



## Three areas of disciplinary and substantive knowledge which underpin the Arrow Valley First School curriculum

The assessment framework is structured to set out progression in 3 elements of the PE curriculum - Acquiring, developing, selecting and applying skills, Evaluating and improving skills, Knowledge and understanding of health and fitness. This is further broken into 6 activity areas - Games, Gymnastics, Dance, Athletics, Outdoor and Adventurous Activity (OAA) and Swimming. This framework is designed to inform how we plan for children to improve, year by year, and assess how well they are improving.

We are teaching PE in school because we want our pupils to:

1. Succeed and excel in competitive sport and other physically demanding activities;
2. Become physically confident in a way in which supports their health and fitness;
3. Compete in sport and other activities and help embed values such as fairness and respect;
4. Take part in a broad range of physical activities learning transferable skills;
5. Lead healthy active lives.

Throughout the year, we promote and make links to international, national and local sporting events and personalities. Curriculum maps correspond with sporting calendars linked to local School Sport Partnerships and the School Games programme.

We ensure that our curriculum is fully inclusive, exposing pupils to a range of traditional, alternative and disability sports. Throughout the curriculum and extra-curricular provision, pupils have the opportunity to undertake a range of roles, acting as participants/performers, leaders and officiators.

## Acquiring, developing, selecting and applying skills

### Games

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b>                      -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.                      -Start taking part in some group activities which they make up for themselves, or in teams.                      →Throw a beanbag or ball towards a target or partner.                      →Use balance bikes and scooters.                      →Kick a large ball.                      →Follow simple team games, or make up games with peers.</p> <p><b>Reception</b>                      -Negotiate space and obstacles safely with consideration for themselves and others                      -Demonstrate strength, balance and coordination when playing                      -Move energetically, such as running, jumping, dancing hopping, skipping and climbing                      →Demonstrates the fundamental movements in object control through; reaching, grasping, gripping, releasing, lifting and carrying, passing an object from hand to hand, send, receive, roll, bounce dribble, kick, strike, stop and trap</p>	<p><b>Copy and repeat simple skills</b>                      →Throw and catch a ball with a partner                      →move fluently, changing direction and speed easily and avoiding collisions                      →show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking                      Pupils link simple actions and skills                      →Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming                      →use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions</p>	<p><b>Copy, remember and repeat simple skills with control and co-ordination</b>                      →Pass a ball accurately to a partner over a variety of distances                      →perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control                      →show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run  <b>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics</b>                      →They vary skills and show some understanding of simple tactics                      →choose and use tactics to suit different situations                      react to situations in a way that helps their partners and makes it difficult for their opponents</p>	<p><b>Select and use skills and ideas with co-ordination and control</b>                      →Travel whilst bouncing a ball showing control                      →use a range of skills to help them keep possession and control of the ball                      →perform the basic skills needed for the games with control and consistency                      use a range of skills with increasing control</p> <p><b>Pupils show that they understand tactics and composition by starting to vary how they respond</b>                      →In pairs, make up a game and play a simple rallying game.                      use a range of skills to keep possession and make progress towards a goal, on their own and with others                      →choose good places to stand when receiving, and give reasons for their choice</p> <p>choose and use batting or throwing skills to make the game hard for their opponents</p>	<p><b>Pupils can link movement phrases together with increased precision.</b>                      →Travel with a ball showing increasing control using both hands and feet.                      →Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.                      →Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.                      Use a range of different skills with increasing control and skill  <b>Pupils can link tactics and skills together with increased precision.</b>                      →In small groups make up a game with simple rules.                      Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.                      →Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.</p>	<p>Performance shows precision, control and fluency                      →Travel with a ball showing changes of speed and directions using either foot or hand.                      →use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i>                      →keep a game going using a range of different ways of throwing                      →strike a ball with intent and throw it more accurately when bowling and/or fielding                      Pupils link skills, techniques and ideas accurately and appropriately                      →Effectively play a competitive net/wall game                      keep and use rules they are given                      →try to make things difficult for their opponent by directing the ball to space, at different speeds and heights                      →judge how far they can run to score points</p>	<p><b>Consistent performance showing precision, control and fluency</b>                      →Dribble effectively around obstacles. Show precision and accuracy when sending &amp; receiving                      →perform skills with accuracy, confidence, and control                      combine and perform skills with control, adapting them to meet the needs of the situation                      →play shots on both sides of the body and above their heads in practices and when this arises in a game                      →use different ways of bowling  <b>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</b>                      →Play recognised version of net game showing tactical awareness and knowledge of rules and scoring.                      →they play, choosing and using skills which meet the needs of the situation                      →choose when to pass or dribble, so that they keep possession and make progress towards the goal                      →hit the ball with purpose, varying the speed, height and direction                      →hit the ball from both sides of the body</p>

