

# Burton Leonard Church of England (VC) Primary School



## Physical Education Curriculum Sequences of Learning

### Autumn 1

#### EYFS – Balance and Movement – Year A and B

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Talk about ways to keep healthy and safe.
- Know the importance of good health and physical exercise.

#### Football - Year A

#### Rugby - Year B

#### Year 1

- Begin to dribble a ball with hands and feet.
- Know who is on own team.
- Send and receive a ball.
- Stay with another player when defending.
- Dodge.
- Help own team to score.
- Find space.
- Recognise changes in own body when exercising.
- Know how to score points.

#### Year 2

- Sometimes dribble a ball with hands and feet.
- Know who is on own team and attempt to send the ball to them.
- Move with a ball towards goal.
- Describe how own body feels during exercise.

- Dodge and find space away from the other team.
- Stay with another player to try and prevent them from getting the ball.
- Know how to score points and can remember the score.

### Year 3

- Dribble, pass, receive and shoot the ball with some control.
- Learning the rules of the game and begin to use them.
- Move with a ball towards goal with increasing control.
- Understand the role as an attacker and as a defender.
- Move into space to help the team.
- Defend an opponent and try to win the ball.
- Understand why it is important to warm up.
- Identify when own performance was successful.

### Year 4

- Dribble, pass, receive and shoot the ball with increasing control.
- Understand the rules of the game and use them most of the time.
- Help team keep possession and score goals when playing in attack.
- Delay and help prevent the other team from scoring when playing in defence.
- Use simple tactics to help team score or gain possession.
- Explain what happens in own body when warming up.
- Identify when own performance was successful and what is needed to improve.

### Year 5

- Dribble, pass, receive and shoot the ball with some control under pressure.
- Understand the rules of the game and use them often.
- Understand there are different skills for different situations and begin to use this.
- Move into space to help own team.
- Know what position is being played and how to contribute when attacking and defending.
- Recognise own and other's strengths and areas for development and can suggest ways to improve.
- Lead a partner through short warm-up routines.

### Year 6

- Dribble, pass, receive and shoot the ball with increasing control under pressure.
- Select the appropriate action for the situation.
- Use the rules of the game consistently.
- Create and use a variety of tactics to help own team.
- Create and use space to help own team.
- Select and apply different movement skills to lose a defender.

- Lead a small group through a short warm-up routine.
- Identify own and others' strengths and areas for development and can suggest ways to improve.
- Use marking, tackling and/or interception to improve own defence.

## Autumn 2

### EYFS – Throwing and Catching – Year A and B

- Further develop and refine a range of ball skills including: throwing, catching and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Talk about ways to keep healthy and safe.
- Know the importance of good health and physical exercise.
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### Netball – Year A

### Basketball – Year B

#### Year 1

- Throw and push a ball in a variety of ways.
- Sometimes catch a beanbag and a medium-sized ball.
- Track balls and other equipment sent.
- Throw and hit a ball in a variety of ways.
- Recognise changes in own body during exercise.
- Know how to score points.

#### Year 2

- Show awareness of opponents when playing games.
- Roll and hit a ball.
- Apply these skills in a variety of simple games.
- Describe how own body feels during exercise.
- Work with a partner to improve skills.
- Know how to score points and can remember the score.

#### Year 3

- Return a ball to a partner.
- Use basic racket skills.
- Understand the aim of the game.
- Learn the rules of the game and begin to use them.
- Understand why it is important to warm up.
- Throw with some accuracy and catch with some consistency.
- Identify when being successful.

#### Year 4

- Sometimes play a continuous game.
- Use a range of basic racket skills.
- Return to the ready position to defend my own court.
- Understand the rules of the game and can use them often.
- Explain what happens in my body when warming up.
- Throw with some accuracy at a target.
- Catch with increasing control.
- Can use simple tactics.
- Can identify when being successful and what I need to do to improve.

## Year 5

- Developing a wider range of skills and begin to use these under some pressure.
- Use the preferred skills with increasing consistency.
- Understand the need for tactics and can sometimes apply them.
- Play cooperatively with a partner.
- Understand the rules of the game and use them to play fairly.
- Throw accurately at a target.
- Understand there are different skills for different situations and begin to use this.
- Recognise own and others' strengths and areas for development and can suggest ways to improve.
- Lead a partner through short warm-up routines.

