

# DOGSTHORPE ACADEMY - Progression & sequencing within Physical Education

## National Curriculum Aims

What does progression in PE look like at our academy? What does it mean to progress in PE?

Our pupils will *know more and show more* in relation to Motor Competence, Rules, Strategies and Tactics, and Healthy Participation: They will know *what* to do and *how* to do it.

## The Three Pillars of Progression

Motor Competence		Rules & Strategies		Healthy Participation	
<i>Knowledge of the range of movements that become increasingly sport- and physical activity-specific.</i>		<i>Knowledge of the conventions of participation in different sports and physical activities.</i>		<i>Knowledge of safe and effective participation.</i>	
Know What (declarative)	Know How (procedural)	Know What (declarative)	Know How (procedural)	Know What (declarative)	Know How (procedural)
Know what safe and successful movements look like in specific activities/sports.	Know how to perform safe and effective movements.	Know what the rules, conventions, regulations, strategies, and tactics are for participation in specific sports.	Know how to perform the rules, conventions, strategies, in an activity/sport.	Know what health and fitness means in context.	Know how to participate in activity and sport.

## National Curriculum Physical Education Areas of Experience and Development

PHYSICAL	PERSONAL	COGNITIVE	HEALTH
Develop competence to excel in a broad range of physical activities using increasingly accurate movements, patterns, techniques and sequences.	Develop personal, social and emotional skills through collaboration and engaging in competitive sports. Communicate and feedback effectively using a range of strategies in different contexts.	Develop own understanding of activity and sport specific knowledge, applying it into a range of contexts.	Lead healthy active lives through safe participation. Understand the effects exercise has on the body and mind.
Key Stage 1		Key Stage 2	
<i>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</i>		Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	

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### ***Pupils should be taught to:***

- *Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.*
- *Participate in team games, developing simple tactics for attacking and defending.*
- *Perform dances using simple movement patterns.*

### **Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

*All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2 - At Dogsthorpe Academy, this will be in Key Stage 2.*

### **Pupils should be taught to:**

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

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## Curriculum Journey End Points:

	KS1	KS2	KS3
<b>Motor Competence</b>	<ul style="list-style-type: none"> <li>Develop fundamental movement skills, physical literacy and fluency.</li> <li>Develop balance, agility and coordination skills and begin to apply these into a range of different contexts (on their own and with others).</li> </ul> <p><b>they also:</b></p> <ul style="list-style-type: none"> <li>Become increasingly competent and confident mastering basic movements such as: running, jumping, throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>Apply and develop a broader range of skills, learning how to use them in different ways and to use them to make actions and sequences of movement</li> <li>Begin applying these skills in different contexts, sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Build on and embed the physical development and skills learned in KS1 and KS2</li> <li>Become more competent, confident and expert in their techniques and apply them across different sports and physical activities.</li> </ul>
<b>Rules, tactics &amp; strategies</b>	<ul style="list-style-type: none"> <li>Participate in team games, developing and showing a basic understanding of simply tactics for attacking and defending</li> <li>Begin to understand how, when and where to move to gain an advantage when attacking and defending</li> <li>Start to develop a simple understanding of the importance of following basic rules</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games and apply basic principles suitable for attacking and defending</li> <li>Make increasingly intelligent tactical decisions about how, when and where to move in competitive situations</li> <li>Increase their understanding of the importance of rules and display good sense of fair play</li> </ul>	<ul style="list-style-type: none"> <li>Understand what makes a performance effective and how to apply these principles to their own and others' work.</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>
<b>Healthy Participation</b>	<ul style="list-style-type: none"> <li>Describe how their bodies feel when moving and resting</li> <li>Be able to perform simple fundamental movement skills and give a simple explanation of how to exercise safely</li> <li>Develop a simple awareness that exercise is good for them</li> <li>Become increasingly able to safely participate in and describe how their bodies feel when performing different physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Plan and demonstrate how to safely take a warm-up and cool down in ways that suit the activity</li> <li>Participate in sport and physical activity in and out of school and explain in detail how this contributes to a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Develop in confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity</li> </ul>

