

## **The National Curriculum**

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **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.

## **Cranbrook's Intent for Physical Education**

Cranbrook drives an inclusive, high-quality PE curriculum which delivers improvements in our children's physical, mental and social well-being. We aim to enrich our children's physical literacy through our curriculum and encourage participation in sport for life.

Our curriculum instils values of competitiveness, fairness and sportsmanship. We enable our children to build resilience, widen their horizons and develop a growth mind set by providing them with new experiences.

By engaging children in extra-curricular sports clubs we want our children to become integrated into the Cranbrook community, building a sense of identity whilst leading healthy, active lives. In turn, our children will become confident communicators with their peers and members of staff.

## Cranbrook Primary School- Progression in Physical Education

Cranbrook recognises sport and Physical Education as a key aspect of British life and culture. Through increased access and participation in sport, we make our children aware of the ambition, determination and commitment required to succeed in sport and how these values can be applied in their daily lives.

### Progression of Skills

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<b>Movement</b> <ul style="list-style-type: none"> <li>Perform locomotion skills (running, jumping, hopping, skipping etc.) using a mature pattern</li> <li>Throw underarm in a mature pattern</li> <li>Develop an overarm throw</li> <li>Catch a large ball without cradling or trapping it</li> </ul>	<b>Tactics and strategy (Revisit Y1 Movement)</b> <ul style="list-style-type: none"> <li>Make simple decisions eg. Which target to aim for</li> <li>Use the words 'opponent' and 'teammate'</li> <li>Vary fundamental movement skills by using the movement adaptations of how,</li> </ul>	<b>Movement</b> <ul style="list-style-type: none"> <li>Use a variety of locomotor skills in combination with object control skills eg. Jogging while dribbling a ball</li> <li>Be able to transition fluently from one type of locomotion skill to another</li> <li>Throw underarm to a partner or towards a</li> </ul>	<b>Tactics and Strategy (Revisit Y3 Movement)</b> <ul style="list-style-type: none"> <li>Recognise how to use space to make it easy for a teammate eg. Passing towards them, or difficult for an opponent eg. Passing away from them</li> <li>Evade an opponent</li> <li>Make more complex decisions eg. Which pass to use when</li> </ul>	<b>Movement</b> <ul style="list-style-type: none"> <li>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities (doubles)</li> <li>Use a variety of locomotion and object control skills to score in small-sided games (doubles)</li> <li>Throw in a variety of ways, and accurately towards a number of different</li> </ul>	<b>Tactics and Strategy (Revisit Y5 Movement)</b> <ul style="list-style-type: none"> <li>Defend a space or a player</li> <li>Enjoy feinting</li> <li>Work within the strategy of the team</li> <li>Support the ball carrier while moving towards a target</li> <li>Move into space, making decisions on when and</li> </ul>

