



Whitley Village School



Whole School Long-Term Rolling Programme

Overview

Curriculum Intent Physical Education

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

At Whitley Village School, physical education and sport develops children into physically confident, skilful and healthy pupils. We provide a high quality, varied curriculum that develops children's physical literacy skills and knowledge of different sports over time. Our curriculum is specifically designed for the needs of our pupils and ensures children are physically active for sustained period of time. It exposes them to vocabulary associated with health, fitness and sports science. Our PE curriculum supports pupils to succeed in competitive sports and other physical activities inside school and in the local community.

We aim to provide all children with opportunities to represent Whitley in extra curriculum activities, promoting healthy competition and each of the sporting values. Children will collaborate with their peers, developing them into respectful and resilient sports people who set themselves aspirational personal challenges. We know that if children are exposed to a high quality physical education curriculum, it will enable children to succeed and continue to have a physically active life. We celebrate a wide spectrum of success during assemblies, newsletters, social media platforms and within classes. We celebrate the competitive wins but look deeper into the sporting values such as determination, respect and passion. This can be a team effort or through personal challenge.

Skills Progression

Gymnastics – Progression	
Year 1	Can move with control and have awareness of space
	Can know how to carry and place equipment
	Can perform movement phrases using a range of body parts and actions
	I can jump in a variety of ways and land with some control and balance
	Be able to hold balances
	Can watch, copy and describe what others have done
	Link two or more actions to make a sequence
Year 2	Can move safely and with confidence
	Can know how to carry, lift and place equipment
	Travel by rolling forwards, backwards and sideways
	Hold a position whilst balancing on different points of the body
	Develop flexibility through rolls and stretches
	Use obtained knowledge of gymnastics to create more complex sequences
	Can watch, copy and describe what others have done
Can improve their work using information they have gained by watching and listening	
Year 3	Can improve the quality of their actions, body shapes and balance through understanding of their own bodies
	Can know the importance of strength in different parts of the body
	Can recognise how their work can be improved
	Refine movements into sequences

	Show changes in speed, direction and level during performances
	Can make simple judgments on their own and others work
	I can use equipment in a variety of ways (e.g. vaults and balances)
Year 4	Travel in a variety ways including flight via transfer of weight
	Use equipment in a variety of ways (e.g. vaults and balances)
	Plan and perform and repeat sequences
	Move in a clear, fluent and expressive manner
	Can create gymnastic sequences that meet a theme or set of objectives (e.g. topic, poem)
	Can develop a range of actions, body shapes and levels and include in a performance
	Can describe how their body reacts to different situations (e.g. their muscles)
	Can suggest ways performances can be improved
	Can evaluate their work and quality of their performance
Year 5	Can perform actions in a fluent and consistent performance
	Can create sequences and adapt to variables such as feedback, the needs of a partner and the implementation of equipment
	Can evaluate and improve their own and others work
	Understand centre of gravity and use this to create interesting body shape
	Create complex and well executed sequences including:
	> Travelling
	> Balances
	> Bending

	> Stretching
	> Twists
	> Rolls
	I can use equipment in a variety of ways (e.g. vaults and balances)
Year 6	Can combine and perform gymnastic actions, shapes and balances fluently.
	Can develop their own sequences
	Can suggest ways of improvements (self-evaluating and peer evaluating). Use ideas to practise and refine gymnastics techniques learnt
	Create complex and well executed sequences that include a range of: <ul style="list-style-type: none"> > Springing > Flight > Rotations > Linking shapes > Vaults > Rolls/flips
	Hold shapes that are strong, fluent and expressive
	I Can vary speed, direction, level and body rotation during floor performances
	I can use equipment in a variety of ways (e.g. vaults and balances)

Dance – Progression Document

Year 1	Can explore movements
	Can move confidently and safely
	Can perform phrases
	Can recognise how their body feels after exercise
	Can discuss dance ideas
Year 2	Can explore, remember and repeat dance actions
	Can compose and perform dance and short phrases
	Can describe how different dance movements make them feel
	Can watch and describe dance phrases and dances and use what they learn to improve
	Choose appropriate movements to communicate mood, feelings and ideas
Year 3	Can improvise freely on their own or with a partner.
	Attempt to translate abstract ideas into a dance, including moods, feelings and ideas independently
	Can create and link phrases using a simple dance structure.
	Can perform dances with an awareness of rhythm on their own or in a group.
Year 4	Can confidently translate abstract ideas into a dance
	Use composed dances as a stimulus to create smaller routines
	Can explain the importance of warming up
	Can evaluate their own and others performances and comment on improvements
Year 5	Can explore ideas from different dance styles.
	Can compose imaginative dance sequences and perform them expressively.

