

## **Marsh Gibbon Church of England School**

### **Physical Education Learning Journey**

This document aims to track expectations for Physical Education at Marsh Gibbon Church of England Primary School.

#### **What the National Curriculum says:**

##### **KS1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

##### **KS2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Core Task	Year 3 and 4	Year 5 and 6	More and most able
Invasion Games	<ul style="list-style-type: none"> <li>➤ Recognise the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques.</li> <li>➤ Play games with some fluency and accuracy, using a range of throwing and catching techniques</li> <li>➤ Know the rules of the games.</li> <li>➤ Understand that they need to defend as well as attack.</li> <li>➤ understand how strength, stamina and speed can be improved by playing invasion games.</li> <li>➤ Suggest different ways in which tactics or techniques could be used.</li> <li>➤ throw and catch with control to keep possession and score 'goals'; be aware of space and use it to support team-mates and cause problems for the opposition.</li> </ul>	<ul style="list-style-type: none"> <li>➤ pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal</li> <li>➤ mark opponents and help each other in defence</li> <li>➤ control the ball consistently.</li> <li>➤ Can children make changes that improve their team and individual performance.</li> <li>➤ play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending</li> <li>➤ recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ play effectively with speed and precision, as members of both small and larger teams.</li> <li>➤ decide quickly where and when to pass the ball, showing good awareness of what is going on around them.</li> <li>➤ vary tactics and adapt skills in response to the situation they face in a game.</li> </ul>

Core Task	Year 1 and 2	Year 3 and 4	Year 5 and 6	More and most able
Gymnastics	<ul style="list-style-type: none"> <li>➤ show basic control and coordination when travelling and when remaining still.</li> <li>➤ find and use space safely, with an awareness of others.</li> <li>➤ use words such as rolling, travelling, balancing, climbing</li> <li>➤ make their body tense, relaxed, stretched and curled</li> <li>➤ plan and repeat simple sequences of actions</li> <li>➤ show contrasts in shape.</li> <li>➤ describe what their bodies feel like during gymnastic activity</li> <li>➤ say why they think gymnastic actions are being performed well</li> </ul>	<ul style="list-style-type: none"> <li>➤ choose and plan sequences of contrasting actions.</li> <li>➤ Adapt sequences to suit different types of apparatus and their partner's ability.</li> <li>➤ explain how strength and suppleness affect performance.</li> <li>➤ identify some muscle groups used in gymnastic activities.</li> <li>➤ perform actions, balances, body shapes and agilities with control.</li> <li>➤ recognise criteria that lead to improvement, <i>e.g changing a level</i></li> <li>➤ perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement.</li> </ul>	<ul style="list-style-type: none"> <li>➤ create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed.</li> <li>➤ choose actions, body shapes and balances from a wider range of themes and ideas.</li> <li>➤ show clarity, fluency, accuracy and consistency in their movements.</li> <li>➤ in small groups, prepare a sequence to be performed to an audience.</li> <li>➤ understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing.</li> <li>➤ arrange their own apparatus safely to suit the needs of a task</li> </ul>	<ul style="list-style-type: none"> <li>➤ make up their own sequences arrange their own apparatus safely to suit the needs of a task</li> <li>➤ organise small groups independently include a wide range of actions, shapes and balances in their performance, some of which are original</li> <li>➤ explain, using appropriate language, how activity improves health, fitness and wellbeing</li> </ul>

Core Task	Year 1 and 2	Year 3 and 4	Year 5 and 6	More and most able
Dance	<ul style="list-style-type: none"> <li>➤ perform basic body actions.</li> <li>➤ use different parts of the body singly and in combination.</li> <li>➤ show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> <li>➤ choose appropriate movements for different dance ideas.</li> <li>➤ vary the way they use space.</li> <li>➤ perform control and coordination</li> <li>➤ describe how dancing affects their body</li> <li>➤ know why it is important to be active</li> <li>➤ suggest ways they could improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ improvise freely, translating ideas from a stimulus into movement</li> <li>➤ create dance phrases that communicate ideas.</li> <li>➤ share and create dance phrases with a partner and in a small group.</li> <li>➤ repeat, remember and perform these phrases in a dance.</li> <li>➤ use dynamic, rhythmic and expressive qualities clearly and with control</li> <li>➤ use simple motifs and movement patterns to structure dance phrases on their own.</li> <li>➤ show sensitivity to the dance idea and the accompaniment</li> <li>➤ describe, interpret and evaluate dance, using appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>➤ compose motifs and plan dances creatively and collaboratively in groups.</li> <li>➤ adapt and refine the way they use weight.</li> <li>➤ space and rhythm in their dances to express themselves in the style of dance they use</li> <li>➤ perform different styles of dance clearly and fluently</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the changes within and between time periods.</li> <li>➤ Understand how some changes take centuries whilst others are more rapid and give examples with evidence.</li> </ul>