## Year 6

- Use a wider range of skills in game situations.
- Play cooperatively with a partner.
- Select the appropriate action for the situation.
- Use the rules of the game consistently.
- Create and sometimes use a variety of tactics.
- Lead a small group through a short warm-up routine.
- Identify own and others' strengths and areas for development and can suggest ways to improve.

## Spring 1

## Gymnastics

## EYFS – Year A and B

- Handle equipment effectively.
- Move confidently in a range of ways.
- Safely negotiate space.
- Show good control and co-ordination in small and large movements.
- Talk about ways to keep healthy and safe.

<ul style="list-style-type: none"> <li>• Know the importance of good health and physical exercise.</li> </ul>	
<b>Gymnastics – Year A</b>	<b>Disability Sports – Year B</b>
<b>Year 1</b>	
<ul style="list-style-type: none"> <li>• Remember and repeat actions and shapes.</li> <li>• Make my body tense, relaxed, stretched and curled.</li> <li>• Show an awareness of space when travelling.</li> <li>• Link simple actions together.</li> <li>• Use apparatus safely.</li> <li>• Recognise changes in own body when doing exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and push a ball in a variety of ways.</li> <li>• Sometimes catch a beanbag and a medium-sized ball.</li> <li>• Track balls and other equipment sent.</li> <li>• Throw and hit a ball in a variety of ways.</li> <li>• Recognise changes in own body during exercise.</li> <li>• Know how to score points.</li> </ul>
<b>Year 2</b>	
<ul style="list-style-type: none"> <li>• Plan and repeat simple sequences of actions.</li> <li>• Use shapes when performing other skills.</li> <li>• Use directions and levels to make own work look interesting.</li> <li>• Perform the basic gymnastic actions with some control and balance.</li> <li>• Describe how own body feels during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of opponents when playing games.</li> <li>• Roll and hit a ball.</li> <li>• Apply these skills in a variety of simple games.</li> <li>• Describe how own body feels during exercise.</li> <li>• Work with a partner to improve skills.</li> <li>• Know how to score points and can remember the score.</li> </ul>
<b>Year 3</b>	
<ul style="list-style-type: none"> <li>• Use a greater number of own ideas for movements in response to a task.</li> <li>• Choose and plan sequences of contrasting actions.</li> <li>• Complete actions with increasing balance and control and choose actions that flow well into one another.</li> <li>• Move in unison with a partner.</li> <li>• Adapt sequences to suit different types of apparatus.</li> <li>• With help, recognise how performances could be improved.</li> <li>• Understand why it is important to warm up.</li> </ul>	<ul style="list-style-type: none"> <li>• Return a ball to a partner.</li> <li>• Use basic racket skills.</li> <li>• Understand the aim of the game.</li> <li>• Learn the rules of the game and begin to use them.</li> <li>• Understand why it is important to warm up.</li> <li>• Throw with some accuracy and catch with some consistency.</li> <li>• Identify when performance was successful.</li> </ul>
<b>Year 4</b>	
<ul style="list-style-type: none"> <li>• Safely perform balances individually and with a partner.</li> <li>• Plan and perform sequences with a partner that include a change of level and shape.</li> <li>• Understand how body tension can improve the control and quality of own movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes play a continuous game.</li> <li>• Use a range of basic racket skills.</li> <li>• Return to the ready position to defend own court.</li> <li>• Understand the rules of the game and use them often.</li> <li>• Explain what happens in own body during warm up.</li> </ul>

<ul style="list-style-type: none"> <li>• Explain what happens in own body when warming up.</li> <li>• Watch, describe and suggest possible improvements to others' and own performances.</li> <li>• Identify some muscle groups used in gymnastic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw with some accuracy at a target.</li> <li>• Catch with increasing control.</li> <li>• Use simple tactics.</li> <li>• Identify when performance was successful and what is needed to do to improve</li> </ul>
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## Year 5

