



Randwick Church of England Primary School

PE Curriculum

PE Skills Progression Map

Owl	Buzzard		Kestrel		Sparrowhawk		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Refer to Lancashire Early Year and Foundation Stage Scheme of Work-Fundamental Movement Skills Matrix.	Run with control and balance. Run at different speeds, changing speed and direction. Use arms to generate speed and power when running and jumping. Throw underarm and overarm with control and co-ordination using the correct technique. Push off one foot and accelerate quickly.		Run with control in straight lines and maintain balance when changing direction. Use arms to generate speed and power when running and jumping. Understand and demonstrate the difference between sprinting and running for sustained periods. Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy to sustain performance. Use a range of throwing techniques (Under arm, over arm). Throw with accuracy to hit a target or cover a distance. Perform a range of jumps showing consistent technique and where appropriate using a short run up. Compete with others and aim to improve personal best performances.			Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement. Explain the key techniques to running and jumping. Demonstrate a smooth relay changeover.	

Athletics – Refer to PE Pal and Lancashire Scheme or Work



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Refer to Lancashire Early Year and Foundation Stage Scheme of Work-Fundamental Movement Skills Matrix.</p>	<p>Copies and explores basic movements and actions.</p> <p>Begin to move with expression and show an awareness of expressive qualities.</p> <p>Begin to select movements that reflect the dance idea.</p> <p>Link movements to sounds and music.</p> <p>Responds to a range of stimuli.</p> <p>Remember, repeat and link simple movements and phrases.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Shows an increasing sense of dynamic expression and rhythmic accuracy.</p> <p>Choose movements to communicate a mood, feeling or idea.</p> <p>Link two or more actions to perform a sequence.</p> <p>Responds imaginatively to stimuli.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Remember, repeat short dance phrases simple dances.</p>	<p>Perform increasingly complex combinations of movements and actions with control.</p> <p>Perform clearly and with expression showing an awareness of phrasing and music.</p> <p>Select movements that demonstrate an understanding of the dance, mood and feeling.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Repeat dance phrases and simple dances with accuracy and control.</p>	<p>Explore, improvise and combine movements and ideas effectively.</p> <p>Perform with an awareness of rhythmic, dynamic and expressive qualities.</p> <p>Improvise freely alone/with a partner, translating ideas from stimuli and movement.</p> <p>Create and link simple dance phrases using dance structures and motifs.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p>	<p>Rehearse, refine and repeat short dance sequences with style and artistic intention.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Use an increasing range of complex composition principles to create dances.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>	<p>Refine and repeat a wide range of dances with style and artistic intention.</p> <p>Use a range of technical and physical principles to create imaginative and creative dance sequences.</p> <p>Shows an understanding of musical structure, rhythm, mood and phrasing.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>

Dance Refer to PE Pal and Lancashire Scheme or Work



Owl	Buzzard		Kestrel		Sparrowhawk	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
<p>Refer to Lancashire Early Year and Foundation Stage Scheme of Work- Fundamental Movement Skills Matrix.</p>	<p>Develop the basic skill of travelling, rolling, and jumping.</p> <ul style="list-style-type: none"> -Walk forwards and backwards. -Travel on hands and feet- caterpillar. -Perform a pencil roll. -Perform an egg roll and rock roll. -Jump in the air with a straight shape. -Make star shapes. <p>To perform basic skills with straight and tuck shapes.</p> <p>Move with some control and awareness.</p> <p>To apply the skills of travelling, rolling, and jumping with two different shapes.</p> <p>Link two or more basic movements together to create a sequence.</p> <p>To adapt the sequence to perform on apparatus.</p> <p>Carry apparatus safely.</p> <p>Climb safely on equipment.</p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <ul style="list-style-type: none"> • Link four or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved, and wide/narrow). • Travel by rolling forwards, backwards and sideways. -Travel on hands and feet – bunny, crab, bear, caterpillar, and frog. -Perform an egg and pencil roll. Perform a teddy/circle roll. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with 	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent, and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create a sequence of six actions (using traveling, rolling, jumping and balancing on small body parts with a change of direction and speed).</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p>	<p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> -Perform a matched partner balance. -Perform a mirrored partner balance. <p>Explain the difference between a matched and mirrored shape.</p> <p>Travel into and out of a matched and mirrored shape.</p> <p>Move in a clear, fluent, and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create a sequence of six actions (using traveling, rolling, jumping and balancing on small body parts with a change of direction and speed).</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p>	<p>Create a sequence with a partner of 8 elements including counter balance and counter tension balances. Other sequences that might include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>Hold shapes that are fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation</p>

Gymnastics- Refer to PE Pal and Lancashire Scheme or Work



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	<p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>increasing control and balance.</p> <p>-Jump and land 2 feet to 2 feet.</p> <p>-Jump in the air with a straight, star and tuck shape.</p>	<p>Swing and hang from equipment safely (using hands).</p>	<p>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing and hang from equipment safely (using hands).</p>	<p>during floor performances.</p> <p>Demonstrate a good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing.</p>	<p>during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate excellent kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>
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Swimming	Buzzard		Kestrel		Sparrowhawk	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Swim unaided up to 25 metres. Use one basic stroke, breathing correctly. Control leg movements.		Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.		Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length.	