

End of Year Framework

Subject: PE



National 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.

Our pillars of progression at Repton Manor are:

- Motor competence (Physical Me)
- Rules, strategies and tactics (Social Me & Thinking Me)
- Healthy participation (Healthy Me)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental movement skills and fitness							
Dance and gymnastics							
Net, wall and target							
Striking and fielding							
Invasion							
Swimming							
Athletics							
Mixed areas of the curriculum colour coded white.							

	Knowledge	Skills	Key Vocabulary
EYFS First PE Diwali Fairy Tale Dance Fitness Multi-skills OAA	<ul style="list-style-type: none"> I know how to keep myself safe when participating in PE and other physical activities. I know that I can use my arms to balance. I know how to prepare my hands and body to throw and catch. 	<ul style="list-style-type: none"> Negotiate space safely Demonstrate strength Demonstrate balance Demonstrate coordination Move energetically, such as running Move energetically, such as jumping Move energetically, such as dancing Move energetically, such as hopping Move energetically, such as climbing Negotiate obstacles safely 	<u>General</u> Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll
Year 1 Athletics Ball SKills Dance Multi-skills Gymnastics Dodgeball (Social focus) OAA Kwik Cricket Invasion Games	<ul style="list-style-type: none"> I know that winning is not the most important part of an activity. I understand why it is important to warm up and cool down and lead a healthy lifestyle. 	<ul style="list-style-type: none"> Begin to master basic movements such as running Begin to master basic movements such as jumping Begin to master basic movements such as throwing Begin to master basic movements such as catching Begin to demonstrate agility, balance, co-ordination Begin to perform dances using simple movement patterns In team games, begin to develop simple tactics for attacking and defending Begin to compete against self/ others in a range of increasingly challenging situations 	<u>Athletics</u> Throw, race, jump, personal best, fast, control, safe, mini coaches <u>Multi-skills</u> Personal best, target, space, jog, rules, dribbling <u>Gymnastics</u> Pike, squat, tuck, straight, balance, roll, start, finish <u>Dance</u> Time, start, finish, levels <u>Dodgeball</u> Roll, jump, positive, personal best, target, honest, catch <u>OAA</u> Map, forward, backwards, left, right, direction, obstacle, friendship <u>Kwik Crickets</u> Rolling, catch, bat, release, safety, tee, target, cradle <u>General</u> Copy and Compare
Year 2 Ball Skills Gymnastics Dance Rugby FUNDamentals Athletics	<ul style="list-style-type: none"> I know that there are repeating sequences in dance. I understand that exercise keeps my body healthy. I understand that it is important to change my pace to match the area I am working within. 	<ul style="list-style-type: none"> Master basic movements such as running and begin to apply these in a range of activities Master basic movements such as jumping and begin to apply these in a range of activities Master basic movements such as throwing and begin to apply these in a range of activities 	<u>Athletics</u> Speed, accuracy, competition, challenge, personal best, distance, measure <u>Ball-skills</u> Roll, throw, underarm, overarm, send, receive <u>Gymnastics</u> Straddle, control, bunny hop, dish, arch, middle, sequences

<p>Dodgeball (social focus)</p> <p>Tennis</p> <p>Kwik Cricket</p> <p>Invasion Games</p>		<ul style="list-style-type: none"> ● Master basic movements such as catching and begin to apply these in a range of activities ● Demonstrate agility, balance, co-ordination ● Perform dances using simple movement patterns ● In team games, has developed simple tactics for attacking and defending ● Can compete against self in a range of increasingly challenging situations 	<p><u>Dance</u> Movement, control, count, beat, travel</p> <p><u>Dodgeball</u> Gracious, fair, compete, safety, dodge, underarm, aim</p> <p><u>Kwik Cricket</u> Aim, control, overarm, challenge, bowl, striker</p> <p><u>Tennis</u> forehand, backhand, ready position, skills, honesty, control, team</p> <p><u>General</u> Contrast and repeat</p>
<p>Year 3</p> <p>Quicksticks</p> <p>Gymnastics & Dance</p> <p>Netball</p> <p>Fitness and Health</p> <p>Handball</p> <p>Athletics</p> <p>OAA</p> <p>Kwik Cricket</p> <p>Invasion Games</p>	<ul style="list-style-type: none"> ● I recognise how specific activities affect my body. ● I can describe what happens to my heart, breathing and temperature during different types of athletic activity. ● I understand the rules about the games I have been taught. ● I know what to consider when my team is attacking and defending in ball games. 	<ul style="list-style-type: none"> ● Can use running, jumping, throwing and catching in isolation ● Can begin to use skills in different ways and to link them to make actions and sequences of movement ● Has begun to develop flexibility, control and balance ● Is beginning to communicate with others during physical activities ● Can begin to perform dances using movement patterns ● Has begun to play competitive/modified games, and apply some basic principles suitable for attacking and defending ● Is beginning to compare their performances with previous ones ● Can begin to recognise their own success ● Has taken part in outdoor and adventurous activity challenges both individually and within a team 	<p><u>Athletics</u> Focus, accelerate, triple jump, relay, improve, shot put, power, hurdle</p> <p><u>Quicksticks</u> Control, passing, dribble, tackle, push pass, sideline, communication, free pass, rules</p> <p><u>Fitness</u> Mountain climbers, press up, pulse, squat, seal claps, lunge, x-touch, jumping jack</p> <p><u>Gymnastics</u> Teddy bear, perform, half turn, point, travelling, patch, quarter turn, create</p> <p><u>Dance</u> Unison, levels, perform, canon, stimulus, feedback</p> <p><u>Athletics</u> Underarm and overarm throwing, technique, distance</p> <p><u>OAA</u> Communication, collaboration, teamwork, trust, orienteering, compass point, supportive, decision</p> <p><u>Kwik Cricket</u> Long barrier, scooping, wicket, teamwork, bowler</p>
<p>Year 4</p> <p>Football</p>	<ul style="list-style-type: none"> ● I know how to plan a run to pace myself evenly or unevenly. 	<ul style="list-style-type: none"> ● Can begin to use running, jumping, throwing and catching in isolation and in combination 	<p><u>Athletics</u> Technique, triple jump, compete,, change over, baton, short distance</p>