## Cranbrook Primary School- Progression in Physical Education

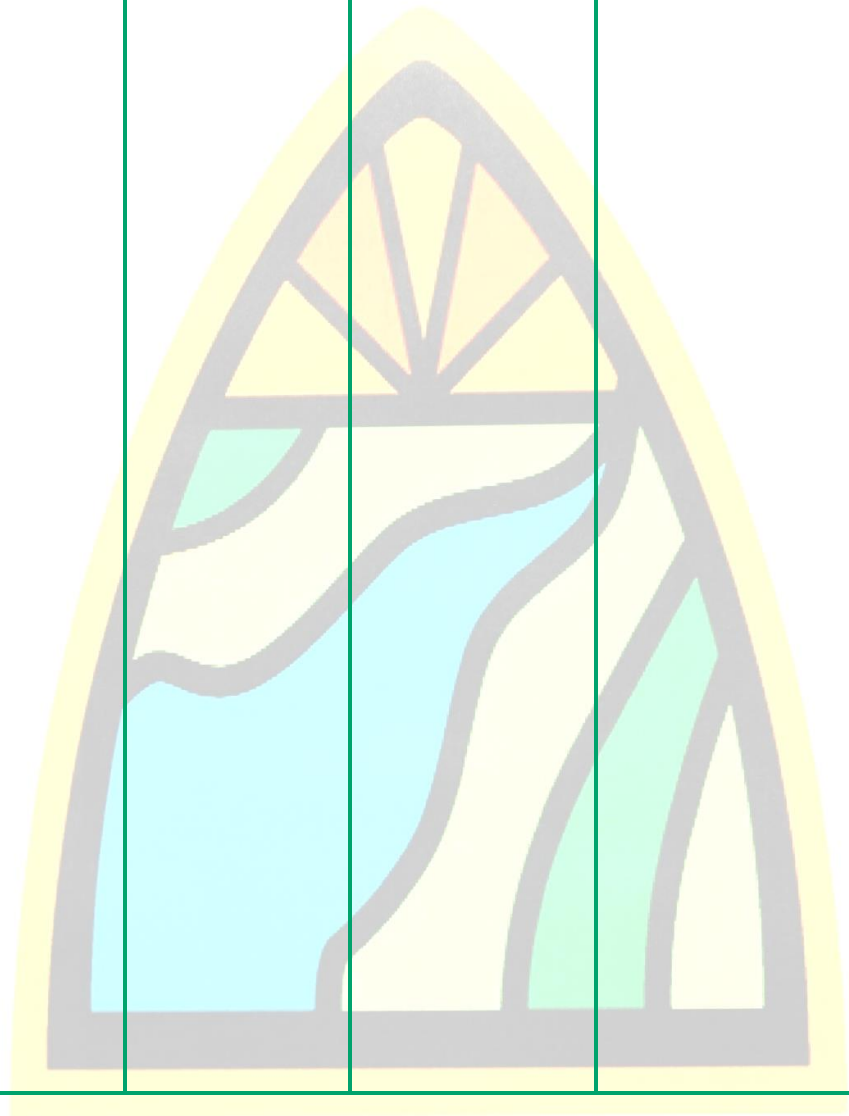
<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils</li> </ul>	<p>against the body</p> <ul style="list-style-type: none"> <li>Dribble a ball with hands or feet, while moving slowly in their own space</li> <li>Kick a stationary ball from a short run-up</li> <li>Send an object towards a target</li> <li>Chase and retrieve a moving ball</li> <li>Jump and land safely</li> <li>Change direction</li> <li>Use the ready position</li> <li>Strike a ball with a short handed bat</li> </ul>	<p>where and with whom or what eg. How much force to use when aiming at the target</p> <ul style="list-style-type: none"> <li>Decide when and to pass</li> <li>Keep possession by passing and receiving a ball</li> <li>Recognise space on a court or pitch</li> <li>Use a base position</li> </ul> <p>Decide which base to pass to depending on position of opponent</p>	<p>target accurately</p> <ul style="list-style-type: none"> <li>Throw overarm to a partner with increasing accuracy</li> <li>Catch a small ball thrown from a partner</li> <li>Catch a large ball thrown from a partner, while on the move</li> <li>Dribble a ball with hands or feet, while changing speed and direction</li> <li>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, and striking with a variety of implements (including</li> </ul>	<p>under pressure, which teammate to pass to</p> <ul style="list-style-type: none"> <li>Maintain possession by supporting the ball carrier</li> <li>See pitch and court spaces, long and short</li> <li>Cover the court as a team</li> </ul> <p>Determine when to run on run stop at a base</p>	<p>targets, including moving targets</p> <ul style="list-style-type: none"> <li>Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force</li> <li>Pass and receive a ball with the feet, hands or implement while on the move</li> <li>Maintain a rally with a partner</li> <li>Change levels and pathways quickly and fluently</li> <li>Move an opponent around by throwing into space</li> <li>Pass and move quickly into space</li> </ul>	<p>where to move</p> <ul style="list-style-type: none"> <li>Use a quick outlet pass when appropriate</li> <li>Make 'power versus accuracy' decisions</li> <li>Use a variety of shots for short and long delivery</li> <li>Shift to cover space</li> <li>Decide when and if bases need to be covered</li> <li>Communicate effectively during a game</li> </ul> <p>Adjust backswing, step and approach relative to requirements of the shot</p>
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## Cranbrook Primary School- Progression in Physical Education