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## Our PE Curriculum Journey:

National Curriculum Physical Education Areas of Experience & Development	<b>Our PE Curriculum Journey: Impact</b> Overview of the end of year age related expectations for National Curriculum PE.			
	Year 3	Year 4	Year 5	Year 6
<b>PHSYICAL</b>	Children copy, repeat, explore, and remember their FMS with <b>increased control</b> .	Children develop a broader range of skills and begin to select and apply them more appropriately with control and coordination.	Children select and use their skills for use in different ways and in different contexts with good control and coordination.	Children link their skills to make actions, sequences and movements. They apply and perform them accurately with precision, control and physical fluency.
<b>PERSONAL</b>	Children engage and collaborate in partner work and small group activity and start to display some simple effective communication and cooperation skills. They follow and understand simple rules for competitive physical activities against others. They are keen to do well.	Children display more developed communication and collaboration skills in partner and group work. They praise others and offer support for teammates. During competitive activity they are able to cope with winning and losing. They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in challenging themselves to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They consistently work well in team challenges displaying good communication skills. They engage fully in individual and team competitive activities. They always respect rules and display a good sense of fair play. They display resilience and challenge themselves consistently to improve their own performance.
<b>COGNITIVE</b>	Children describe in more detail how their work is different from others' work and start to use this understanding to improve their own performance. They begin to show an increasing understanding of simple tactics and some basic compositional ideas	Children see and describe in some detail how their work is similar to and different to others' work and use this understanding to improve their own and others' performance. Tactical and compositional understanding is improving.	Children observe others and compare and comment on aspects including the skills, techniques, tactics, ideas and composition used. They are now starting to use their findings on a consistent basis to refine their own performance in some physical activities and sports.	Children evaluate and recognise correctly and with consistency, their own and others' success. They regularly compare & provide feedback on the skills, tactics, techniques, ideas and composition, used in their own & others' work and use this understanding consistently to make improvements across a range of physical activities.
<b>HEALTH</b>	Children can describe how their bodies feel if they are physically active for sustained periods of time and are aware that their health will benefit. They can give reasons why it is important to warm up before physical activity.	Children know what different intensities of physical activity feel like. They can give some reasons why their health will benefit if they are physically active for sustained periods of time. They show that they can warm-up safely.	Children display a good understanding of the health benefits of engaging regularly in vigorous physical activity for sustained periods of time in and out of school. The plan and demonstrate that they can take their own warm-up and cool-down safely.	Children explain in detail how physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activities and sports and can describe some of the different health benefits for each. They consistently warm-up and cool-down safely in ways that suit the activity.

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## Whole school curriculum map:

	PE Curriculum Map 2024/25						
	Teacher or YDP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Teacher	OAA	Dance	Gymnastics	Target Games	Striking & Fielding	Athletics
	YDP	Multi-Skills	Fitness	Net Games	Invasion Games	Athletics	Team Games
	Swimming						
Year 4	Teacher	OAA	Dance	Gymnastics	Target Games	Striking & Fielding	Athletics
	YDP	Multi-Skills	Fitness	Net Games	Invasion Games	Athletics	Team Games
	Swimming		Lilac Class	Cherrytree Class	Chestnut Class		
Year 5	Teacher	OAA	Dance	Gymnastics	Target Games	Striking & Fielding	Athletics
	YDP	Multi-Skills	Fitness	Net Games	Invasion Games	Athletics	Team Games
	Swimming					Chn who did not pass 25m	
Year 6	Teacher	OAA	Dance	Gymnastics	Target Games	Striking & Fielding	Athletics
	YDP	Multi-Skills	Fitness	Net Games	Invasion Games	Athletics	Team Games
	Swimming						Chn who did not pass 25m