




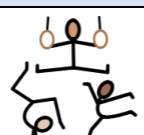











Curriculum Progression Framework



Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Overview	Intent		<p>At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.</p>						
	Implementation	<p>Physical Education in Reception focusses on developing the children's fundamental movement skills. These are the crucial building blocks which support our children's physical literacy journey. As the children move into KS1, these skills are built upon and applied to conditioned games. The children are introduced to competitive activities and learn to apply their fundamental movement skills within these. As the children enter KS2, the children are introduced to a wide variety of sports which become the vehicle for teaching key skills that can be applied across all sports and physical activity. Each year group spend time focusing on gymnastics and dance, which enables the children to design, create and evaluate their own performances. Across the year groups, we divide physical education into its 7 strands (invasion games, gymnastics, dance, striking & fielding, net/wall games, athletics and outdoor adventurous activities). We value the importance of each strand and use sports to support the children's learning. Additionally, we teach the children that the skills they master are transferable and we should draw upon what we already know. Threading through our physical education offer is physical literacy. We aim for our children to become competent athletes who are not only motivated to partake in physical activity in school, but to stretch this love of movement outside of the school day. To support this, we offer a wide range of extra-curricular clubs which supports the learning happening within our physical education lessons. Our overarching aim is for the children at SMUPS to have the competence and confidence to live physically active lifestyles which supports their health and wellbeing.</p>							
Disciplinary Knowledge Becoming an Athlete	Flexibility	<p>See EYFS Overview- Physical Development is a Prime area of learning and is embedded throughout the EYFS in Continuous Provision focusing on developing both gross and fine motor control.</p>	Know how to use our body to perform shapes (G)	Use flexibility in a bridge and japaana shape (G)	Know how to perform a variety of rolls (G)	To perform actions taking weight on hands (G)	Know how to perform variations of a round-off (G)	Perform a stag leap and rebound jump (D)	
	Attacking & Defending		Know how to defend a target (IG)	Know how to defend a target by kicking (S&F)	Know why an attacker should move into an unmarked space (IG)	Know how to track and intercept the ball along the ground (IG)	Know how to defend as part of a team to dent space to the attacking team (IG)	Know how to prevent the ball from being passed by blocking and intercepting (IG) To create pressure on a batter by setting a ring field (S&F)	
	Jumping		Know how to take off and land a jump (G)	Know how to create power in a variety of jumps (G)	Know how to perform powerful jumps from low apparatus with a focus on the landing of jumps (G). Know how to jump for height and distance (A)	Know how to run and jump using a one-footed take off (A)	Know which jumping technique enables us to jump the furthest (A)	Know how to use controlled flight onto apparatus (G) Know how to perform the 3 phases of a triple jump (A)	
	Running		Know why the use of arms is vital when running for speed or distance (A)	Know how to create power with our legs to turn at speed (A)	Know how to run at different speeds and maintain speeds for longer distances (A)	Know how to accelerate over a short distance (A)	Know how to combine running and passing (IG) Know how to sustain pace over a long distance (A)	Know how to perform a sprint start (A)	