<p>Gymnastics</p> <p>Dance</p> <p>Tag Rugby</p> <p>Fitness and Health</p> <p>Invasion Games</p> <p>Dodgeball</p> <p>Athletics</p> <p>Tennis</p> <p>Rounders</p> <p>Swimming</p>	<ul style="list-style-type: none"> • I understand what to include in a warm up in order to improve performance. • I understand why exercise is good for my fitness, health and wellbeing • I identify parts of a game that are going well and parts that need improving. 	<ul style="list-style-type: none"> • Can use skills in different ways and to link them to make actions and sequences of movement • Has to developed flexibility control and balance • Can communicate with others during physical activities • Can perform dances using movement patterns • Can play competitive/modified games, and apply some basic principles suitable for attacking and defending • Can compare their performances with previous ones • Can begin to recognise their own success • Can swim competently, confidently and proficiently over a distance of at least 25 metres • Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Can perform safe self-rescue in different water-based situations 	<p><u>Fitness</u> Personal best, circuit, heart rate, non-preferred, control, performance, exercise, station</p> <p><u>Gymnastics</u> Matching, mirroring, elements, static, body tension, apparatus, sequences, fluency, sashay</p> <p><u>Dance</u> Inspire, pathways, direction, counts, collaborate, choreograph, timing, create</p> <p><u>Dodgeball</u> Technique, underarm, backhand throw, block, motivate</p> <p><u>OAA</u> Appropriate equipment, familiar context</p> <p><u>Tennis</u> Consecutive, drop feed, hand feed, accuracy, position, compete, grip, communicate</p> <p><u>Swimming</u> Basic stroke, co-ordinate breathing, surface</p> <p><u>Football</u> Body position, inside hook, outside hook, drag back, fairness, intercept, communication, accuracy</p> <p><u>Rounders</u> Overarm, control, retrieve, technique, self hit, co-operate, accuracy, continuous, no-ball</p>
<p>Year 5</p> <p>Invasion Games</p> <p>Quick sticks</p> <p>Gymnastics</p> <p>Dance</p> <p>Basketball</p> <p>Fitness and Health</p> <p>Handball</p> <p>Athletics</p> <p>OAA</p> <p>Kwik Cricket</p> <p>Swimming</p>	<ul style="list-style-type: none"> • I can identify parts of a performance that need to be practised and refined, and understand how to improve myself. • I can understand different ways of attacking and select positions with my team carefully. • I know where to stand when attacking and defending. • I understand the value of exercise outside of the school day. • I know what clothing and footwear is best to wear for a variety of sports and fitness activities. 	<ul style="list-style-type: none"> • Can mostly use running, jumping, throwing and catching in isolation and in combination • Can begin to use a range of skills in different ways and to link them to make actions and sequences of movement • Has begun to develop flexibility, strength, technique, control and balance • Is beginning to communicate and collaborate with others in a variety of activities • Can begin to perform dances using a range of movement patterns • Has begun to play competitive/modified games, and apply basic principles suitable for attacking and defending 	<p><u>Athletics</u> Evaluate, react, collaborate, pace, peer assess, feedback</p> <p><u>Quicksticks</u> Indian dribble, block tackle, marking, interception, precision, opponent, possessions, slap pass</p> <p><u>Gymnastics</u> Symmetrical, asymmetrical, collaborate, scissor kick, hurdle step, vaulting, canon, unison, speed</p> <p><u>Fitness</u> Lateral jump, highland fling, high knee claps, shuttle runs, repetitions, rebound push up, plank, spotty dogs, burpees</p> <p><u>Dance</u> Energy, fluency, shape, precision, strength, rhythm, leader</p>