	<p>for drawing and writing, paintbrushes , scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Combine different movements with ease and fluency.</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li><li>• Develop overall body-</li></ul>			<p>long-handled implements eg. Hockey sticks) while stationary initially</p> <ul style="list-style-type: none"><li>• Be able to change direction quickly</li></ul>		<ul style="list-style-type: none"><li>• Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently</li></ul>	
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## Cranbrook Primary School- Progression in Physical Education

	<p>strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li><li>• Develop the foundations of a handwriting style which is fast,</li></ul>						
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## Cranbrook Primary School- Progression in Physical Education

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<p>accurate and efficient.</p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>Copy and remember actions</li> <li>Travel in a variety of ways (walking, running, hopping)</li> <li>Link movements together into a short sequence using floor and apparatus</li> <li>Balance on a variety of large and small body parts (back, tummy, hands and feet)</li> </ul>	<p><b>Tactics and Strategy (Revisit Y1 Movement)</b></p> <ul style="list-style-type: none"> <li>Make decisions on which actions are best performed on apparatus.</li> <li>Make decisions on the choice of actions to be performed ensuring smooth links.</li> <li>Vary fundamental movement skills by using the movement adaptations</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>Travel in a variety of ways (skipping, galloping)</li> <li>Balance on a variety of large and small body parts (front, back and side support, shoulder stand)</li> <li>Move in a clear, fluent and expressive manner</li> <li>Work alongside, away from and towards a partner</li> <li>Perform a variety of</li> </ul>	<p><b>Tactics and Strategy (Revisit Y3 Movement)</b></p> <ul style="list-style-type: none"> <li>Design a sequence to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.</li> <li>Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements (jump, roll, balance, travelling and weight on hands) linked fluently and performed with expression</li> <li>Create a sequence with a partner/small group to include simple partner balances</li> <li>Practise and refine the gymnastic techniques</li> </ul>	<p><b>Tactics and Strategy (Revisit Y6 Movement)</b></p> <ul style="list-style-type: none"> <li>Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence</li> <li>Enter and exit actions in a variety of ways eg. Arabesque into a forward roll</li> <li>Evaluate the quality of a gymnastics sequence</li> </ul>

## Cranbrook Primary School- Progression in Physical Education

	<p>agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely</li> </ul>	<ul style="list-style-type: none"> <li>• Climb safely on equipment</li> <li>• Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance</li> <li>• Take some weight on hands eg. In a bunny hop</li> <li>• Set up apparatus safely</li> <li>• Remember, repeat and be able to refine movements in a sequence</li> <li>• Vault onto a bench</li> </ul>	<p>of how, where and with whom or what to add interest to a sequence eg. Perform a tucked roll at a low level and a star jump at a high level</p>	<p>rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls)</p> <ul style="list-style-type: none"> <li>• Take weight on hands (progressions towards a cartwheel)</li> <li>• Use the five basic jumps and vary them using turns and shape</li> <li>• Perform simple partner balances (simple contact, no weight bearing) matching, mirroring and contrasting</li> <li>• Vault on to a small box placed long ways</li> </ul>	<ul style="list-style-type: none"> <li>• Choose skills which both partners can perform well.</li> <li>• Choose when and how to use techniques like unison and canon to add interest to the sequence.</li> </ul> <p>Use the apparatus to support more complex movements eg. Handstand against a movement table.</p>	<p>used in performances</p> <ul style="list-style-type: none"> <li>• Participate in a variety of gymnastics disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics</li> <li>• Vault on to or over a box placed sideways</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices on actions to be performed based on the ability of the whole group</li> </ul> <p>Chose group balances which can be exited and entered fluently</p>
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## Cranbrook Primary School- Progression in Physical Education