	Throwing		Know how to throw objects for distance (A)	Know how to throw a ball underarm and overarm (S&F) Know how to throw over a distance (A)	Know how to perform a shoulder, chest and bounce pass (IG) Know how to bowl an underarm ball (S&F)	Know how to bowl overarm (S&F)	Know how to combine running and passing (IG) Know how to bowl with power and accuracy (S&F)	Know how to perform quick, effective passes to attack as a team (IG)	
	Catching		Know how to catch a ball to stop an opponent scoring (HCR)	Know how to catch a ball from a stationary opponent (IG)	Know how to stop a moving ball with he long barrier position (S&F)	Know how to intercept a moving ball (S&F)	To catch a ball that has been thrown from in front, while on the move (IG)	Know how to track and catch a high ball consistently (S&F)	
	Coordination		Know how to start and stop from a range of speeds (A) Know how to kick a ball in chosen direction (IG)	Know how to send a ball using our feet (IG) Know how to send a ball with a racquet N/W)	Know how to perform an underarm serve to start a rally (N/W) Know how to perform a forehand hit (N/W)	Know how to send the ball over longer distances (IG) Know how to hit a backhand shot with control and accuracy (N/W)	Know how to perform an overhead shot and know when you might use it (N/W)	Know how to perform a forehand, backhand and overhead shots with confidence (N/W)	
	Balance		Know how to show to body tension in a range of movement s (G)	Know how to take weight on our hands (G)	Know how to show full extension during a balance (G)	To dribble a ball with control (IG)	Know how to perform counterbalances (G)	Know how to perform a partner balance (G)	
	Agility		Know why being quick on our feet will support us in a game (S&R)	Know how to create power with our legs to turn at speed (A)	Move towards a moving ball to return it over the net accurately (N/W)	Know how to control body when weight is on our hands (G)	Know how to approach the ball before the second bounce (N/W)	Know to perform a vault with speed and height (G)	
	Evaluation				Know why contrasting movements can tell a story about a character's personality (D)	Know why composition impacts the quality of our overall performance (G). To judge and compare performances (G)	Know that the power of a pass impacts the quality of it (IG).	Know how to take the lead and suggest ideas for reflection (D) Know why reaction time is important in helping us win a game (N/W)	
	Tactics				Know why communication is important when working in a team (OAA) Know why an attacker should move into an unmarked space (IG)	Know that timing is important when making a tackle (IG) Know why we should vary shots in badminton (N/W) Know where we could direct a bowled ball to gain more runs (S&F)	Know that formation is important when playing doubles (N/W) Know why we should aim to hit the ball into gaps (S&F)	Know why a ring field is an effective tactic to score points. Know how to perform quick, effective passes to attack as a team (IG)	
	Key Knowledge	<p>Body Management -to balance. -to move in different ways. -to reach and stretch -to make bridges and tunnels with our bodies.</p>	<p>Invasion Games – Attack, Defend, Shoot *Know how to defend a target *Know how to kick and throw a ball or beanbag.</p>	<p>Invasion Games – Attack, Defend, Shoot * Know how to send a ball using our feet. *Know why we sometimes need to stay in defined areas.</p>	<p>Invasion Games - Netball *Know how perform a shoulder, chest and bounce pass. *Know why an attacker should move into a space.</p>	<p>Invasion Games - Football * Know how to send the ball over longer distances. * Know why teamwork is important in a football game.</p>	<p>Invasion Games – Tag Rugby * Know how to combine running and passing (at the same time). * Know why support is important to move the ball towards the try line.</p>	<p>Invasion Games – Handball * Know how to perform quick, effective passes to attack as a team. * Know why tactics will help you win a game.</p>	



