that I need to communicate with teammates before throwing them a ball. Know that I need to persevere when learning a new skill. Know that I need to provide constructive feedback, using key vocabulary from the lesson.</p>	<p><u>Declarative Knowledge:</u> Know that I can share ideas and work with others to begin to manage our games. Know that I can provide feedback using key terminology and understand what I need to do to improve. Know that I can communicate with my teammates about my tactical ideas.</p>	<p><u>Declarative Knowledge:</u> Know that there are different skills for different situations and begin to use this. Know that I need to be accepting of feedback provided. Know that I can reflect on my performance and suggest ways to improve. Know that I need to discuss tactics with my team.</p>	<p><u>Declarative Knowledge:</u> Know that I need to assess the situation and use the appropriate skill. Know that I need to show good sportsmanship, regardless of the result. Know that I need to be respectful of my teammates, opponents and the rules. Know that I can work in collaboration with others so that games run smoothly</p>
	<p><u>Procedural Knowledge:</u> Know how to persevere if I find something difficult. Know how to share equipment and take turns. Know how to listen carefully to follow instructions.</p>	<p><u>Procedural Knowledge:</u> Know how to share ideas with others. Know how to move into a space and be mindful of others. Know how to try my best and be honest. Know how to use kind words and show considerate behaviour towards peers.</p>	<p><u>Procedural Knowledge:</u> Know how to be honest when counting my score. Know how to think about prior knowledge in order to succeed. Know how to encourage and support my partner. Know how to work within a small group to play games and solve challenges. Know how to provide constructive feedback, using some key vocabulary.</p>	<p><u>Procedural Knowledge:</u> Know how to think about where the batter is before deciding what to do as a fielder. Know how to communicate with teammates before throwing them a ball. Know how to persevere when learning a new skill. Know how to provide constructive feedback, using key vocabulary from the lesson.</p>	<p><u>Procedural Knowledge:</u> Know how to share ideas and work with others to begin to manage our games. Know how to provide feedback using key terminology and understand what I need to do to improve. Know how to communicate with my teammates about my tactical ideas.</p>	<p><u>Procedural Knowledge:</u> Know how to use different skills for different situations, some of the time. Know how to be accepting of feedback provided. Know how to reflect on my own performance and suggest ways to improve. Know how to discuss tactics with my team.</p>	<p><u>Procedural Knowledge:</u> Know how to assess the situation and use the appropriate skill. Know how to show good sportsmanship, regardless of the result. Know how to be respectful of my teammates, opponents and the rules. Know how to work collaboratively with others so that the game runs smoothly.</p>