



# Pinfold Primary Forest School Curriculum Documents

PROGRESSION IN PHYSICAL EDUCATION: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)					
	Developing Skills	Examples of Skills	Application of Skills: Attacking & Defending	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success
EYFS	<p><b>Early Years Framework 2021: Physical Development</b>            "...By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence."</p> <p><b>Physical Development: ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>* Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>* Demonstrate strength, balance and coordination when playing.</li> <li>* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>				
YEAR 1	<p>* Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> <li>• Travelling Skills</li> <li>• Sending Skills</li> <li>• Receiving Skills</li> </ul> <p>* Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.</p>	<p>* Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>• Travelling Skills: running; hopping; skipping.</li> <li>• Sending Skills: rolling; kicking; throwing.</li> <li>• Receiving Skills: catching.</li> </ul>	<p>* Apply a simple tactic in a 1v1 or 2v2 net type games.</p> <p>* Engage in simple competitive and cooperative activities.</p>	<p>* Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).</p> <p>* Choose appropriate movements for different dance ideas and repeat short dance phrases.</p>	<p>* Describe what they have done or seen others doing.</p>
YEAR 2	<p>* Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none"> <li>• Travelling Skills</li> <li>• Sending Skills</li> <li>• Receiving Skills</li> </ul> <p>* Perform body actions with control and coordination and perform short dances. Showing an understanding of expressive qualities.</p>	<p>* Examples of FMS may include:</p> <ul style="list-style-type: none"> <li>• Travelling Skills: running; galloping; dodging.</li> <li>• Sending Skills: throwing; kicking; bouncing; striking a ball.</li> <li>• Receiving Skills: trapping and catching an object.</li> </ul>	<p>* Apply simple tactics in a 3v1 game.</p> <p>* Engage in simple competitive and cooperative activities.</p>	<p>* Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (for example gymnastic activities).</p> <p>* Link body actions and remember and repeat dance phrases.</p>	<p>* Describe what they have done or seen others doing.</p> <p>* Comment on a skill or combination of skills and say how it could be improved.</p>

<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>* Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.</li> <li>* Perform using a number of sending and receiving skills with some accuracy.</li> <li>* Travelling – change direction easily.</li> <li>* Perform travelling, rolling, jumping and balancing skills.</li> <li>* Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>* Plan routes around obstacles (e.g. PE apparatus).</li> <li>* Begin to work cooperatively with others to solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>* Examples of developing sport specific skills may include: <ul style="list-style-type: none"> <li>• Chest pass, bounce pass, swing pass, catching.</li> <li>• Dodging and swerving.</li> <li>• Underarm bowl.</li> <li>• Throwing overarm.</li> <li>• Strike a ball with implement.</li> </ul> </li> <li>• Travelling on hands and feet, balance on large and small body parts.</li> </ul>	<ul style="list-style-type: none"> <li>* Develop simple attacking skills in a 3v1 invasion game.</li> <li>* Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.</li> <li>* Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify what they do best and what they find difficult.</li> <li>* Make simple assessments of performances based on simple criteria given by the teacher.</li> </ul>
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## PROGRESSION IN PHYSICAL EDUCATION: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)

	Developing Skills	Examples of Skills	Application of Skills: Attacking & Defending	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>* Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</li> <li>* Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with/without equipment.</li> <li>* Perform movements, shapes and balances that are matched and/or mirrored.</li> <li>* Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</li> <li>* Orientate a map consistently and accurately. Follow a simple star and simple point-to-point orienteering course on school grounds recording controls.</li> <li>* Work cooperatively with others to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>* Examples of developing sport specific skills may include: <ul style="list-style-type: none"> <li>• Chest bounce pass, swing pass, catching.</li> <li>• Bouncing a ball, running with a ball.</li> <li>• Underarm bowl.</li> <li>• Throwing overarm.</li> <li>• Strike a ball with implement.</li> <li>• Matched and mirrored balances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Develop attacking skills in a 4v2 invasion game.</li> <li>* Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</li> <li>* Use simple ideas and movement patterns to structure dance phrases on their own and/or with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe what is successful in their own performances.</li> <li>* Identify aspects of their game that needs improving and say how they could go about improving them.</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>* Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills i.e. travelling with and without equipment, sending and receiving skills - with consistency, accuracy, confidence and control.</li> <li>* Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</li> <li>* Follow a simple course using eight points of the compass and mark on a map the position of a ground.</li> <li>* Work cooperatively with a partner and small group.</li> </ul>	<ul style="list-style-type: none"> <li>* Examples of sport specific skills may include: <ul style="list-style-type: none"> <li>• Chest bounce pass, shoulder pass, catching, push pass, kicking, shooting.</li> <li>• Bowl underarm/overarm.</li> <li>• Strike a ball (rounders/cricket).</li> <li>• Catch a small ball.</li> <li>• Counter balance with a partner.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Collaborate as a team and develop defending skills through modified versions of 5v3 or 5v4 invasion games.</li> <li>* Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</li> <li>* Compose ideas and plan dances creatively and collaboratively in groups.</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</li> </ul>

<b>YEAR 6</b>	<p>* Continue to develop sport specific skills, applying them with control and precision.</p> <p>* Perform a number of travelling skills i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed.</p> <p>* Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p>* Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</p> <p>* Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course.</p> <p>* Accept responsibility when working in a team.</p>	<p>* Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> <li>• Chest bounce pass, shoulder pass, swing pass, dribbling a ball, running with a ball.</li> <li>• Bowl underarm/overarm.</li> <li>• Catch a small ball.</li> <li>• Counter balance and counter tension with a group.</li> </ul>	<p>* Collaborate as a team and apply attacking and defending skills through modified versions of 4v4 or 5v5 invasion games.</p> <p>* Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.</p>	<p>* Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</p> <p>* Work creatively and imaginatively on their own, with a partner and in a group to compose ideas and structure simple dances.</p>	<p>* Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</p> <p>* Watch performances and games and use criteria to make judgements and suggest improvements.</p>
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Vocabulary	
* Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout any study.	
EYFS	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	<b>Games:</b> throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules. <b>Gymnastics:</b> curl, tense, stretch, relax, control, travel, balance, copy, sequence, improve, plan, and perform, feedback, hold, and independent.
YEAR 2	<b>Dance:</b> move, copy, perform, create, rhythm, control, coordination, linking mood or feeling. <b>General:</b> copy, compare and contrast, repeat.
YEAR 3	<b>Games:</b> throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics. <b>Gymnastics:</b> adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast, sequences, stamina, improve.
YEAR 4	<b>Dance:</b> changing speed and direction, share and create, plan, repeat, remember and perform, communicate. <b>Athletics:</b> change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best. <b>Outdoor and Adventurous:</b> follow, route, appropriate equipment, safely, familiar context, manage risks/problems.

YEAR 5	<p><b>Games:</b> possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot, striking, implement, rules, umpire, strategy.</p> <p><b>Gymnastics:</b> complex extended sequences, combine, perform, consistency, audience, link, vault, spring.</p> <p><b>Dance:</b> compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency, style, interpret, precise and posture.</p>
YEAR 6	<p><b>Athletics:</b> control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.</p> <p><b>Outdoor and Adventurous:</b> location, compass, navigate, overcome problems, plan, route, safety, danger, leadership.</p>