

Vigo Primary Physical Education - Progression Map

Curriculum Rationale

Through our school vision of 'Opening a World of Learning and Opportunity' we intend to deliver a Physical Education curriculum that will be: ***challenging, relevant, purposeful, flexible, creative and inclusive.***

In doing this we will develop our school values of:



Intention

We strongly believe that high quality learning in physical education inspires children to be curious and open-minded about taking part in sport. This motivates them to have a lifelong passion for participating in an active healthy lifestyle.

As a school we believe knowledge and skills go hand in hand, so our curriculum works to develop these simultaneously. This is structured through units planned using the Complete PE curriculum and is supported in delivery by our '50 Things to do Before you Leave Vigo', 'The Vigo Child' and PDL curriculum.

Through our carefully designed curriculum we develop children's physical literacy skills, concepts, knowledge and attitudes by immersing them in a variety of activities. We plan purposeful outcomes which enable children to show what they have learnt and to think about what this learning means for them and for others.

Physical Education Implementation:

At Vigo Primary School, we shape our physical education curriculum to ensure that it is fully inclusive for every child. Learning in Physical Education is underpinned by our Learning Values and the statutory requirements of the National Curriculum/Early Years Foundation Stage and delivered to ensure the progressive development in PE knowledge and skills. Through the teaching of a high quality, broad and balanced curriculum, we aim for our pupils to develop a lifelong enjoyment and participation in physical activity.

T:\Planning\PE Planning\PE Long Term Plan

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Through the curriculum, pupils will become physically educated through a range of activities that:

- builds confidence to take part in physical activity;
- develops competence and confidence in a range of physical skills;
- produces independent, creative and resilient learners;
- encourages partnership between each other, to make positive contributions and to respect the decisions of others and those in positions of authority.
- Allows pupils to make decisions around leading a healthy lifestyle.

Each term, every year group takes part in two activities providing pupils with a breath of different activities. Children then have further access to take part in different levels of competitions, both inter school competition and external competition.

We challenge, motivate and involve all learners through physical education lessons, helping to support the development of children. We deliver this through challenging questioning of all learners enabling them to solve different sporting problems. We ensure open-ended learning, with challenging tasks that ensures glass-ceilings are not placed on children's learning.

Professional development for staff ensures that they design and deliver impactful and purposeful activities enabling equity of learning opportunities across the school. This allows children to delve deeper into their understanding and to apply their knowledge to a higher degree and across activities.

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Curriculum Elements and Values	Move	Feel	Connect	Think	
	How I use my basic movement skills for Physical Education.	How I respond to challenges and my attitude towards Physical Education.	How I collaborate and engage with others through Physical Education.	How I apply knowledge and awareness towards a goal.	
	balance travel co-ordination performing linking fundamental movement skills object control skills	personal best aspiration motivation resilience celebrating success growth mindset attitude	sharing ideas turn taking listening to others collaborating respect compassion	understanding rules strategy tactics explaining exploration reflecting	
	Move	Feel	Connect	Think	Health and Fitness
EYFS	Children are able to: - control large and fine movement skills (across balance, travel and object control) - demonstrate balance and control as they travel, around, under, over and through objects - move confidently in a variety of ways - safely negotiate self-space - beginning to handle a range equipment effectively.	Children are able to: - take part in a range of physical activities regardless of their starting point - work to targets and be motivated to meet them. - challenge themselves with a range of resources and equipment - keep going, even when not successful the first time	Children are able to: - play co-operatively, taking turns with others - take account of other children's interests in activity. - take on different roles within activities - work with a partner to keep an activity going - listen to simple rules and expectations to take part in a task - share their ideas - listen to others - take responsibility for their own equipment	Children are able to: - respond imaginatively to different stimuli (music, art, story and picture etc.) - ask questions about their movement learning - explore equipment in different ways (how many ways can I.....) - know what they like and dislike - respond to feedback - create their own examples within an activity - describe what they are doing	Children are able to: - know that changes happen to their body when they move - describe parts of the body that are moving when active - maintain personal space when travelling - recognise that activity is good for the body - land and stop safely