	<p>use a range of large and small apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>						
<b>Area of Study</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions with control and coordination</li> <li>• Respond with different ways of moving to a variety of stimuli eg. Music, song or a book</li> </ul>	<p><b>Tactics and Strategy (Revisit Y1 Movement)</b></p> <ul style="list-style-type: none"> <li>• Apply movement adaptations to their movement techniques eg. An unhappy walk</li> <li>• Express emotions through</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Choreograph a sequence of between four and six movements, which can be recalled and repeated</li> <li>• Use real-life situations or stimuli eg. A poem or a picture, as a basis to create</li> </ul>	<p><b>Tactics and Strategy (Revisit Y3 Movement)</b></p> <ul style="list-style-type: none"> <li>• Perform expressively by varying the movements in a sequence, using dynamics, space and relationships</li> <li>• Express emotions with realistic</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Choreograph a short dance based upon a specific theme or idea</li> <li>• Create a dance with a clear beginning, middle and end</li> <li>• Choose appropriate music to accompany the dance</li> </ul>	<p><b>Tactics and Strategy (Revisit Y5 Movement)</b></p> <ul style="list-style-type: none"> <li>• Use compositional devices such as counterpoint and complement.</li> <li>• Perform expressively to illustrate a theme.</li> </ul>

## Cranbrook Primary School- Progression in Physical Education

<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a</li> </ul>	<ul style="list-style-type: none"> <li>• Link actions to perform short dances</li> <li>• Repeat and remember simple movement patterns</li> <li>• Demonstrate stillness in a range of shapes</li> <li>• Explore action that express ideas for a dance</li> </ul> <p>Use a prop such as a scarf to experiment with moving</p>	<p>facial expressions, gesture and posture</p> <ul style="list-style-type: none"> <li>• Describe their choice of movement</li> </ul> <p>Choose which actions to change with the movement adaptations of space, dynamics and relationships</p>	<p>imaginative movements</p> <ul style="list-style-type: none"> <li>• Participate in a group dance and talk about individual and group contributions</li> <li>• Identify and describe shapes and pathways within a dance</li> <li>• Identify and describe dance styles from different eras</li> <li>• View and describe dances from other cultures and know where they come from</li> <li>• Demonstrate a simple dance from a different culture</li> </ul>	<p>actions eg. Stamp when angry, skip when happy</p> <ul style="list-style-type: none"> <li>• Explain how a movement can represent an idea</li> <li>• Create movements and phrases that convey a definite idea or sequence of events</li> <li>• Structure a dance to tell a story</li> <li>• Use action reaction techniques</li> <li>• Use compositional devices of canon and unison</li> <li>• Choose the order of the dance for maximum spectator impact</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions</li> <li>• Identify and discuss how dynamics are used within dance</li> <li>• Compare and contrast dances from different eras and cultures</li> <li>• Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community</li> <li>• Perform a dance from a different culture,</li> </ul>	<ul style="list-style-type: none"> <li>• Perform with focus towards an audience.</li> <li>• Choose contrasting dances to maintain audience interest.</li> <li>• Make decisions on how and when to include compositional devices for maximum impact</li> <li>• Make choices on actions</li> </ul>
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## Cranbrook Primary School- Progression in Physical Education

	<p>good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>			<ul style="list-style-type: none"> <li>Describe what they like or dislike about a dance</li> </ul>		<p>demonstrating key features</p> <ul style="list-style-type: none"> <li>Describe and evaluate the production of dances, taking into account costume, lighting, set and sounds</li> <li>Describe using a range of vocabulary how watching or performing a dance makes them think and feel</li> </ul>	
<b>Area of Study</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Athletics</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>Accelerate and decelerate quickly, demonstrating control and stability</li> <li>Sprint over short distances</li> </ul>	<p><b>Tactics and Strategy (Revisit Y3 Movement)</b></p> <ul style="list-style-type: none"> <li>Choose a sequence to combine jumps efficiently</li> <li>Make decisions</li> </ul>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>Accelerate from a variety of static positions</li> <li>Sustain jogging or running at consistent pace for a few minutes</li> <li>Pass a relay baton at speed,</li> </ul>	<p><b>Tactics and Strategy (Revisit Y5 Movement)</b></p> <ul style="list-style-type: none"> <li>Adjust pace to ensure the whole team can sustain the timed run</li> <li>Adapt length of run-up to</li> </ul>