<ul style="list-style-type: none"> <li>• Create and perform sequences using apparatus, individually and with a partner.</li> <li>• Use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>• Use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>• Use strength and flexibility to improve the quality of a performance.</li> <li>• Lead a partner through short warm-up routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a wider range of skills and begin to use these under some pressure.</li> <li>• Use the preferred skills with increasing consistency.</li> <li>• Understand the need for tactics and can sometimes apply them.</li> <li>• Play cooperatively with a partner.</li> <li>• Understand the rules of the game and use them to play fairly.</li> <li>• Throw accurately at a target.</li> <li>• Understand there are different skills for different situations and begin to use this.</li> <li>• Recognise own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• Lead a partner through short warm-up routines.</li> </ul>
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## Year 6

<ul style="list-style-type: none"> <li>• Understand what counterbalance and counter tension is and can show examples with a partner.</li> <li>• Combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• Create and perform sequences taking using compositional devices to improve the quality.</li> <li>• Lead a small group through a short warm-up routine.</li> <li>• Suggest changes and use feedback to improve a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of skills in game situations.</li> <li>• Play cooperatively with a partner.</li> <li>• Select the appropriate action for the situation.</li> <li>• Use the rules of the game consistently.</li> <li>• Create and sometimes use a variety of tactics.</li> <li>• Lead a small group through a short warm-up routine.</li> <li>• Identify own and others' strengths and areas for development and can suggest ways to improve.</li> </ul>
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## Spring 2

## EYFS – Co-ordination Sports Skills - Year A and 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> <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 good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> </ul>
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- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Talk about ways to keep healthy and safe.
- Know the importance of good health and physical exercise.

## **Hockey – Year A**

## **Tennis - Year B**

### **Year 1**

- Roll a ball towards a target.
- Stop a medium-sized ball with some consistency.
- Sometimes catch a beanbag and a medium-sized ball.
- Track a ball.
- Know how to score points.
- Push a ball using my hand and an object.
- Recognise changes in own body during exercise.

### **Year 2**

- Roll a ball to hit a target.
- Develop underarm and overarm throwing skills.
- Sometimes hit a ball using a racket.
- Know how to score points and can remember the score.
- Track a ball and stop it.
- Apply these skills in a variety of simple games.
- Use some simple tactics.
- Describe how own body feels during exercise.

### **Year 3**

- Use overarm and underarm throwing and catching skills.
- Begin to strike a bowled ball.
- Bowl a ball towards a target.
- Develop an understanding of tactics begin to use them in game situations.
- Understand the aim of the game.
- Learn the rules of the game and begin to use them.
- Understand why it is important to warm up.
- Identify when success was achieved.

### **Year 4**

- Use overarm and underarm throwing and catching skills with increasing accuracy.
- Sometimes strike a bowled ball.

- Bowl a ball with some accuracy, and consistency.
- Choose and use simple tactics for different situations.
- Understand the rules of the game and use them often.
- Explain what happens in own body when warming up.
- Identify when success was achieved and what is needed to do to improve.

## Year 5

- Sometimes strike a bowled ball.
- Develop a wider range of skills and begin to use these under some pressure.
- Use the preferred skills with increasing consistency.
- Understand the need for tactics and have begun to choose and use some tactics effectively.
- Understand the rules of the game and use them to play fairly.
- Understand there are different skills for different situations and begin to use this.
- Recognise own and others' strengths and areas for development and can suggest ways to improve.
- Lead a partner through short warm-up routines.

## Year 6

- Strike a bowled ball with increasing consistency.
- Understand and use some tactics in the game as a batter, bowler and fielder.
- Use a wider range of skills in game situations.
- Select the appropriate action for the situation.
- Use the rules of the game consistently.
- Lead a small group through a short warm-up routine.
- Identify own and others' strengths and areas for development and can suggest ways to improve.

## Summer 1

## EYFS – Striking and Fielding- Year A and B

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further, develop and refine a range of ball skills including throwing, catching, kicking, and passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Talk about ways to keep healthy and safe.
- Know the importance of good health and physical exercise.