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		want to improve the skills (e.g. can I do more than before)		use accurate language to describe movement (e.g. I am running, I am moving fast, I am moving slowly etc.)	- follow rules to keep safe - get changed independently
	Move	Feel	Connect	Think	Health and Fitness
Year 1	Pupils will be able to: - throw, catch, kick, strike and dribble with developing accuracy and control - show a variety of jumping actions in isolation (i.e. 2-2 feet, 1-2 feet, hop, leap & 2-1 feet) - Run with confidence and co-ordination (speed & direction) - travel rhythmically in different ways and into space (gallop, hop, run & skip) - balance on different parts of the body - Land and stop with control - Sequence and perform different shapes of the body through balance	Pupils will be able to: - Set a target and be able to meet that target with perseverance (e.g. catch a ball 5 times without dropping or scoring 2 points in a game) - participate in 1vs.1 games being able to keep control of the object and score points - travel into space - be able to defend space - Follow simple rules and a scoring system - perform sequences of movements, linking 3 or more actions together (i.e. travel and balance) - show expression in movement	Pupils will be able to: - support and encourage others in their performance - work with a partner to create simple sequences - follow and lead movement actions - cooperate with a partner to keep a game going - help to set up activities and equipment	Pupils will be able to: - respond imaginatively in movement to words, images, sounds and objects - watch, copy and describe movements that others have done - ask questions and responds positively to teacher/partner/ class feedback	Pupils will be able to: - get changed independently - take part in sustained activity - identify reasons why physical activity is good for the body - show awareness of others when working in a practical space - use equipment sensibly and with correct intent - make judgements about what they can and cannot do safely - show enjoyment in and through movement

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	with expression (wide, narrow and tucked) - perform simple rotations of the body. - perform sequences of movements, linking 3 or more actions together (i.e. travel and balance)	perform actions with confidence			
	Move	Feel	Connect	Think	Health and Fitness
Year 2	Pupils will be able to: - perform stick-eye, hand-eye and foot-eye, travel and balance skills with control - link skills together in combination (e.g. running, stop, catch and throw) - adapt movements to show changes to levels, speed, direction and pathway - apply travel, balance and object control skills in different activity contexts - balance on isolated parts of the body both on the floor and apparatus. - hit targets with increasing accuracy and distance <i>Defending:</i> - stay with an opponent - mark a space	Pupils will be able to: - score points - set targets to challenge themselves - identify simple rules and suggest their own - develop simple tactics for attacking and defending <i>Defending:</i> - stay with an opponent - mark a space - move towards a loose ball (or equiv) <i>Attacking:</i> - keep possession - move towards goal - identify space - use a change of speed and direction - evaluate performances saying what they can do well and what they need to improve on - show gesture and concentration in their performances	Pupils will be able to: - follow a set of rules. - celebrate others' success. - cooperate with a partner (2vs2) to be successful - compete 2v2 to outwit an opponent - support and encourage team mates - take turns in different roles (performer, planner, observer, audience and official). - work in a small group to undertake a challenge or activity	Pupils are able to: - create or change games, dances, sequences and performance ideas - express an idea through movement - develop their own ideas linked to a topic or theme - create and use ideas from others - adapt a single movement according to the stimulus and the activity - develop simple tactics for attacking and defending	Pupils are able to: - get changed quickly and independently (no longer than 5 minutes) - recognise and describe what their body feels like in different types of activities - know why warming up and cooling down is important for the body. - lift/move/place equipment safely. - hold balances for at least 5 seconds to show strength in different parts of the body

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	- move towards a loose ball (or equiv) Attacking: - keep possession - move towards goal - identify space - use a change of speed and direction				• take part in sustained physical activity
	Move	Feel	Connect	Think	Health and Fitness
Year 3	Pupils will be able to: • perform fundamental movement skills with control and accuracy • apply and adapt movement skills in multiple activity contexts (jumping to catch a ball, off a bench, a leap in a dance etc.) • explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.) • be able to change direction and speed to navigate around an object/person (agility and coordination)	Pupils are able to: • apply skills under increasing pressure responding to the specific rules of the activity (e.g. strike the ball after one bounce or pass within 4 seconds) • understand and apply terms such as attacking and defending in a game and apply simple tactics to different game situations. • Show motivation to take part in a range of modified and formal games (invasion, net and wall and striking and fielding game situations). • can compete in small sided games and activities (3vs3 or 4vs4) • sets targets to achieve personal bests that inspire them to improve and achieve	Pupils are able to: • confidently work towards a goal with others with a partner or in small groups • understand terms such as communication, collaboration and competition • confidently take on different roles in activities, with knowledge of the task and what is expected of them • set up equipment and tasks for their group/team	Pupils are able to: • describe and evaluate the work completed by others • suggest ideas for how they can develop their own and others' work • talk in more detail about how improvements can be made using a rich vocabulary (adjectives, verbs, adverbs) and subject specific language • develop imaginative movement ideas related to a theme or topic • try out new ideas and strategies • experiment with movement patterns and equipment	Pupils are able to: • respond to the different demands of an activity (speed, stamina, suppleness, strength and skill) • know that different activities will affect the body in different ways • know and describe the short term effects of different exercise activities on the body • know why we warm up and cool down and respond to warm up tasks independently. • demonstrate water confidence • can organise their own kit,