## Cranbrook Primary School- Progression in Physical Education

				<ul style="list-style-type: none"> <li>• Run over a longer distance, demonstrating endurance</li> <li>• Run with good rhythm and coordination over small obstacles</li> <li>• Use a range of throwing techniques (pull, push and sling)</li> <li>• Throw for distance within marked zone</li> <li>• Jump for height and distance, showing control in landings</li> <li>• Perform jump combinations with rhythm and control</li> <li>• Compete against self, aiming to</li> </ul>	<p>about the best take off leg</p> <ul style="list-style-type: none"> <li>• Vary the pace to sustain running over a period of time</li> </ul> <p>Make decisions on how to increase the height and distance of a throw</p>	<p>using correct technique</p> <ul style="list-style-type: none"> <li>• Sprint over small obstacles, maintaining a consistent stride pattern</li> <li>• Throw for distance, using the different types of throws and refine performance by analysing technique and body shape</li> <li>• Perform triple jump sequences (hop, step, jump) with balance and control</li> <li>• Jump for distance from one foot to two feet and begin to use a short run up</li> <li>• Perform a scissor jump</li> </ul>	<p>improve the performance of the jump</p> <ul style="list-style-type: none"> <li>• Change the height of releases to maximise the distance thrown</li> </ul>
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## Cranbrook Primary School- Progression in Physical Education

				improve personal best performances		<p>from as short run up</p> <ul style="list-style-type: none"> <li>• Compete against elf, keeping track of personal best performances, setting targets for improvement</li> </ul>	
<b>Area of Study</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Outdoor and Adventure (OAA)</b>	N/A	N/A	N/A	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Use maps and diagrams to orientate themselves and travel around a simple course</li> <li>• Complete star orienteering activity</li> <li>• Find solutions to problems and challenges</li> <li>• Show resilience</li> </ul>	<p><b>Tactics and Strategy (Revisit Y3 Movement)</b></p> <ul style="list-style-type: none"> <li>• Choose the best pace for running between checkpoints</li> <li>• Choose the best methods of communicating with a partner</li> </ul> <p>Work out a strategy as a team</p>	<p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Plan and organise a simple orienteering trail using a variety of map reading, compass skills and coordinates</li> <li>• Participate in a range of problem-solving and adventure games, introducing additional</li> </ul>	<p><b>Tactics and Strategy (Revisit Y5 Movement)</b></p> <ul style="list-style-type: none"> <li>• Use a range of devices in order to orientate themselves</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first</li> </ul>

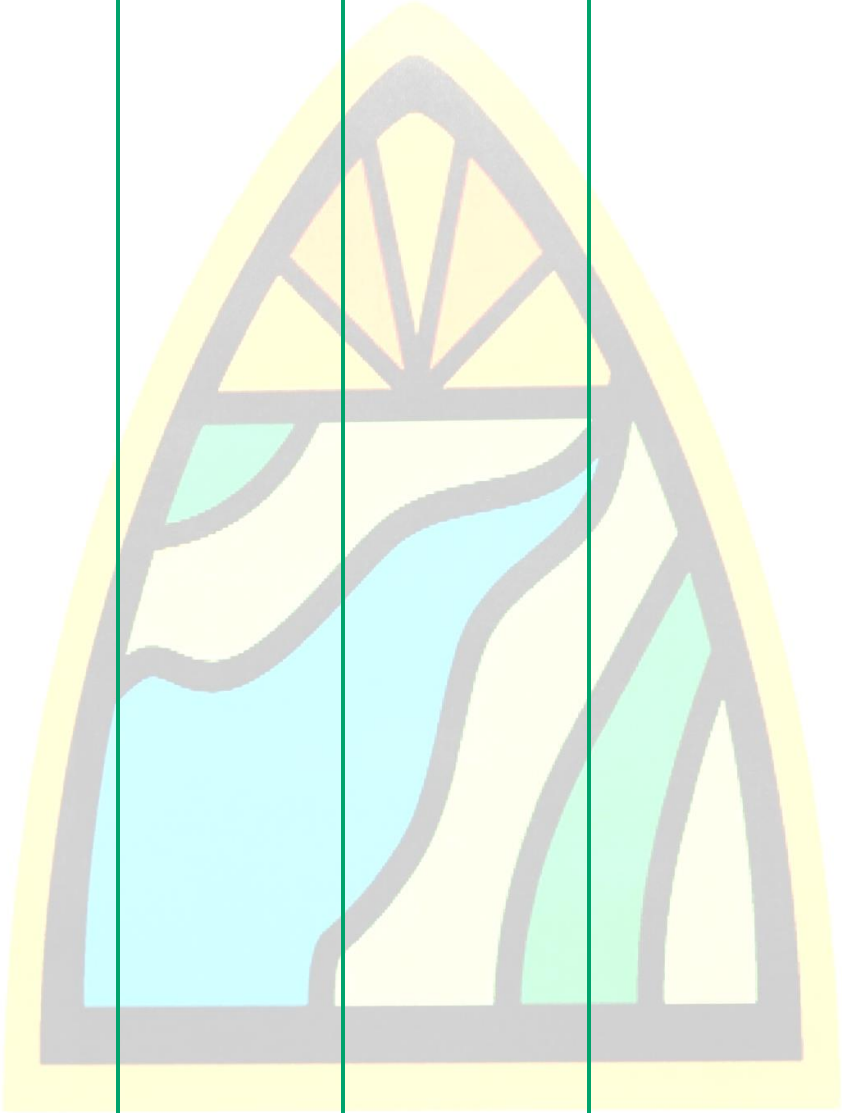
## Cranbrook Primary School- Progression in Physical Education