## Gymnastics

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b>                      -Go up steps and stairs, or climb up apparatus, using alternate feet.                      -Skip, hop, stand on one leg and hold a pose for a game like musical statues.                      → Travel over and under equipment, demonstrating jumping and balancing.                      → Move in different ways, sliding, rolling etc.</p> <p><b>Reception</b>                      -Negotiate space and obstacles safely with consideration for themselves and others                      -Demonstrate strength, balance and coordination when playing                      -Move energetically, such as running, jumping, dancing hopping, skipping and climbing                      → Demonstrates fundamental movement skills in locomotion-rolling, stepping, jogging, hopping, galloping, leading, skipping, climbing, crawling, running                      → Demonstrates fundamental movements in Stability-standing, lying, sitting, static balance, dynamic balance, pivoting, twisting, lunging, bending, stretching</p>	<p>Copy and repeat simple skills                      → Perform basic gymnastic actions like traveling, rolling and jumping                      → Manage the space safely, showing good awareness of each other, mats and apparatus  <b>Pupils link simple actions and skills</b>                      → Make up simple movement phrases in response to simple tasks.                      → Link &amp; repeat basic gymnastic actions perform movement phrases with control and accuracy</p>	<p>Copy, remember and repeat simple skills with control and co-ordination                      → Perform a variety of actions with increasing control                      repeat accurately sequences of gymnastic actions                      → move smoothly from a position of stillness to travelling movement                      move smoothly and in a controlled way from one position of stillness to another  <b>Pupils vary skills, actions and ideas.</b>                      → Choose, use and vary simple compositional ideas to create and perform a sequence                      Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end                      → Adapt the sequence to include apparatus or a partner                      → Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p>	<p>Select and use skills and ideas with co-ordination and control                      → Perform a competent forward roll, rug roll, shoulder roll                      Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel                      → practice an action or short sequence of movements, and improve the quality of the actions and transitions                      show control, accuracy and fluency of movement when performing actions on their own and with a partner  <b>Pupils show that they understand composition by starting to vary how they respond</b>                      → Plan and perform a movement sequence showing contrasts in speed, level and direction.                      → devise and perform a gymnastic sequence, showing a clear beginning, middle &amp; end                      → adapt a sequence to include different levels, speeds or directions                      → work well on their own and contribute to pair sequences</p>	<p>Select, use and perform with coo-ordination and fluency.                      → Perform a range of rolls with control and accuracy                      Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,                      → Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.  <b>Pupils can link movement phrases together with increased precision.</b>                      → Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.                      → Perform a sequence where the children combine speed, level, direction and a variety of shapes.                      → Work within different groups to contribute to a variety of different sequences.</p>	<p>Performance shows precision, control and fluency                      → Perform a range of rolls including backwards roll consistently.                      perform a range of actions and agilities with consistency, fluency and clarity of movement                      → Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.  <b>Pupils link skills, techniques and ideas accurately and appropriately</b>                      → Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.                      → sequences with changes of speed, level and direction, and clarity of shape                      → Gradually increase the length of sequences                      work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement                      → adapt a sequence to include different levels, speeds or directions                      → Work well on their own and contribute to pair sequences.</p>	<p>Consistent performance showing precision, control and fluency                      → Perform a range of roll showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy                      → perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension  <b>Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition</b>                      → Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions                      → repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body                      → shape and changes in direction                      adapt sequences to include a partner or a small group</p>