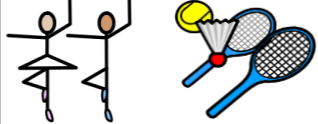


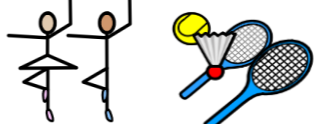

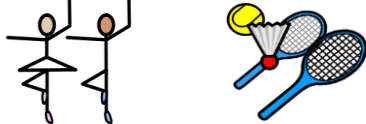
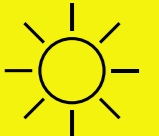
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AUTUMN		-to travel over and under apparatus. -to make shapes with our bodies.	*Know that we should be motivated to get better.	*Know that I need to be aware of where my teammates and opponents are in a game.	* Know that there are rules in netball and explain some.	* Know that timing is important when making a tackle.	* Know that the power behind a pass impacts the quality of it.	* Know the basic rules of handball.					
	Vocabulary	Change Ready Safe	Catch Compete Receive Roll	Send Throw	Aim Attack Compete Control Cooperate	Receive Restart Sideline	Space Chest pass Shoulder pass Bounce	pass Mark Dodge Attack Possession Shoot	Control Defend Attack Dribble	Pass Tactics Direction Tackle	Contest Possession Pressure Support	Pop Pass Turn over W Grip Formation	Turnover Double Dribble Intercept Counterattack Blocking
		Gymnastics -to move safely. -to take off and land on two feet. -to balance and move balls and beanbags. -to travel on mats and benches. -to copy and repeat actions. -to perform simple shapes and balances.	Gymnastics * Know why it's important to carry equipment safely. * Know how to use our body to perform shapes. * Know that some actions link well together.	Gymnastics * Know how to take weight on our hands. * Know why flexibility improves movements. * Know the difference between point and patch balances.	Gymnastics * Know how to perform a sequence with contrasting actions. * Know why strength and flexibility are important in keeping a healthy, active lifestyle. * Know that there are similarities and differences in sequences.	Gymnastics * Know how to control body when our weight is on our hands. *Know why composition impacts the quality of our overall performance. * Know that STEP means space, task, equipment and people.	Gymnastics * Know how to perform variations of a round-off. *Know why trust is important when performing a counterbalance. * Know that a counterbalance is created when one weight balances another.	Gymnastics * Know how to perform a partner balance. * Know why we need speed and height when vaulting. * Know that musicality is a way to interpret and express music through our movements.					
	Vocabulary	Change Ready Safe	Balance Body tension Tense Relaxed Stretched Curled Extension	Balance Bridge Weight-On Point Patch Front-Straddle V-sit Puck	Fluency Contrasting Unison Combinations Full turn Half-Turn Flexibility Healthy	Direction Speed Actions Compositional Stamina Leap Refine Progression	Sequence Combination Asymmetrical Symmetrical Aesthetics Counterbalance	Flight Vault Sequence Dismount Formation Rhythmic Musicality					
	Big Ideas	  Belonging & Changes	 	 	 	 	 	 					
	Assessment of Learning Summative Showcases	Record children performing a new skill on Tapestry.	Invasion Games 3 V 3 game. Children to throw a beanbag into the hoops to score a point. Gymnastics Create and perform a 6-element sequence which includes a jump.	Invasion Games To use a variety of passes in a 4 V 4 game. Gymnastics Choreograph and perform a floor routine with at least 6 different elements, including a balance and a jump.	Invasion Games Play an adapted game of netball following basic rules. Gymnastics Create a group performance using contrasting actions.	Invasion Games Play an adapted game of football following basic rules. Gymnastics To give feedback to another group on their performance.	Invasion Games 5 V 5 Tag Rugby Game Gymnastics Perform routine using counterbalances. Evaluate each other's work.	Invasion Games Handball Competition Gymnastics Group performance to music.					
 SPRING	Key Knowledge School apparatus (Co-operate & solve problems) Co-ordination, climbing, balancing, jumping from heights Know how to change your body to climb and jump safely.	Dance * Know why we should be still when starting a dance. * Know how to move my body to the music. * Know that a dance has a start, middle or end.	Dance * Know how to perform in a group. * Know why confidence is important when performing in front of people. * Know that a dance tells a story.	Dance * Know how to use props in a dance. *Know why contrasting movements can tell a story about a character's personality. * Know that improvisation is the creation of our own idea without planning.	Dance * Know how perform a canon. * Know why rehearsing is important. * Know what a freeze frame is.	Dance * Know how to perform a simple line dance. * Know why facial expressions impact our performance. * Know that there are dances from different parts of the world and can name some.	Dance * Know that there are dances from different parts of the world and can name some. * Know why adding imagination and flair to a dance can improve it. * Know how to take the lead and suggest ideas for reflection.						


