				<p>when plans do not work and initiative to try new ways of working</p> <ul style="list-style-type: none"> <li>• Take part in activities in the natural world</li> <li>• Work confidently in familiar and changing environments</li> <li>• Arrive properly equipped to outdoor and adventurous activity</li> </ul>		<p>variations such as non-verbal communication , no physical contact etc.</p> <ul style="list-style-type: none"> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team</li> <li>• Seek support from the team and the experts if in any doubt</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be</li> <li>• Select appropriate equipment for outdoor and adventurous activities</li> </ul> <p><b>School Residential Trip</b></p>	<ul style="list-style-type: none"> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice</li> <li>• Make decisions on pacing to ensure fastest completion of the course</li> </ul> <p><b>Extended School Residential Visit</b></p>
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## Cranbrook Primary School- Progression in Physical Education

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming	N/A	N/A	N/A	N/A	N/A	<p><b>Tactics and Strategy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of how to stay safe around water</li> <li>• Transition effectively from one figure to another</li> <li>• Make decisions on the figures to be used based on the ability level of the whole group</li> </ul> <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Enter the water using the straddle techniques for shallow water</li> <li>• Move efficiently through the water using alternating and</li> </ul>	N/A

## Cranbrook Primary School- Progression in Physical Education

						<p>simultaneous strokes on front and back, such as front crawl, back and breaststroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming</p> <ul style="list-style-type: none"><li>• Turn efficiently at the end of a length</li><li>• Swim longer distances and for increasing amounts of time</li><li>• Use swimming skills and strokes for different purposes such as water polo and synchronised swimming</li><li>• Develop personal survival and self-rescue skill</li></ul>	
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## Cranbrook Primary School- Progression in Physical Education

						<p>including the HELP (Heat Escape Lessening Posture) position, attracting attention, culling and a swimming in clothes, safe entries and exits</p> <ul style="list-style-type: none"> <li>Learn and explain the Water Safety Code</li> </ul>	
<b>Area of Study</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Personal, Social and Leadership Knowledge</b>	<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of</p>	<p><b><u>Personal and Social Knowledge</u></b></p> <p>Recognise that their behaviour can affect other people and take responsibility for this</p> <p>Recognise that people’s bodies</p>	<p><b><u>Personal and Social Knowledge</u></b></p> <p>Recognise that their behaviour can affect other people and take responsibility for this</p> <p>Recognise that people’s bodies</p>	<p><b><u>Personal and Social Knowledge</u></b></p> <p>Recognise and respond appropriately to a wide range of feelings in others</p> <p>Encourage teammates when they are not successful or</p>	<p><b><u>Personal and Social Knowledge</u></b></p> <p>Recognise and respond appropriately to a wide range of feelings in others</p> <p>Encourage teammates when they are not</p>	<p><b><u>Personal and Social Knowledge</u></b></p> <p>Praise the performance of others, whether better or worse than their own</p> <p>Work with others regardless of their ability</p>	<p><b><u>Personal and Social Knowledge</u></b></p> <p>Praise the performance of others, whether better or worse than their own</p> <p>Work with others regardless of their ability</p>