<b>Cricket – Year A</b>	<b>Rounders / Danish Longball - Year B</b>
<b>Year 1</b>	
<ul style="list-style-type: none"> <li>• Roll a ball towards a target.</li> <li>• Stop a medium-sized ball with some consistency.</li> <li>• Sometimes catch a beanbag and a medium-sized ball.</li> <li>• Track a ball.</li> <li>• Know how to score points.</li> <li>• Push a ball using my hand and an object.</li> <li>• Recognise changes in own body during exercise.</li> </ul>	
<b>Year 2</b>	
<ul style="list-style-type: none"> <li>• Roll a ball to hit a target.</li> <li>• Develop underarm and overarm throwing skills.</li> <li>• Sometimes hit a ball using a racket.</li> <li>• Know how to score points and can remember the score.</li> <li>• Track a ball and stop it.</li> <li>• Apply these skills in a variety of simple games.</li> <li>• Use some simple tactics.</li> <li>• Describe how own body feels during exercise.</li> </ul>	
<b>Year 3</b>	
<ul style="list-style-type: none"> <li>• Use overarm and underarm throwing and catching skills.</li> <li>• Begin to strike a bowled ball.</li> <li>• Bowl a ball towards a target.</li> <li>• Develop an understanding of tactics begin to use them in game situations.</li> <li>• Understand the aim of the game.</li> <li>• Learn the rules of the game and begin to use them.</li> <li>• Understand why it is important to warm up.</li> <li>• Identify when success was achieved.</li> </ul>	
<b>Year 4</b>	
<ul style="list-style-type: none"> <li>• Use overarm and underarm throwing and catching skills with increasing accuracy.</li> <li>• Sometimes strike a bowled ball.</li> <li>• Bowl a ball with some accuracy, and consistency.</li> <li>• Choose and use simple tactics for different situations.</li> <li>• Understand the rules of the game and use them often.</li> <li>• Explain what happens in own body when warming up.</li> <li>• Identify when success was achieved and what is needed to do to improve.</li> </ul>	
<b>Year 5</b>	

- Sometimes strike a bowled ball.
- Develop a wider range of skills and begin to use these under some pressure.
- Use the preferred skills with increasing consistency.
- Understand the need for tactics and have begun to choose and use some tactics effectively.
- Understand the rules of the game and use them to play fairly.
- Understand there are different skills for different situations and begin to use this.
- Recognise own and others' strengths and areas for development and can suggest ways to improve.
- Lead a partner through short warm-up routines.

## **Year 6**

- Strike a bowled ball with increasing consistency.
- Understand and use some tactics in the game as a batter, bowler and fielder.
- Use a wider range of skills in game situations.
- Select the appropriate action for the situation.
- Use the rules of the game consistently.
- Lead a small group through a short warm-up routine.
- Identify own and others' strengths and areas for development and can suggest ways to improve.

## **Summer 2**

## **Athletics – Year A and B**

### **EYFS**

- Handle equipment effectively.
- Move confidently in a range of ways.
- Safely negotiate space.
- Show good control and co-ordination in small and large movements.
- Talk about ways to keep healthy and safe.
- Know the importance for good health and physical exercise

### **Year 1**

- Run at different speeds.
- Show balance and co-ordination when changing direction.
- Link running and jumping movements with some control and balance.
- Experiment with different types of jumps and landing.
- Co-ordinate my body to throw towards a target.
- Developing my technique to throw for distance.
- Recognise changes in my body when I do exercise

### **Year 2**

- Balance and co-ordination when running at different speeds.
- Show balance when changing direction.
- Link running and jumping movements with some control and balance.
- Experiment with different types of jumps and landing.
- Good technique when throwing towards a target.
- Developing throwing for distance.
- Describe how my body feels during exercise

### Year 3

- Run at fast, medium and slow speeds
- Use different take off and landings when jumping.
- Developing jumping for distance and height.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing my action for accuracy and distance.
- Record my distances, numbers and times.
- Understand why it is important to warm up.
- Identify when I was successful.

### Year 4

- Demonstrate the difference between sprinting and running over varying distances.
- Demonstrate different throwing techniques.
- Jump for distance and height with control and balance.
- Throw with some accuracy and power into a target area.
- Explain what happens in my body when I warm up.
- Identify when I was successful and what I need to do to improve.
- Demonstrate different throwing techniques.
- Jump for distance and height with control and balance.
- Throw with some accuracy and power into a target area.
- Explain what happens in my body when I warm up.
- Identify when I was successful and what I need to do to improve.

### Year 5

- Choose the best pace for a running event.
- Perform a range of jumps showing some technique.
- Show control at take-off in jumping activities.
- Show accuracy and good technique when throwing for distance.
- Understand how stamina and power help people to perform well in different athletic activities.
- Identify good athletic performance and explain why it is good.
- Lead a partner through short warm-up routines.

