

# Humber Education Trust

## Knowledge and Vocabulary

### Progression Intent

# Physical Education

#### The intention of the Physical Education curriculum

##### 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, achieving their personal best**
- **lead healthy, active lives**
- **embrace sporting values (respect, honesty, passion, self-belief, determination, teamwork)**
- **swim competently/confidently and proficiently over a distance of at least 25m**

#### What are the key features of 'knowledge-rich' assessment for Physical Education?

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Gymnastics       Basic Movement and Team Games       Dance

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Athletics    Gymnastics    Competitive Games    Outdoor Adventure    Dance    Swimming       Evaluating

There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

**\*NB In order to be well prepared for Y1, in addition to the early years statement children will have experience of throwing and catching.**

**Physical Education: Key Stage 1**

**All physical education lessons will promote the understanding of healthy, active lifestyles.**

		<b>Year 1</b>	<b>Year 2</b>
<b>Gymnastic Movements</b>	<b><i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></b>	<ul style="list-style-type: none"> <li>• make body curled, tense, stretched and relaxed</li> <li>• control body when travelling/ balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, curl, travel, balance in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• plan and perform a sequence of movements</li> <li>• improve sequence based on feedback</li> <li>• think of more than one way to create a sequence which follows some 'rules'</li> </ul>
		<ul style="list-style-type: none"> <li>• <i>rolling, tall, narrow, balance, travelling</i></li> </ul>	
<b>Basic movements &amp; Team Games</b>	<b><i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking/defending</i></b>	<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> <li>• catch with some accuracy</li> <li>• travel in a variety of ways with increased coordination</li> <li>• show sporting values</li> </ul>	<ul style="list-style-type: none"> <li>• throw and catch different sized objects accurately</li> <li>• use hitting, kicking and/or rolling in a game</li> <li>• decide the best space to be in during a game</li> <li>• use a tactic in a game</li> <li>• follow rules</li> <li>• show sporting values</li> </ul>
		<i>team mate, catching, throwing, running, passing</i>	<i>Opponent</i>
<b>Dance</b>	<b><i>perform dances using simple movement patterns</i></b>	<ul style="list-style-type: none"> <li>• perform own dance moves</li> <li>• copy or make up a short dance</li> <li>• move safely in a space</li> </ul>	<ul style="list-style-type: none"> <li>• change <b>rhythm, speed, level and direction</b> in dance</li> <li>• make a <b>sequence</b> by linking sections together</li> <li>• use dance to show a <b>mood or feeling</b></li> </ul>
		<i>perform, movement</i>	

Physical Education: Key Stage 2

All physical education lessons will promote the understanding of healthy, active lifestyles.

