



Lydgate Junior School Curriculum Progression for PE



At Lydgate Junior School we play fairly, we respect and celebrate the success of others and we have fun.

Core Themes	 Engage	 Be Active
 Cooperate	 Persevere	 Compete

Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Agility and Coordination Fundamentals	OAA Dodgeball	Athletics: indoor/outdoor Hockey	Gymnastics: Speed Height Performance Volleyball
Autumn 2	Dance: Machines Netball	Dance: Romans Tag rugby	Gymnastics: Bridges Football	Dance: WW2 Netball
Spring 1	Gymnastics: Symmetry and Asymmetry Handball	Dance: Rainforest Hockey	Dance: Get Set 4PE Basketball	Dance: The Haka/Yoga Tag Rugby
Spring 2	Gymnastics: Pathways, Stretching and Curling Athletics	Gymnastics: receiving body weight and rolling Basketball	Gymnastics: Flight Tennis	Gymnastics: Mirroring and Matching Tennis
Summer 1	Core Strength: Pilates Tennis	Yoga Tennis	Dance: City Life Cricket	Health Related Fitness Cricket
Summer 2	Dance: Greek and Spanish Flamenco Rounders	Indoor athletics Cricket	OAA Rounders	Bench ball Athletics: School Games Day Preparation

	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

	Year 3	Year 4	Year 5	Year 6
Fundamentals				
Running	Change direction quickly. Understand and show how the body moves at different speeds	Change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate	Demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation	Change direction with a fluent action. Can transition smoothly between varying speeds
Balance	Demonstrate balance when performing other fundamental skills	Demonstrate good balance and control when performing other fundamental skills	Consistently demonstrate good balance when performing other fundamental skills	Show fluency and control when travelling, landing, stopping and changing direction
Jumping & Hopping	Link jumping and hopping actions	Link hopping and jumping actions with other fundamental skills	Demonstrate good technique and coordination when linking jumps	Demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together
Skipping	Jump and turn a skipping rope	Consistently skip in a rope	Show a range of skills when skipping in a rope	Consistently show a range of skills when skipping in a rope
Throwing	Throw a variety of objects changing action for accuracy and distance	Throw with some accuracy and power towards a target area	Show accuracy and power when throwing for distance	Show accuracy and good technique when throwing for distance

	Year 3	Year 4	Year 5	Year 6
Games through invasion, net and wall, striking and fielding and target games	Dribble the ball with one hand with some control in game situations	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure	Use dribbling to change the direction of play with control under pressure
	Dribble a ball with feet with some control in game situations	Change direction when dribbling with feet with some control in game situations	Dribble with feet with some control under increasing pressure	Use a variety of dribbling techniques to maintain possession under pressure
	Use a variety of throwing techniques in game situations	Use a variety of throwing techniques with increasing success in game situations	Use a variety of throwing techniques with some control under increasing pressure	Use a variety of throwing techniques including fake passes to outwit an opponent
	Kick towards a partner in game situations	Kick with increasing success in game situations	Use a variety of kicking techniques with some control under increasing pressure	Select and apply the appropriate kicking technique with control
	Catch a ball passed to them using one and two hands with some success	Catch a ball passed to them using one and two hands with increasing success	Catch and intercept a ball using one and two hands with some success in game situations	Catch and intercept a ball using one and two hands with increasing success in game situations
	Receive a ball sent to them using different parts of the foot	Receive a ball using different parts of the foot under pressure	Receive a ball using different parts of the foot under pressure with increasing control	Receive a ball with consideration to the next move
	Strike a ball with varying techniques	Strike a ball using varying techniques with increasing accuracy	Strike a ball using a wider range of skills. Apply these with some success under pressure	Strike a ball using a wider range of skills to outwit an opponent Apply these with increasing control under pressure
	Change direction with increasing speed in game situations	Change direction to lose an opponent with some success	Use a variety of techniques to change direction to lose an opponent	Confidently change direction to successfully outwit an opponent
	Use space with some success in game situations	Create and use space with some success in game situations	Create and use space for self and others with some success	Effectively create and use space for self and others to outwit an opponent
Use simple tactics individually and within a team	Use simple tactics to help their team score or gain possession	Understand the need for tactics and can identify when to use them in different situations	Work collaboratively to create tactics within their team and evaluate the effectiveness of these	

	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Complete balances with increasing stability, control and technique</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p>Demonstrate increased flexibility and extension in their actions</p> <p>Choose actions that flow well into one another both on and off apparatus</p>	<p>Use body tension to perform balances both individually and with a partner</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight</p> <p>Demonstrate increased flexibility and extension in more challenging actions</p> <p>Plan and perform sequences showing control and technique with and without a partner</p>	<p>Show increasing control and balance when moving from one balance to another</p> <p>Use strength to improve the quality of an action and the range of actions available</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner</p>	<p>Combine and perform more complex balances with control, technique and fluency</p> <p>Demonstrate more complex actions with a good level of strength and technique</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills</p>

	Year 3	Year 4	Year 5	Year 6
OAA (Outdoor and Adventurous Activity)	<p>Follow instructions from a peer and give simple instructions</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas</p> <p>Plan and attempt to apply strategies to solve problems</p> <p>Orientate and follow a diagram/map</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach</p> <p>Plan and apply strategies to solve problems</p> <p>Identify key symbols on a map and use a key to help navigate around a grid</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements</p>	<p>Use clear communication when working in a group and taking on different roles</p> <p>Begin to lead others, providing clear instructions</p> <p>Plan and apply strategies with others to more complex challenges</p> <p>Orientate a map confidently using it to navigate around a course</p> <p>Explain why a particular strategy worked and alter methods to improve</p>	<p>Communicate with others clearly and effectively when under pressure</p> <p>Confident to lead others and show consideration of including all within a group</p> <p>Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements</p>

	Year 3 & Year 4	Year 5 & Year 6
Social, Emotional, Thinking	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p> <p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and in response to a task.</p> <p>Provide feedback using key terminology. actions</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p> <p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>