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	Vocabulary	Opposite Contrast Change	Stretch Swing Mood Feeling Theme Static	Direction Huddle Abandoned Mood Friendship	Facial expression Improvisation Rehearse Director Fierce Caring	Improvisation Rehearse Director Choreographer Slide Formation Freeze frames	Bollywood Locomotion Bangra line Wall Patterns Choreographer Facial Expression	Motif Street Dance Composition Collaborate Stag Leap Rebound Expression
		Manipulation & co-ordination -to handle a balloon. -to handle a ball. -to hop, jump & step. -to send a ball or beanbag. -to send & stop in a game. *Know how to control a ball	Net/Wall Games Send & Return * Know why being quick on our feet will help us win a game. * Know how to chase, stop and control balls. * Know that I need to move towards the ball to return it.	Net/Wall Games Send & Run * Know why the ready position will make us a better sportsperson. * Know how to send a ball with a racquet. * Know which hand is dominant.	Net/Wall Games Tennis *Know how to perform a forehand hit. *Know why our position on the tennis court is important. * Know that there are rules in tennis and explain some.	Net/Wall Games Badminton * Know how to track and intercept the ball along the ground. * Know where we could direct a bowled ball to gain more runs. * Know that we may be run out and accept it.	Net/Wall Games Tennis * Know how to approach the ball before the second bounce. * Know why communication is important when playing in a doubles match. * Know that formation is important when playing doubles.	Net/Wall Games Badminton * Know how to perform a forehand, backhand and overhead shots with confidence. * Know that communication is important when positioning during a doubles match. * Know why reaction time is important in helping us win a game.
	Vocabulary	Change Accurate Control	Hit Send Collect Forehand Backhand Bowl	Runs Bowl Underarm Overarm Target	Return Court Forehand Backhand Points	Net Tactics Underarm Overarm Rally	Underarm Overarm Ready Position Boundary Tactics	Service Volley Overhead Singles Doubles
	Big Ideas 							
	Assessment of Learning Summative Showcases	Record children performing a new skill on Tapestry.	Dance Perform a jungle dance! Net/Wall Games To play against a partner.	Dance Combine and perform and penguin themed dance. Net/Wall Games To use the ready position in a rally.	Dance Perform Matilda dance. Net/Wall Games Compete in a round-robin tennis tournament.	Dance Perform Superhero dance. Net/Wall Games To play in a singles match.	Dance Perform 3 step line dance. Net/Wall Games Compete in a doubles tennis match.	Dance Perform a mini street dance routine. Net/Wall Games Compete in a doubles tennis match.
SUMMER 	Key Knowledge	Dance- Unit 2 -to move to the count of 8. -to perform with a partner to the count of 8. -to work with a partner to perform. -to perform a dance using 4 actions -to link new actions with ones we already know. -to practice and perform a dance	Striking & Fielding Hit, Catch and Run * Know why we should work as a team to score points. * Know how to run between bases to score points. * Know when a point has been scored.	Striking & Fielding Hit, Catch, Run * Know when we should throw the ball underarm of overarm. * Know how to hit a ball with a bat. * Know what sportsmanship is.	Striking & Fielding Rounders * Know how to bowl an underarm ball. * Know why we should be ready when fielding. * Know that there are different types of throws (underarm and overarm).	Striking & Fielding Cricket * Know how to track and intercept the ball along the ground. * Know where we could direct a bowled ball to gain more runs. * Know that we may be run out and accept it.	Striking & Fielding Rounders * Know how to bowl with power and accuracy. * Know why we should aim to hit the ball into gaps. * Know how to field a ball effectively.	Striking & Fielding Cricket * Know how to bowl with power and accuracy. * Know what an attacking shot is. * Know how to work as a pair to field long balls.