		<ul style="list-style-type: none"> ● Is beginning to compare their performances with previous ones and demonstrate improvement to achieve their personal best ● Can recognise their own success ● Has taken part in outdoor and adventurous activity challenges both individually and within a team ● Can swim competently, confidently and proficiently over a distance of at least 25 metres ● Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● Can perform safe self-rescue in different water-based situations 	<p><u>Athletics</u> Control, accuracy, techniques, combine</p> <p><u>OAA</u> Communication, collaboration, teamwork, trust, orienteering, compass point, supportive, decision</p> <p><u>Kwik Crickets</u> Inspire, speed, distance, wide, wicket-keeper, over, runs, fair play</p> <p><u>Swimming</u> Front crawl, backstroke, breaststroke, butterfly, maintain, rescue, safety, proficient</p>
<p>Year 6</p> <p>Invasion Games</p> <p>Football</p> <p>Gymnastics</p> <p>Dance</p> <p>Netball</p> <p>Fitness and Health</p> <p>Dodgeball</p> <p>Athletics</p> <p>Tennis</p> <p>Rounders</p> <p>*Top Up Swimming*</p>	<ul style="list-style-type: none"> ● I can understand and explain the rules in Sports ● I can understand how others may feel when winning and losing in a competitive environment. ● I understand tactics and compositional ideas in team sports. ● I know how sport benefits fitness and also helps my overall wellbeing in later life. ● I know how different activities promote stamina, power, control and wellbeing. 	<ul style="list-style-type: none"> ● Can use running, jumping, throwing and catching in isolation and in combination ● Can use a range of skills in different ways and to link them to make actions and sequences of movement ● Has developed flexibility, strength, technique, control and balance ● Can communicate and collaborate with others in a variety of activities ● Can perform dances using a range of movement patterns ● Can play competitive/modified games, and apply basic principles suitable for attacking and defending ● Can compare their performances with previous ones and demonstrate improvement to achieve their personal best ● Can begin to evaluate performance and recognise their own success ● Can swim competently, confidently and proficiently over a distance of at least 25 metres ● Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● Can perform safe self-rescue in different water-based situations 	<p><u>Athletics</u> Long distance, compete, sprint start, stride, gracious, leader</p> <p><u>Fitness</u> Explosive, inclined, isolated, combination, set, lateral, load, pulsing, maximum</p> <p><u>Gymnastics</u> Counter tension, counter balance, aesthetic appeal, rhythm, precision, inverted, synchronisation, momentum, formation</p> <p><u>Dance</u> Transition, evaluate, expression, space, formations, musicality, contact</p> <p><u>Dodgeball</u> Accuracy, duck, precision, evaluate, zone, communicate, possession</p> <p><u>Tennis</u> Umpire, anticipate, speed, reaction, technique, empathy, precision</p> <p><u>Football</u> Tactics, direction, power, laces, angles, accelerate, feints, speed</p> <p><u>Rounders</u> No-ball high/low/wide, body ball, obstruction, tournament, tactics, evaluate, precision, sympathetically</p>

Motor Competence

KS2 (YR 5 & 6)

In Year 5 & 6 children should have near mastered the key **FMS**. Children will take part in more context specific practices e.g. dodging around a player in netball, basketball, handball, tag rugby or football and then using these in a game situation.

These skills will involve different types of equipment, however they will hold the same principles- which allows them to be easily transferred into different activities and games.

Following this pathway and developing **FMS**, by the end of KS2 children should be motor competent and confident in P.E. This helps ensure that they are ready KS3 in secondary P.E.

KS2 (YR 3 & 4)

In Year 3 & 4 children will continue to master the **FMS** and practice them in isolation e.g. passing a ball (throwing, kicking or rolling). These skills can then be used in combination (more than one movement added together) e.g. passing a ball could then become running and passing the ball. Gymnastics could be a further example - Straight jump progressing to 1/2 or full turn. More complex situations are now added to these skills e.g. When to pass? What type of pass to use? Who to pass to? Where to move next? This is why it is key to master the **FMS** as there will be less time with the brain focusing on how to execute the skill and more time on effectively and efficiently performing the skill - (autonomy of the skill).