		Year 3	Year 4	Year 5	Year 6
Athletics	<b>use running, jumping, throwing in isolation and in combination</b>	<ul style="list-style-type: none"> <li>throw overarm</li> <li>2-feet to 2-feet jump (ie standing jump)</li> <li>run at fast, medium and slow speeds; safely changing speed</li> <li>take part in a relay, remembering when to run and what to do</li> </ul>	<ul style="list-style-type: none"> <li>throw in different ways (ie small ball, javelin)</li> <li>jump in different ways (ie standing jump and long jump)</li> <li>sprint over a short distance and show stamina when running over a long distance</li> <li>combine running and jumping (ie over small obstacles, equipment)</li> </ul>	<ul style="list-style-type: none"> <li>jump with balance and coordination when taking off and landing (ie triple jump)</li> <li>throw with increasing distance (ie javelin, shotput)</li> <li>run short, middle and long distances (ie 75m, 200m, 600m)</li> <li>combine running and jumping (ie hurdles)</li> </ul>	<ul style="list-style-type: none"> <li>controlled jumps when taking off and landing</li> <li>throw with increasing power and distance (ie discus, shotput, javelin)</li> <li>demonstrate stamina and increased strength across all disciplines (running, jumping, throwing)</li> <li>combine running and jumping with accurate technique</li> </ul>
		<i>sprinting, run, conserve energy, accuracy, technique</i>	<i>pace</i>	<i>hurdles, javelin, refine performance, aerobic, anaerobic</i>	
Competitive Games	<b>play competitive games, modified where approp [e.g badminton, basketball, cricket, football, hockey, netball, tennis], &amp; apply basic principles suitable for attacking and defending, throwing and catching in isolation and in combination</b>	<ul style="list-style-type: none"> <li>know the difference between attacking and defending</li> <li>be aware of space and use it to support teammates and to cause problems for the opposition</li> <li>know and use rules fairly</li> </ul>	<ul style="list-style-type: none"> <li>throw and catch accurately</li> <li>hit a ball accurately with control</li> <li>vary tactics and adapt skills depending on what is happening in a game</li> <li>Hold equipment correctly (ie cricket bat)</li> </ul>	<ul style="list-style-type: none"> <li>gain possession by working as a team and pass in different ways</li> <li>choose a specific tactic for defending and attacking</li> <li>use a number of techniques to pass, dribble and shoot</li> </ul>	Refine previous skills and knowledge through: <ul style="list-style-type: none"> <li>agree and explain rules to others</li> <li>work as a team / communicate a plan</li> <li>lead others in a game situation when the need arises</li> </ul>
		<i>possession, rules, space, tactics, attacker, defender</i>	<i>possession, rules, space, tactics, chest Pass, shoulder pass, bounce pass, underarm, overarm</i>	<i>overload, respectful, bowled, volleyed, serve, return, forehand, backhand</i>	
Gymnastics	<b>develop flexibility, strength, technique, control and balance [e.g. through athletics and gymnastics]</b>	<ul style="list-style-type: none"> <li>adapt sequences to suit different types of apparatus and criteria</li> <li>explain how strength and flexibility affect performance</li> <li>safely stretch major muscle groups</li> <li>move and use apparatus safely</li> </ul>	<ul style="list-style-type: none"> <li>move in a controlled way</li> <li>include change of speed and direction in a sequence</li> <li>work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<ul style="list-style-type: none"> <li>make complex extended sequences (ie integrating apparatus)</li> <li>combine action, balance and shape</li> <li>perform consistently to different audiences</li> </ul>	<ul style="list-style-type: none"> <li>combine own work with that of others</li> <li>sequences to specific timings</li> </ul>
		<i>direction, fluent, expressive, pike, tuck, straddle</i>	<i>flight, swing</i>	<i>travelling, balances, swinging, flight, rotations, twisting, aesthetic movement</i>	<i>springing, vault</i>
Dance	<b>perform dances using a range of movement patterns</b>	<ul style="list-style-type: none"> <li>translate ideas from a stimulus into movement</li> <li>share and create phrases as a class and in groups</li> <li>perform a routine to the count of 8</li> <li>use dance to communicate an idea</li> </ul>	<ul style="list-style-type: none"> <li>take the lead or follow when working with a partner or group</li> <li>share and create phrases in collaboration with others</li> </ul>	<ul style="list-style-type: none"> <li>compose own dances in a creative way in a range of styles</li> <li>improvise freely and translate ideas from a stimulus into movement</li> <li>dance shows clarity, fluency, accuracy and consistency</li> </ul>	<ul style="list-style-type: none"> <li>develop sequences in a specific style</li> <li>choose own music and style</li> </ul>
		<i>rhythm, movement, sequences, accompaniment</i>	<i>fluent, strength, flexibility, unison, canon, stillness</i>	<i>expressive, body posture, imaginative, stamina, creative</i>	<i>Year 5</i>
Outdoor and Adventurous Activities	<b>take part in outdoor and adventurous activity challenges both individually and within a team</b>	<ul style="list-style-type: none"> <li>orientate and follow a map in a familiar context</li> <li>use clues to follow a route</li> <li>follow a route safely</li> <li>take into account of safety and danger when outside</li> <li>use simple positional and directional language (KS1 Geography - ie N, S, E W)</li> </ul>	<ul style="list-style-type: none"> <li>follow a map in a (more demanding) familiar context</li> <li>recognise basic symbols on a map</li> <li>follow a route with increasing level of challenge (ie individual, paired, time limit)</li> </ul>	<ul style="list-style-type: none"> <li>use clues / a compass to navigate a route</li> <li>plan and estimate a walking time</li> <li>change route to overcome a problem</li> <li>use new information to change route</li> <li>begin to recognise basic standardised symbols (ie OS)</li> </ul>	<ul style="list-style-type: none"> <li>plan a route and a series of clues for someone else</li> <li>plan with others</li> <li>know most standardised symbols (Y6 Geography)</li> </ul>
		<i>direction, position, compass</i>	<i>symbol, route</i>	<i>estimate, approximate, clues</i>	
Evaluate	<b>compare their performances with previous ones /demonstrate improvement to achieve their personal best</b>	<ul style="list-style-type: none"> <li>compare and contrast gymnastic and dance sequences</li> <li>recognise own improvement in ball games</li> <li>make use of digital technology to support own evaluations</li> </ul>	<ul style="list-style-type: none"> <li>provide support and advice to others in gymnastics and dance</li> <li>be prepared to listen to the ideas of others</li> <li>compare performances with previous ones, including use of digital technology</li> </ul>	<ul style="list-style-type: none"> <li>pick up on something a partner does well and also on something that can be improved</li> <li>know why own performance was better or not as good as their last</li> </ul>	<ul style="list-style-type: none"> <li>know which sports they are good at and find out how to improve further and advance their personal best</li> </ul>