Dance						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b> -Use large-muscle movements to wave flags and streamers, paint and make marks. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. → Move in interesting ways reflecting their emotions, responding to music.</p> <p><b>Reception</b> Negotiate space and obstacles safely with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing hopping, skipping and climbing → find and keep a space and copy simple instructions → Demonstrates fundamental movement skills in locomotion-rolling, stepping, jogging, hopping, galloping, leading, skipping, climbing, crawling, running → Demonstrates fundamental movements n Stability- standing, lying, sitting, static balance, dynamic balance, pivoting, twisting, lunging, bending, stretching</p>	<p>Copy and repeat simple skills → Follow the leader - jumps, hops, skips → Respond to different stimuli with a range of actions → Copy and explore basic body actions demonstrated by the teacher → Copy simple movement patterns from each other and explore the movement → Pupils link simple actions and skills → Compose and link movement phrases to make simple dances with clean beginning, middle and end. → practise and repeat their movement phrases and perform them in a controlled way</p>	<p>Copy, remember and repeat simple skills with control and co-ordination → Can link several movements together with control and co-ordination → talk about different stimuli as the starting point for creating dance phrases and short dances → explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements → Pupils vary skills, actions and ideas. They begin to show some understanding of simple dynamics → Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings → remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</p>	<p>Select and use skills and ideas with co-ordination and control → Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different → stimuli through their use of language and choice of movement → Incorporate different qualities and dynamics into their movements → explore and develop new actions while working with a partner or a small group → Pupils show that they understand dynamics and composition by starting to vary how they respond → Apply basic compositional ideas to create dance which convey feelings and emotions → link actions to make dance phrases, working with a partner and in a small group → perform short dances with expression, showing an awareness of others when moving → describe what makes a good dance phrase</p>	<p>Select, use and perform with co-ordination and fluency → Respond and perform with a partner, demonstrating actions that link with fluency and accuracy → Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases → Use a range of actions and begin to combine movement phrases and patterns. → Begin to respond within a small group, to speed and level. → Pupils can link movement phrases together with increased precision. → Begin to design their own movement phrases that respond to the stimuli or emotion → Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group → Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</p>	<p>Performance shows precision, control and fluency → Respond to a variety of stimuli showing a range of actions performed with control and fluency → think about character and narrative ideas created by the stimulus, and respond through movement  → experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group → Pupils link skills, ideas &amp; techniques accurately and appropriately → Create and perform dances using a range of movement patterns in response to a range of stimuli → use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer → remember, practice and combine longer, more complex dance phrases</p>	<p>Consistent performance showing precision, control and fluency → Perform a variety of dance styles with accuracy and consistency → explore, improvise and choose appropriate material to create new motifs in a chosen dance style → respond to a range of stimuli, improvising freely using a range of controlled movements and patterns → Pupils select and combine skills, techniques and ideas demonstrating their knowledge of composition → Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances → select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p>

Athletics						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b> Continue to develop their movement →Run and travel in different ways (jumping, skipping, bouncing)</p> <p><b>Reception</b> -Move energetically, such as running, jumping, dancing hopping, skipping, and climbing → Run along a track →Attempt different ways of travelling down a track</p>	<p>→Run at different speeds, jump with accuracy, use a small range of techniques →Choose which throwing and retrieving technique</p>	<p>→Change speed and direction, link running and jumping, throw accurately →Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance</p>	<p>→Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups →Choose and use throw to reach target, choose which role to play within group situation</p>	<p>→Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. →Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.</p>	<p>→Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well →Choose pace for running, plan and carry through an event</p>	<p>→Strength, stamina and speed when running, jumping and throwing, know rules, judge events →Adapt skills and techniques to different challenges and equipment</p>