	Can organise their own warm up and cool down to suit activities.
	Can understand why it's important to warm up.
	explore and create characters and narratives through interpretive dance
Year 6	Can explore, improvise and combine movements.
	Can create multiple structures in various sections of dance.
	Can understand why dance is good for fitness.
	Can comment on their own work and the work of others. Using feedback to improve
	Identify the muscles being warmed up during stretches

Games – Progression Document	
Year 1 - Skills	Can throw and catch a ball with a partner
	Can move fluently by changing direction and speed easily and avoiding collisions
	Can show control and accuracy with the basic actions for rolling, underarm throwing
	Can strike and kick a ball with control
Year 1 - Application	Can choose and use skills effectively for particular games
	understand the concepts of aiming / hitting into a space (e.g. cricket, rounders, badminton and tennis)
	Be able to run and jump with control (e.g. hurdles)
	Be able to catch a ball / moving object in particular games (e.g. cricket / rounders)
	Can try to win by changing the way they use skills in response to their opponent's actions.
Year 2 - Skills	Can pass a ball accurately to a partner over a variety of distances
	Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control

	Can show a good awareness of others in running, chasing and avoiding games
	Can make simple decisions about when and where to run
Year 2 - Application	I can develop basic tactics for small team games
	Can react to situations in a way that helps their partners and makes it difficult for their opponent
	I can set myself targets to improve my performance (e.g. in athletics)
Year 3 - Skills	Can throw and catch the ball with control and accuracy
	Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc)
	Understand and follow rules of games, including fair play
	Can travel whilst bouncing a ball showing control (e.g. basketball)
Year 3 - Application	Can use a range of skills to help them keep possession and control of the ball
	Maintain possession of a ball
	Pass ball to team mates when appropriate
	Can, in pairs, make up a game and play a simple rallying game
	Can choose good places to stand when receiving, and give reasons for their choice
Year 4	Can use different types of passing the ball with control
	Strike a ball with intent and throw it more accurately when bowling and/or fielding
	Can travel whilst bouncing a ball as well as exhibiting evasion techniques
	Attempts to obtain possession of ball by starting to understand defensive techniques
	Can keep and use rules they are given
	Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height

Year 5	Use different ball passing skills in the context of a game
	Can travel with a ball showing changes of speed and directions using either foot or hand
	Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow
	Can work alone or with team mates in order to gain possession by competently marking opponent
	Can strike a ball with accuracy in a range of different games (e.g. hockey)
	Can hit the ball from both sides of the body
	Can judge how far they can run to score points
Year 6	Confidently use a range of passes during games which are appropriate
	Can dribble effectively around obstacles and opponents
	Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques
	Perform skills with accuracy, confidence and control
	Can combine and perform skills with control, adapting them to meet the needs of the situation
	Play shots on both sides of the body including hitting a ball with forehand and backhand
	Explore and develop different ways of bowling
	Can play games showing tactical awareness and knowledge of rules and scoring
	Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation
	Can choose when to pass or dribble, so that they keep possession and make progress towards the goal
	Field, defend and attack tactically by anticipating the direction of play

Year 1

	Autumn Term	Spring Term	Summer Term
Year 1	<p>Gymnastics - Use of space - Footwork - Travelling (feet, hands and feet, different parts of the body) - Key shapes - Taking weight on different body parts.</p> <p>Ready Steady Cycle</p>	<p>Dance Explore movement, slow/fast. Use of levels (low, middle and high)</p> <p>Hit, Catch, Run Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</p>	<p>Attack, defend, shoot To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination</p> <p>Ready Steady Cycle</p>

Year 2/3/4 -Class 2

	Autumn Term	Spring Term	Summer Term
Year 2/3/4 Rolling Programme A	Dance Games	Gymnastics Swimming	Invasion games Athletics
Year 2/3/4 Rolling Programme B	Dance Games	Gymnastics Swimming	Invasion games Athletics
Year 2/3/4 Rolling Programme C	Dance Games	Gymnastics Swimming	Invasion games Athletics

Year 4/5/6 -Class 3

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Year 4/5/6 Rolling Programme A	Swimming Dance Orienteering Y6	Gymnastics Invasion Games	Athletics Striking and Fielding
Year 4/5/6 Rolling Programme B	Swimming Dance Orienteering Y6	Gymnastics Invasion Games	Athletics Striking and Fielding
Year 4/5/6 Rolling Programme c	Swimming Dance Orienteering Y6	Gymnastics Invasion Games	Athletics Striking and Fielding