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					equipment in a timely way work safely and with due consideration to others (including aquatic environments)
	Move	Feel	Connect	Think	Health and Fitness
Year 4	Pupils will be able to: - know and perform fundamental movement skills with consistent control and accuracy - demonstrate specialised skills across travel, balance and object control - apply a range of fundamental movement skills effectively across activity areas - run, jump and throw in isolation and with power and speed for distance and accuracy - confidently apply skills in combination (e.g. run, jump, stop and catch or hop, skip, jump) - demonstrate contrasting actions - Show entry and exit into water - demonstrate a recognisable stroke - be able to keep float in water (treading water)	Pupils will be able to: - play a range of modified, made up and structured games that have specific rules and strategies - show determination and commitment to challenging tasks - apply basic principles of attacking and defending across different games contexts - strive to meet challenging targets - outwit an opponent in 1:1 situations - track an opponent to close down space - attempt to score points for their team - persist in meeting a goal/target/score even if first unsuccessful - show sportsmanship, fairness and respect	Pupils will: - consolidate skills in communication and collaboration in a positive manner and know the benefits/differences of each. - work together in small group situations to plan, perform and evaluate their learning - confidently take on different roles in activities including performance, officiating and organisation	Pupils will be able to: - use more technical vocabulary related to the activity and to extend their knowledge. - make connections in their physical learning to wider curriculum areas (literacy, science, maths, history, art, music etc.) - suggest a variety of ways in which they and others can improve their work - create and perform original sequences of movement that connect to a theme, story, topic or concept	Pupils will be able to: - know and describe what an effective warm up and cool down is, and how to do this safely. - recognise what activities help to build speed, strength, stamina and why they are important - recognise how specific activities can affect the body and discuss how they feel before, during and after activity - know how health and fitness can affect performance - show awareness and respect of others and the environment they are working in

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					work independently and safely in a range of activity contexts
	Move	Feel	Connect	Think	Health and Fitness
Year 5	pupils will be able to: - execute fundamental movement skills with precision and accuracy - perform and create more complex patterns to include twists, lifts, turns and rotations with control and confidence - perform a range of specialised skills in striking, rotation, shooting, running, throwing, dribbling and bowling etc. - apply skills in challenging concepts of space, relationships, with different equipment and effort (forces)	pupils will: - show determination and commitment to a task/activity - have knowledge of a variety of competitive games: their structure, rules and roles within them - apply basic principles of attacking and defending confidently. - set personal bests and targets that change across activity context - use specific vocabulary to evaluate performance. Perform expressively, using dynamic qualities and language	Pupils will be able to: - work with others and communicate their ideas and feelings positively with growing confidence - identify their individual and collective strengths and weaknesses as part of a team - confidently discuss and share group ideas	Pupils will be able to: - describe, analyse, interpret and evaluate others work (use of iPad/tech where appropriate), showing an understanding of the techniques and skills being used). - adapt performances to suit an audience - suggest parts of game play that need improving and begin to suggest practices in which to do this - be able to select movements based on their aesthetic quality and creativity - choose and imaginatively explore different actions in response to a stimulus	Pupils will be able to: - organise warm up and cool down activities to suit the demands of the activity - link science learning to the importance of the warm up and cool down and how to do this safely. - identify different aspects of fitness required to take part in physical activity - show flexibility, strength, stamina, technique, control and balance - understand why physical activity is important for physical and mental health and that there

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					are many ways in which to achieve this sustain participation in physically demanding activity
	Move	Feel	Connect	Think	Health and Fitness
Year 6	Pupils will be able to: - perform fundamental movement skills with consistent control, precision and accuracy and in addition: - perform specialist movement patterns with control and co-ordination in specific activity contexts (e.g. a forward roll or cartwheel in gymnastics) - show variation in their movements to adapt to changes in speed, levels, apparatus, people, force and using different parts of the body (e.g. kick left and right, throw one handed etc.)	Pupils will be able to: - apply principles of attacking and defending in competitive contexts - understand the rules of activities and suggest their own rules to make tasks harder or easier - understand what makes a performance effective - show appreciation and feedback of others' work - use the STEP model to self-differentiate and challenge their work independently	Pupils will be able to: - lead on tasks and activities - be an effective team player, listening to others and contributing to the planning and evaluation of group tasks - communicate ideas, within all tasks and express feelings in a constructive and positive way. - compose and perform dances with a partner, in trios and in groups - ensure everyone is included activity	Pupils will be able to: - link their movement learning to the wider curriculum and explain how concepts and ideas connect through mood, gesture and expression - refine their own work and others using criteria - experience and distinguish different styles and genre of movement (e.g. in dance)	Pupils will: - understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long term health - know that there are different ways to be physically active - regularly take part in activities they enjoy and/or want to improve in - plan, implement and lead activity, warm-ups and cool downs and know that these vary from one activity to another

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					• consider safe practice and the welfare of others in all activity contexts • can organise equipment and space safely and independently
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