OAA						
Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b> -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. →Spend time outdoors, taking part in some risky play (including at Forest School)</p> <p><b>Reception</b> Explore and familiarise themselves with the outdoor environment.</p>	<p>→ Follow marked tracks in familiar environment. → Choose which way to follow route, by self or in group</p>	<p>→ Use simple plans and diagrams of familiar environments. → Use skills to solve a basic challenge or problem</p>	<p>→ Use maps and diagrams to orientate themselves around a course. → Respond appropriately when task/environment changes, plan responses</p>	<p>→ Use a map with confidence to navigate around a route. → Adapt and respond to changes in the environment to allow them to complete the task</p>	<p>→ Move confidently through familiar and less familiar environments, prepare self → Adapt skills and strategies as situation demands.</p>	<p>→ Work confidently in changing environments, adapt quickly. → Devise and put into practice a range of solutions and challenges.</p>

## Swimming

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
			<p>→25-30 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together.</p> <p>→Use their arms and legs in the correct manner for the chosen stroke.</p> <p>→Swim 25-30 metres unaided, use a variety of different leg and arm actions.</p> <p>→Link arms and legs correctly to allow effective propulsion across the pool.</p> <p>→Perform safe self-rescue in different water-based activities.</p>			

## Evaluating and improving performance

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b></p> <p>→Talk about their learning</p> <p><b>Reception</b></p> <p>→Say what they have done</p>	<p>→Describe and comment on their own and others actions</p> <p>→Describe what they have done</p> <p>→ watch others and say what they are doing</p>	<p>→Talk about differences between their own and others' performance and suggest improvements</p>	<p>→Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p>	<p>→Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.</p> <p>→Be confident to analyse and comment on what they see.</p>	<p>→From observation of others begin to describe constructively how to refine improve and modify performance.</p> <p>→Refine own performance in response to comments of others' and self-analysis.</p>	<p>→Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p>

## Knowledge and understanding of fitness and health

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Nursery</b></p> <p>→Join in routines around exercise e.g. warm up, stretching.</p> <p><b>Reception</b></p> <p>→ Says how they feel after exercise</p>	<p>→Describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.</p>	<p>→understand how to exercise and describe how their bodies feel during different activities.</p>	<p>→Suggest appropriate warm up ideas.</p> <p>→Recognise changes in body temperature, heart rate and breathing.</p>	<p>→Begin to think about warm up activities that prepare them for exercise.</p> <p>→Talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.</p>	<p>→Demonstrate activities for specific aspects of warm up-stretching, joint mobility, raising heart and breathing rates.</p> <p>→Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.</p>	<p>→Show responsibility for personal warm up program specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.</p>

**How learning in the Early Years Foundation Stage provides the range of experiences and a secure knowledge base, on which the KS1 curriculum in PE builds.**

- Negotiate space and obstacles safely with consideration for themselves and others
  - Demonstrate strength, balance and coordination when playing
  - Move energetically, such as running, jumping, dancing hopping, skipping and climbing
- Demonstrates the fundamental movements in **object control** through; reaching, grasping, gripping, releasing, lifting and carrying, passing an object from hand to hand, send, receive, roll, bounce dribble, kick, strike, stop and trap
- Demonstrates fundamental movements in **locomotion** - rolling, stepping, jogging, hopping, galloping, leading, skipping, climbing, crawling, running
- Demonstrates fundamental movements in **stability** - standing, lying, sitting, static balance, dynamic balance, pivoting, twisting, lunging, bending, stretching
- Find and keep a space and copy simple instructions

**By the end of Nursery**

Pupils enjoy moving in different ways (running, jumping, sliding etc) over, under and around equipment.  
Pupils enjoy throwing and using suitable PE equipment (balls, beanbags etc).  
Pupils move in response to music demonstrating their ideas and emotions.  
Pupils join in routines around PE and exercise.