## Cranbrook Primary School- Progression in Physical Education

<p>'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>and feelings can be hurt</p> <p>Recognise what is fair and unfair, kind and unkind, right and wrong</p> <p>Follow directions in group settings, following rules, taking turns</p> <p>Accept feedback from the teacher</p> <p>Use equipment and space with others</p> <p><b><u>Leadership Knowledge</u></b></p> <p>Remember to bring in their kit</p> <p>Make appropriate equipment choices</p>	<p>and feelings can be hurt</p> <p>Recognise what is fair and unfair, kind and unkind, right and wrong</p> <p>Follow directions in group settings, following rules, taking turns</p> <p>Accept feedback from the teacher</p> <p>Use equipment and space with others</p> <p><b><u>Leadership Knowledge</u></b></p> <p>Remember to bring in their kit</p> <p>Make appropriate equipment choices</p>	<p>make a wrong decision</p> <p>Congratulate an opponent on a good shot</p> <p>Follow the etiquette of games eg. Be quiet when another is taking a shot</p> <p>Make decisions on the order of play</p> <p>Work competitively against an opponent</p> <p>Demonstrate cooperation an empathy while solving conflicts without teacher intervention</p> <p>Demonstrate good sportsmanship</p>	<p>successful or make a wrong decision</p> <p>Congratulate an opponent on a good shot</p> <p>Follow the etiquette of games eg. Be quiet when another is taking a shot</p> <p>Make decisions on the order of play</p> <p>Work competitively against an opponent</p> <p>Demonstrate cooperation an empathy while solving conflicts without teacher intervention</p> <p>Demonstrate good sportsmanship</p>	<p>Uphold the spirit of fair pay and respect in all competitive situations</p> <p>Give constructive feedback to peers respectfully</p> <p>Act responsibly and fairly during the game</p> <p>Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher</p> <p>Respect and if necessary, constructively challenge the points of views of others</p> <p>Follow the rules of the game</p>	<p>Uphold the spirit of fair pay and respect in all competitive situations</p> <p>Give constructive feedback to peers respectfully</p> <p>Act responsibly and fairly during the game</p> <p>Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher</p> <p>Respect and if necessary, constructively challenge the points of views of others</p>
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## Cranbrook Primary School- Progression in Physical Education

		<p>Listen to others</p> <p>Try hard</p> <p>Follow the teacher's instructions</p> <p>Look after equipment properly</p> <p>Help a partner to improve</p>	<p>Listen to others</p> <p>Try hard</p> <p>Follow the teacher's instructions</p> <p>Look after equipment properly</p> <p>Help a partner to improve</p>	<p>Listen respectfully to feedback from peers</p> <p>Listen and respond respectfully to a wide range of people, peers, teachers and coaches</p> <p>Feel confident to tell others their ideas and raise their own concerns</p> <p>Recognise and care about other people's feelings and try to take into account the views of others</p> <p><b><u>Leadership Knowledge</u></b></p> <p>Plan and deliver a warm-up</p>	<p>Listen respectfully to feedback from peers</p> <p>Listen and respond respectfully to a wide range of people, peers, teachers and coaches</p> <p>Feel confident to tell others their ideas and raise their own concerns</p> <p>Recognise and care about other people's feelings and try to take into account the views of others</p> <p><b><u>Leadership Knowledge</u></b></p> <p>Plan and deliver a warm-up</p> <p>Give clear instructions</p>	<p>independently of the teacher</p> <p>Win and lose with dignity</p> <p>Follow safety considerations in activities</p> <p>Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</p> <p><b><u>Leadership Knowledge</u></b></p> <p>Plan and deliver a session or a tournament</p> <p>Make posters to advertise activities</p> <p>Adapt to suit everyone</p> <p>Check activities are safe</p>	<p>Follow the rules of the game independently of the teacher</p> <p>Win and lose with dignity</p> <p>Follow safety considerations in activities</p> <p>Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</p> <p><b><u>Leadership Knowledge</u></b></p> <p>Plan and deliver a session or a tournament</p> <p>Make posters to advertise activities</p> <p>Adapt to suit everyone</p>
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## Cranbrook Primary School- Progression in Physical Education