KS1

Children will continue to refine and practice their **FMS**. In the units they will practice these in isolation e.g. skipping, hopping, jumping and running. They can then transfer these skills into more complex movements with efficiency e.g. a tag game where children are running at different speeds, changing direction and stopping. The repetition of the **FMS** will lay the next building block in order to link more context specific practice in KS2.

By revisiting and recapping these **FMS** children are developing their motor competence.

Early Years

We develop **Fundamental Movements Skills (FMS)** through gross and fine motor skills within all the PPP units for Early Years

Fundamental movement skills (FMS) such as running, jumping, throwing, catching, hopping, skipping and climbing are vitally important to form the building blocks for more complex movement skills as children move through the key stages. An example would be how to jump and land safely, this is vital in Early Years - this will then help children progress onto jumping in various sports and off apparatus competently, confidently and most of all safely!

Rules, Strategies and tactics (RST)

KS2 (YR 5 & 6)

Children will now have a key understanding of rules and know that there are differences and variations between each type of game. They will also build on sport specific vocabulary. Understand that Scoring across various sports is named differently e.g. points, tries, goals, baskets e.t.c and they will learn which games they apply to. In year 5 & 6 we encourage communicating and collaborating as a team and developing strategies across a variety games based activities.

RST also apply to other activities e.g. Orienteering- they will need to work as a team to have the best strategies to complete a course/challenge. Dance- How timing and space (of body and area of performance and how they can be used to create their dance.

Ensuring they have a key understanding of RST within various sports helps support children in the curriculum school games- competitions, and community sports.

KS2 (YR 3 & 4)

Children will further develop their tactics and begin to use them in a variety of game situations e.g. how to move, when to move and where to move to on the pitch/court. This is why becoming motor competent in KS2 is so important as children will need to be able to perform the movement to achieve the tactic e.g. dodge to receive a pass, timing of movement into a space and where to move positionally on the pitch/court.

They will also begin to become familiar with key terms and vocabulary related to **RST**.

KS1

In Key Stage 1 children will participate in adapted team games and begin to learn key skills for attacking and defending. They will develop their knowledge of attacking and defending and this will then help them to transfer this knowledge into the different units as they move up into KS2.

This knowledge will help the children when they begin to introduce some basic tactics into games.

Children will begin to learn rules of games (which may be adapted). They will begin to learn the fundamentals that rules are there to keep you safe and encourage fair play.

Early Years

In Early Years we introduce fun games through our units.

Introducing basic rules e.g. areas of play, how you become out, how you can score points.

They will start their journey on how to develop strategies (without even realising they are doing this) e.g. as pirates how can we work as a team to steal more treasure
This all becomes the initial step of introducing **RST**.

Healthy Participation

KS2 (YR 5 & 6)

Across various units children will be encouraged to lead their own warm ups (pulse raisers). They will be able to take their own pulse, knowing that warming up prepares you both mentally and physically for exercise.

Children will know some components of fitness using key vocabulary e.g. speed, agility, power, strength, co-ordination and balance. They will also gain an understanding of how they are used in various sports. (See knowledge Organisers)

Healthy Me (through fitness) largely focuses on how exercise is good for your mental health- reduces anxiety, improves self-esteem. That Serotonin is released in our brain when we exercise. That exercise helps with memory and concentration. It also tackles taboo subjects early on e.g. how exercise helps with your periods/hormones. Again ensuring children are prepared for KS3.

KS2 (YR 3 & 4)

Through our fitness unit children will begin to understand what happens to their organs when exercising e.g. what is happening to their heart and lungs? Using key words including, muscles, oxygen and carbon dioxide. When warming up they will know what a pulse raiser is and where they can feel their pulse

Healthy Me (through fitness)- also looks at how exercise makes you 'feel good' and that chemicals are released in our brain which makes you feel happy and how movement helps you to concentrate and learn better. We encourage and discuss healthy lifestyles and promote lifelong participation.

KS1

The children will begin to understand what is happening to their body when exercising. They will be encouraged to feel the effects of exercise on their body e.g. placing their hand on their chest after warming up- feeling their heart beat, and breathing is faster and their body is warmer. That our heart is important - pumping blood around the body, preparing their muscles for exercise.

Healthy Me also focuses on how being active makes us feel better, how keeping hydrated is important along with how a balance of food, exercise and sleep is important.

Early Years

Early Years it is key to develop safety e.g. negotiating space and obstacles. Climbing and jumping on/off objects- safely and controlled. These key safety skills are so important and underpin crucial sporting safety aspects of various units as they move up the key stages!

Healthy Me - We begin to introduce some basic concepts of how exercise can keep us healthy. These are incorporated through lessons e.g. Fitness, warm ups and Fun facts.