**By the end of Reception**

Pupils negotiate space and obstacles safely with consideration for themselves and others.  
Pupils demonstrate strength, balance and coordination when playing in different contexts, e.g. when racing, climbing, building.  
Pupils move energetically and confidently, such as running, jumping, dancing hopping, skipping and climbing.  
Pupils move in response to music, creating and remembering sequences of movements.  
Pupils begin to talk about their own movements and their effectiveness.

### By the end of Y1

Pupils can copy, repeat and explore fundamental movement skills (balance, co-ordination, agility)  
Pupils can perform basic actions with more control, independence and some consistency  
Pupils can link these skills and actions into different movement phrases;  
examples include moving over an obstacle, climbing, striking a ball, running in different directions, creating jumping patterns etc  
Pupils can copy and perform simple dance patterns  
Pupils can describe and comment on their own and others' actions  
Pupils can talk about how their bodies feel during an activity

### By the end of Y2

Pupils confidently develop fundamental movement skills  
Pupils can copy, remember, repeat and explore a variety of actions with control and coordination  
Pupils can perform basic movement skills, including running, jumping, throwing and catching and apply these in a range of activities  
Through participation in team games, pupils begin to show some understanding of simple tactics for attacking and defending  
They can talk about differences between their own and others' performance and suggest improvements  
Pupils can describe how their bodies feel during different activities and begin to show understanding of the importance of keeping fit and healthy

### By the end of Y3

Pupils can use fundamental skills to confidently run, jump, throw and catch with some confidence  
Pupils can apply these skills in a range of challenging and competitive situations and activities  
Pupils understand and use basic principles of attacking and defending in a range of activities  
Pupils enjoy competing, communicating and co-operating with each other  
Pupils can perform dances using a range of movement patterns  
Pupils have developed flexibility, strength, technique, control and balance  
Pupils can talk about how to improve in order to achieve their best

### By the end of Y4

Pupils can run, jump, throw and catch with increased confidence and control  
Pupils can consistently apply these skills in a range of challenging and competitive situations and activities  
Pupils understand and use basic principles of attacking and defending in a range of competitive games and challenges  
Pupils enjoy competing, communicating and co-operating with each other  
Pupils use a wide range of movements to copy, create and perform dances  
Pupils have further developed flexibility, strength, technique, control and balance. They apply these skills effectively and with control  
Pupils can identify how to improve in order to achieve their best. They understand how to help others improve and give verbal feedback, using correct terminology

### By the end of Y5

Pupils can run, jump, throw and catch with consistency and control. They can select and successfully apply these skills in a range of sports  
Pupils can plan and apply basic principles of attacking and defending in a range of competitive games and challenges. They can use strategies to beat their opponent  
They enjoy competing against each other and themselves and can work effectively as part of a team.  
Pupils plan, create and perform dances and sequences, demonstrating control and fluency. They show an understanding of compositional ideas  
They demonstrate increased flexibility, strength, technique, control and balance through gymnastics and dance.  
Pupils can evaluate their own and others performances using the correct terminology. They can identify how to achieve their personal best.  
Pupils understand the importance of leading a healthy, active lifestyle

### By the end of Y6

Pupils can select and apply a wider range of skills successfully and with control  
Pupils can plan and apply effective principles of attacking and defending. They can create and evaluate strategies to beat their opponents  
Pupils enjoy competitive games and challenges and can select skills and ideas successfully  
Pupils plan, create and perform more complex dances and sequences, demonstrating control, confidence and fluency. They show an understanding of compositional ideas and can apply these effectively  
They demonstrate consistent flexibility, strength, technique, control and balance through a range of challenging gymnastics and dance activities  
Pupils can effectively evaluate their own and others performances using a wider range of terminology. They can independently identify how to achieve their personal best  
Pupils can talk about the importance of leading a healthy, active lifestyle