Objective	Year 3 and 4	Year 5 and 6	More and most able
Net and Wall Games	<ul style="list-style-type: none"> <li>➤ keep up a continuous game, using a range of throwing and catching skills and techniques</li> <li>➤ use a small range of basic racket skills</li> <li>➤ choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent.</li> <li>➤ choose and use a range of simple tactics for defending their own court.</li> <li>➤ Make up their own net games, understand the point of the game, keep rules effectively and fairly.</li> <li>➤ recognise how net games make the body work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ use forehand, backhand and overhead shots increasingly well in the games they play.</li> <li>➤ use the volley in games where it is important.</li> <li>➤ use the skills they prefer with competence and consistency.</li> <li>➤ understand the need for tactics.</li> <li>➤ start to choose and use some tactics effectively.</li> <li>➤ play cooperatively with a partner; apply rules consistently and fairly.</li> <li>➤ identify appropriate exercises and activities for warming up.</li> </ul>	<ul style="list-style-type: none"> <li>➤ play the full game of short tennis</li> <li>➤ use a wide range of shots in games, with a good degree of consistency and accuracy</li> <li>➤ work collaboratively with a partner</li> <li>➤ understand the need for different tactics</li> <li>➤ lead others in short warm-up routines, selecting safe and appropriate activities and exercises</li> <li>➤ identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement</li> </ul>

Objective	Year 3 and 4	Year 5 and 6	More and most able
Striking and fielding.	<ul style="list-style-type: none"> <li>➤ use a range of skills, eg <i>throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy.</li> <li>➤ choose and vary skills and tactics to suit the situation in a game</li> <li>➤ carry out tactics successfully.</li> <li>➤ know rules and use them fairly to keep games going.</li> <li>➤ explain what they need to do to get ready to play games.</li> </ul>	<ul style="list-style-type: none"> <li>➤ strike a bowled ball; use a range of fielding skills, eg <i>catching, throwing, bowling, intercepting</i>, with growing control and consistency.</li> <li>➤ use and apply the basic rules consistently and fairly.</li> <li>➤ understand and implement a range of tactics in games.</li> <li>➤ identify their own strengths and suggest practices to help them improve.</li> </ul>	<ul style="list-style-type: none"> <li>➤ play games effectively, reading situations and responding quickly; bat, bowl and field with control.</li> <li>➤ use a range of tactics for attacking and defending as batters, bowlers and fielders.</li> <li>➤ identify the main types of fitness needed for these games and use them in warm-up routines</li> <li>➤ identify their own and others' strengths and devise practices that lead to improvement</li> </ul>

Objective	Year 3 and 4	Year 5 and 6
Athletics	<ul style="list-style-type: none"> <li>➤ run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</li> <li>➤ make up and repeat a short sequence of linked jumps.</li> <li>➤ take part in a relay activity, remembering when to run and what to do.</li> <li>➤ Throw a variety of objects, changing their action for accuracy and distance.</li> <li>➤ identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change direction, quickly with consistency and fluidity.</li> <li>➤ Consistently be able to perform triple jump.</li> <li>➤ consistency, control and accuracy when throwing objects into targets from increasing distances identify appropriate exercises and activities for warming up.</li> <li>➤ watch their own and others' performances and suggest improvements for specific purposes.</li> </ul>



Objective	Year 3 and 4	Year 5 and 6	More and most able
Outdoor Adventure Activates	<ul style="list-style-type: none"> <li>➤ use maps and diagrams to orientate themselves and to travel around a simple course</li> <li>➤ respond when the task or environment changes and the challenge increases</li> <li>➤ start to plan sensible responses to physical challenges or problems, talking and working with others in their group</li> <li>➤ recognise some of the physical demands that activities make on them; identify parts of the work that were successful</li> <li>➤ respond to feedback on how to go about their work differently</li> </ul>	<ul style="list-style-type: none"> <li>➤ choose and perform skills and strategies effectively</li> <li>➤ find solutions to problems and challenges plan, implement and refine the strategies they use</li> <li>➤ adapt the strategies as necessary work increasingly well in a group or in a team where roles and responsibilities are understood.</li> <li>➤ prepare physically and organizationally for challenges they are set, taking into account the group's safety.</li> <li>➤ identify what they do well, as individuals and as a group suggest ways to improve</li> </ul>	<ul style="list-style-type: none"> <li>➤ work confidently in familiar and changing environments</li> <li>➤ adapt quickly to new situations</li> <li>➤ devise and put into practice a range of solutions to problems and challenges</li> <li>➤ understand clearly the nature of a challenge or problem and what they want to achieve</li> <li>➤ take a leading role when working with others</li> <li>➤ prepare efficiently and safely</li> </ul>

Objective	Year 3 and 4	Year 5 and 6	More and most able
Swimming	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>➤ swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves in some cases, swim up to 5 metres without aids or support</li> <li>➤ move confidently in water when their feet are touching the ground</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>➤ swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</li> <li>➤ use three different strokes, swimming on their front and back</li> <li>➤ control their breathing</li> <li>➤ swim confidently and fluently on the surface and under water.</li> </ul>	<ul style="list-style-type: none"> <li>➤ swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</li> <li>➤ use three different strokes, swimming on their front and back</li> <li>➤ control their breathing</li> <li>➤ swim confidently and fluently on the surface and under water</li> <li>➤ work well in groups to solve specific problems and challenges, sharing out the work fairly</li> <li>➤ recognise how swimming affects their body, and pace their efforts to meet different challenges</li> <li>➤ suggest activities and practices to help improve their own performance</li> </ul>	<ul style="list-style-type: none"> <li>➤ swim further than 100 metres swim fluently and confidently for over 90 seconds</li> <li>➤ use all three strokes with control</li> <li>➤ swim short distances using butterfly</li> <li>➤ breathe so that the pattern of their swimming is not interrupted</li> <li>➤ perform a wide range of personal survival techniques confidently</li> <li>➤ know what different tasks demand of their body, and pace their efforts well to meet challenges</li> </ul>