				<p>Give clear instructions</p> <p>Make sure the area is safe</p> <p>Explain rules</p> <p>Keep score</p> <p>Time games</p> <p>Include everyone</p> <p>Encourage others to join in</p> <p>Contribute to team talks about strategies and tactics</p> <p>Set up equipment</p> <p>Give feedback to others on what they did well and how to improve</p>	<p>Make sure the area is safe</p> <p>Explain rules</p> <p>Keep score</p> <p>Time games</p> <p>Include everyone</p> <p>Encourage others to join in</p> <p>Contribute to team talks about strategies and tactics</p> <p>Set up equipment</p> <p>Give feedback to others on what they did well and how to improve</p>	<p>Make sure rules are followed</p> <p>Make consistent and fair judgements</p> <p>Make sur everyone is involved and having fun</p> <p>Find out which new activities others might like to try and research them</p> <p>Make sure everyone plays fairly</p> <p>Accept officials' decisions</p> <p>Resolve conflict, listening carefully to all opinions</p> <p>Be punctual</p> <p>Ensure appropriate equipment is</p>	<p>Check activities are safe</p> <p>Make sure rules are followed</p> <p>Make consistent and fair judgements</p> <p>Make sur everyone is involved and having fun</p> <p>Find out which new activities others might like to try and research them</p> <p>Make sure everyone plays fairly</p> <p>Accept officials' decisions</p> <p>Resolve conflict, listening carefully to all opinions</p>
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## Cranbrook Primary School- Progression in Physical Education

						available and easily accessible  Act as a coach to support others, identifying strengths and areas to work	Be punctual  Ensure appropriate equipment is available and easily accessible  Act as a coach to support others, identifying strengths and areas to work
<b>Key Vocabulary</b>							
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Games</b>	Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards.	Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring Balance Target Run Jump Throw Balance Co-ordination Receive sending Accuracy		Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting Spatial awareness		Support Marking Attackers/defenders Team play Individual play Offside Pitch Forehand/backhand Sportsmanship Leadership officiating	
<b>Gymnastics</b>	Straight shape, copy, perform, repeat, stop, hold, balance, link, movement phrase, space, stretch, squeeze, tight, relax, muscles, standing, lying,	Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow In front Speed Slow fast Land Over Off High Low Balance Twisted Curled Level Under Copy		stretch push pull step spring crawl still tall long forwards high low roll Explosive Combination Evaluate Improve Adapt Curled Stretched Strength		Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/Evaluation Leadership Officiating Elements Twist Criteria Extension Judgement Judge Combination Performance Parallel Creativity Flight Timing	

## Cranbrook Primary School- Progression in Physical Education

	<b>front, back and side.</b>			
<b>Dance</b>	March, salute, attention, halt, eyes right, left turn, right turn, on the spot, forward, backwards, stamp, quick, slow, formation, lines.	<b>Travel Stillness Direction Space Body parts Levels Speed Stillness Direction Beginning Middle End Feelings Pathways Rhythm</b>	<b>Space Repetition Action and reaction Pattern Repeat Dance Phrase Character Gesture Repetition Mirror Performance Technique</b>	<b>Dance style Variation Unison Canon Formation Improvisation Phrase Interpret Exploration Choreography</b>
<b>OAA</b>	<b>N/A</b>	<b>Trail, shape, arrow, north, south, east, west, follow, direction.</b>	<b>Follow Route Equipment safely Manage risks/problems.</b>	<b>Control card Control marker Orienteering map Team work Key Route Tactics Communication Location Compass Navigate Plan Safety Leadership</b>
<b>Swimming</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>Swim Unaided strokes movements coordination breathing surface competent self-rescue safety</b>