## Year 6

- Select and apply the best pace for a running event.
- Exchange a baton with success. I can perform jumps for height and distance using good technique.
- Show accuracy and good technique when throwing for distance.
- Lead a small group through a short warm-up routine.
- Identify my own and others' strengths and areas for development and can suggest ways to improve.

## Dance

### EYFS

- Handle equipment effectively.
- Move confidently in a range of ways.
- Safely negotiate space.
- Show good control and co-ordination in small and large movements.
- Talk about ways to keep healthy and safe.
- Know the importance for good health and physical exercise.

### Year 1

- Perform basic body actions sometimes using counts.
- Use different parts of the body in isolation and together.
- Explore pathways.
- Show some sense of dynamic and expressive qualities in dance.
- Choose appropriate movements for different dance ideas.
- Perform dance phrases using simple movement patterns.
- Move confidently and safely.
- Vary the way space is used.
- Recognise changes in own body when exercising.

### Year 2

- Perform body actions with control and coordination.
- Sometimes use counts to stay in time with music.
- Choose movements with different dynamic qualities to express an idea, mood or feeling.
- Remember and repeat dance phrases.
- Work with a partner using mirroring and unison.
- Describe how own body feels during exercise.

### Year 3

- Create dance phrases that communicate ideas.
- Create dance phrases with a partner and in a small group using canon and unison.
- Repeat, remember, and perform these phrases in a dance.
- Use dynamic and expressive qualities in relation to an idea.
- Use counts to keep in time with a group and the music.
- Recognise and talk about the movements used and the expressive qualities of dance.
- Understand why it is important to warm up.

## **Year 4**

- Respond imaginatively to a range of stimuli related to character and narrative.
- Use simple motifs and movement patterns to structure dance phrases as an individual, with a partner and in a group.
- Use formation, canon and unison to develop a dance.
- Refine, repeat and remember dance phrases and dances.
- Perform dances clearly and fluently.
- Describe, interpret and evaluate dance, using appropriate language.
- Explain what happens in own body when warming up.

## **Year 5**

- Adapt and refine the way I use actions, dynamics and relationships in my dance.
- Perform different styles of dance clearly and fluently.
- Recognise and comment on dances, showing an understanding of style.
- Suggest ways to improve my own and other people's work.
- Lead a partner through short warm-up routines.

## **Year 6**

- Work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances.
- Adapt and refine the way I use actions, dynamics and relationships to improve my dance.
- Choreograph a dance using props.
- Perform dances fluently and with control.
- Use appropriate language to evaluate and refine my own and others' work.
- Lead a small group through a short warm-up routine.

## **Team Building / Outdoor and Adventurous Activities**

### **EYFS**

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

- Talk about ways to keep healthy and safe.
- Know the importance of good health and physical exercise.

## Year 1

- Follow instructions.
- Listen to others.
- Work co-operatively with a partner.
- Communicate simple instructions.
- Suggest ideas to solve tasks.
- Show fair play.

## Year 2

- Follow instructions.
- Work with a partner and am beginning to work in a small group.
- Share own ideas and help to solve tasks.
- Listen to others.
- Reflect on when success was achieved at solving challenges.

## Year 3

- Follow and give instructions.
- Communicate ideas and listen to others.
- Work with a partner and a small group.
- Plan and attempt to apply strategies to solve problems.
- Reflect on when and why success was achieved at solving challenges.
- Develop map reading skills.

## Year 4

- Accurately follow and give instructions.
- Reflect on when and why success was achieved at solving challenges.
- Work effectively with a partner and a small group.
- Identify key symbols on a map and use a key to help navigate around a grid.
- Plan and apply strategies to solve problems.

## Year 5

- Reflect on when and how success was achieved at solving challenges and alter won methods in order to improve.
- Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.
- Use critical thinking to approach a task.
- Orientate and map.

- Navigate around a course using a map.

## Year 6

- Work effectively with a partner and a group.
- Use critical thinking to form ideas.
- Pool ideas within a group, selecting and applying the best method to solve a problem.
- Reflect on when and how success was achieved at solving challenges and alter own methods in order to improve.
- Orientate and map efficiently to navigate around a course.

## Swimming

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