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	Vocabulary	Change Healthy Unhealthy	Batter Bowl Collect Feed Field Retrieve	Stamina Power Static Obstacle Dynamic	Batting Fielding Bowling Bases Long Barrier	Batter Bowler Fielder Backstop	Zones Intercepting Isolation Pull shot Ground ball Overarm Bowling Singles Overarm	Service Volley Overhead Singles Doubles	High ball Tracking Short delivery Long balls On drive Offside Short Leg
	Key Knowledge	Speed, Agility & Travel (Sports Day Practice) -to move in different directions. -to keep our bodies safe in running games. -to jump in different directions. -to stop safely. -to move at slow and fast speeds. -to stop safely in different ways.	Athletics * Know why our arms are so important when we are running. * Know how to start and stop at different speeds. * Know when to wait my turn.	Athletics * Know why communication is important when working in a team. * Know how to throw over a distance. * Know the role of our legs and arms when sprinting.	Athletics * Know how to jump for height and distance. * Know why agility and speed improves performance. * Know the scoring systems for athletic events.	Athletics * Know how to accelerate over a short distance. * Know why technique is important when throwing for distance. * Know the scoring systems for athletic events.	Athletics * Know how to sustain pace over a long distance. * Know why timing and teamwork is important during a baton changeover. * Know the importance of self-assessment.	Athletics * Know how to perform a sprint start. * Know how to perform the 3 phases of a triple jump. * Know how to organise an event.	
	Vocabulary	Change Safe Hydration	Sprint Long distance Power Furthest Speed	Stamina Power Static Obstacle Dynamic	Agility Power Force Distance Curve	Accelerate Hurdles Pace Approach Combine	Track Force Accelerate Curve Target	Relay Record Sustain Push Shotput	Triple Jump Sprint Start Record
	Key Knowledge				OAA * To know how to gain somebody's trust. * To know why communication is so important when working in a team. * To know what makes an activity safe.	OAA * To know how to follow a route on a map. * To know that there are symbols on a map and explain what some represent. * To know which attributes make a successful leader.	OAA *To know how to stay safe in the sea. * To know the difference between a footpath and a bridleway. * To know why empathy is so important.	OAA * To know how to read a map of the local area. * To know the planning process required to organize an event. * To know why road safety is important when plotting a route for others.	
	Vocabulary				Diagram Map Problem-Solve Evaluate Action Pathway	Orienteer Key Route Leader	Bridleway Plot Empathy Water Safety	Scale Symbol Compass Guides	
	Big Ideas	 Belonging & Changes	 	 	  	  	  	  	
	Assessment of Learning Summative Showcases	Record children performing a new skill on Tapestry.	Striking & Fielding To work as a team to score points. Athletics Sports Day	Striking & Fielding To hit a ball into space, away from fielders. Athletics Sports Day	Striking & Fielding Compete in a rounders game. Athletics Sports Day OAA Invite children from another class to take part in trust-based activities, created in the final lesson.	Striking & Fielding Compete in a cricket match. Athletics Sports Day OAA To follow a route on a map around South Molton.	Striking & Fielding Compete in a rounders game. Athletics Sports Day OAA To plot a walk around South Molton.	Striking & Fielding Compete in a cricket match. Athletics Sports Day OAA To lead a walk for others in the local community.	

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<p>Assessment</p>	<p>Swimming</p> 		<p>*To know how to swim short distances with a swimming aid. *To feel confident in the water. *To know why water safety is important.</p>	<p>* To know how to swim short distances unaided using one consistent stroke. *To know that we must enter and exit the water safely. *To know why our legs and feet are so important when swimming.</p>			<p>*To know how to swim 25 metres, without stopping. *To know why self-rescue is important and how to do it. *To know a range of strokes (front crawl, backstroke, breaststroke).</p>	<p>Booster Sessions if required</p>
	<p>Assessment for Learning</p>	<p>We use partner talk along with our School Talk Expectations which enables the children to discuss, explain and present their ideas. We use careful questions to elicit children's responses and encourage them to probe further to add to each other's ideas. In PE lessons, children apply skills to performances or games which are used as assessment opportunities. We record learning using Tapestry, our digital learning record. Subject leads are invited to Showcase opportunities and learning organisers are used to prompt pupil voice conversations around this learning. We spiral back to prior learning recapping forever facts from sequences learned before and follow learning of our big ide4as from Reception to Year Six.</p>						