



Frimley Church of England School

PE- Skills and Knowledge Progression



Intent

Physical Education and sport is an integral part of Frimley. We aim to regularly engage all pupils in PE, sport and physical activity- kick-starting healthy active lifestyles. Pupils will develop physical, social, mental and emotional skills through a wide range of games and physical activities as part of a varied curriculum with high-quality teaching that meets the individual needs of all learners. Pupils will also be able to access a broad range of extra-curricular activities throughout the year. A clear competition pathway enables all pupils to participate in competition with opportunities for all, regardless of ability. Through the promotion of the Frimley values and the School Games values, pupils will understand the importance of working as a team, resilience, self-belief and determination to achieve their own personal best while supporting others to do the same.

Implementation

- All pupils will take part in a dedicated PE session each week; a half termly game focus or gymnastics. All children will take part in a swimming session each week for half of a term during their Enrichment sessions. Additional lessons focusing on dance, fitness, cross country and problem solving games will enable all children to receive 2 hours of curriculum PE each week.
- Teaching staff will receive regular training to ensure teaching of PE is to the highest possible standard.
- A broad range of extra-curricular clubs will be provided throughout the year by school staff, the sport crew and external providers.
- Pupils identified as less active will be invited to tailored clubs that aim to motivate and inspire to further engagement in physical activity and sport.
- All pupils will participate in an inter-house tournament each half term as part of our curriculum provision, while inter-school competition opportunities will be available throughout the school journey through the Surrey Heath Primary Schools' Sports Association.
- The school's values and the School Games values will be promoted across all areas of sport and PE with adults and the sport crew acting as role models and through celebration of positive examples demonstrated by pupils.

Impact

- Pupils will develop a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle.
- Pupils will develop a range of physical skills as well as social, mental and emotional skills such as teamwork, determination, self-belief and resilience.
- Teaching staff will continually develop their skills and confidence in delivering a varied curriculum to a high standard.
- At least 50% of children will engage weekly in extra-curricular clubs with a focus on sport and/or physical activity.
- At least 50% of children will represent the school in inter-school competition during the school year.

National curriculum expectations:

Key stage 2 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 gymnastic) 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.
- 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.

What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Knowledge	Invasion games including: Football, Netball, Tag-rugby, Hockey: <ul style="list-style-type: none"> • To develop an understanding of basic rules of the game. • To begin to use attacking and defending skills in a game situation. • To begin to apply the rules and tactics in a game situation. Striking and fielding games including: Cricket and Rounders: <ul style="list-style-type: none"> • To understand spatial awareness on the field. 	Invasion games including: Football, Netball, Tag-rugby, Hockey: <ul style="list-style-type: none"> • To develop an understanding of basic rules of the game. • To know how to use attacking and defending skills in a game situation. • To apply the rules and tactics in a game situation. Striking and fielding games including: Cricket and Rounders: <ul style="list-style-type: none"> • To understand spatial awareness on the field and 	Invasion games including: Football, Netball, Tag-rugby, Hockey: <ul style="list-style-type: none"> • To develop an understanding of basic rules of the game. • To know how to use attacking and defending skills in a game situation. • To apply the rules and tactics in a game situation. • To understand when to move with the ball and when to pass. Striking and fielding games including: Cricket and Rounders:	Invasion games including: Football, Netball, Tag-rugby, Hockey: <ul style="list-style-type: none"> • To have a secure understanding of basic rules of the game. • To know how to use attacking and defending skills in a game situation. • To apply the rules and tactics in a game situation. • To understand when to move with the ball and when to pass. Striking and fielding games including: Cricket and Rounders:

	<ul style="list-style-type: none"> • To develop an understanding of basic rules of the game. • To apply the rules and tactics in a game situation. • To understand the bowling and fielding techniques needed to execute the game. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To learn how to score. • To understand how to hold a racket correctly. • To understand the basic rules of the game. <p>Athletics:</p> <ul style="list-style-type: none"> • To know how to perform a changeover in a relay race. • To know how to land safely when jumping for height or distance • To know how to throw for accuracy and distance. • To understand the rules for a variety of events. • To understand the importance of warming up <p>Gymnastics:</p> <ul style="list-style-type: none"> • To develop understanding of a sequence of movements. • To understand a range of rolls. 	<p>use it tactically in a game situation.</p> <ul style="list-style-type: none"> • To start to apply an understanding of the rules of the game. • To apply the rules and tactics in a game situation. • To further understand and develop the bowling and fielding techniques needed to execute the game. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To learn how to score. • To know when to select a specific shot appropriately. • To understand the basic rules of the game. <p>Athletics:</p> <ul style="list-style-type: none"> • To know how to perform a changeover in a relay race. • To know how to land safely when jumping for height or distance • To know how to throw for accuracy and distance. • To understand the rules for a variety of events and to begin to understand how to officiate. • To explain what happens to the body when warming up. <p>Gymnastics:</p>	<ul style="list-style-type: none"> • To understand spatial awareness on the field and use it tactically in a game situation. • To apply an understanding of the rules of the game. • To use tactics effectively in a game situation. • To use the bowling and fielding techniques needed to execute the game with increasing accuracy. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To understand how to serve and return the ball. • To understand and apply the rules of the game. • To learn the official scoring system. <p>Athletics:</p> <ul style="list-style-type: none"> • To know how to perform a changeover in a relay race. • To know how to land safely when jumping for height or distance • To know how to throw for accuracy and distance. • To understand the rules for a variety of events and to understand how to officiate. • To know how to lead a warm up. 	<ul style="list-style-type: none"> • To understand spatial awareness on the field and use it tactically in a game situation. • To apply the rules of the game effectively and consistently. • To use tactics effectively in a game situation. • To use the bowling and fielding techniques with accuracy and consistency. • To demonstrate their knowledge and understanding of the game whilst playing competitively. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To understand how to serve and return the ball. • To understand and apply the rules of the game. • To learn the official scoring system. • To use tactics effectively in a game situation. <p>Athletics:</p> <ul style="list-style-type: none"> • To know how to perform a changeover in a relay race. • To understand how to develop own and others' sprinting technique.
--	--	---	--	---

	<ul style="list-style-type: none"> • To understand ‘matching’ and ‘contrasting’ actions and shapes. • To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> • To understand how to move in unison with others. • To understand how dynamics affect the actions performed. • To understand formations. <p>Swimming:</p> <ul style="list-style-type: none"> • To develop an understanding of how to balance and buoyancy in the water. • To develop basic skills in water safety and floating. • To begin to understand the skills required for different strokes. 	<ul style="list-style-type: none"> • To develop understanding of a sequence of movements. • To understand a range of rolls, jumps and inverted movements. • To understand how body tension can improve the control and quality of movements. • To identify some muscle groups used in gymnastic activities. • To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> • To understand ‘action’ and ‘reaction’. • To understand how to move in unison with others. • To understand how actions, dynamics, spacing and timing affect the actions performed. <p>Swimming:</p> <ul style="list-style-type: none"> • A clear understanding of buoyancy in and a feel for water. • A clear understanding of basic water safety. • To have a clearer understanding of a range of strokes- front crawl, back crawl, breaststroke and dolphin kick. 	<ul style="list-style-type: none"> • To understand how stamina and power help people perform well in different athletic activities. • To understand the technique for the triple jump. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To develop understanding of symmetrical and asymmetrical balances. • To understand a range of rolls, jumps and inverted movements. • To understand different methods of travelling. • To identify some muscle groups used in gymnastic activities. • To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> • To understand how changing the dynamics of an action changes the appearance of the performance. • To understand how actions, dynamics, spacing and timing affect the actions performed. <p>Swimming:</p> <ul style="list-style-type: none"> • Developing knowledge of all strokes. 	<ul style="list-style-type: none"> • To know how to land safely when jumping for height or distance • To know how to throw for accuracy and distance. • To have a secure understanding of the rules in a variety of athletic events. • To know how to lead a warm up. • To understand how stamina and power help people perform well in different athletic activities. • To understand the technique for the triple jump. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To develop understanding of counter balance and counter tension. • To understand a range of rolls, jumps and inverted movements. • To understand different methods of travelling. • To identify some muscle groups used in gymnastic activities. • To know how to use apparatus and equipment safely. <p>Dance:</p>
--	--	---	--	--

			<ul style="list-style-type: none"> • To know how to improve technique in all strokes. • An understanding of aquatic breathing and how to apply this. • To know how to apply self-rescue. 	<ul style="list-style-type: none"> • To understand how changing the dynamics of an action changes the appearance of the performance. • To understand how actions, dynamics, spacing and timing affect the actions performed. • To understand how dance can be used to convey characters and to communicate a story. <p>Swimming:</p> <ul style="list-style-type: none"> • Developing knowledge of all strokes. • To know how to improve technique in all strokes. • An understanding of aquatic breathing and how to apply this. • To know how to apply self-rescue. • To know how to turn.
Skills	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p>	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p>	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p>	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p>

	<ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • Dodging defenders and moving in to space. • Starting to dribble with control. • Starting to pass and receive with control. • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To develop overarm throwing and catching. • To develop underarm and overarm bowling techniques. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To develop ball control and movement skills. 	<ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • Dodging defenders and moving in to space. • To dribble with greater control. • To pass and receive with greater control. • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To further develop overarm throwing and catching. • To further develop underarm and overarm bowling techniques. • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To develop ball control and movement skills. 	<ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • To develop dodging skills to lose a defender and move in to space. • To dribble with control. • To pass and receive with control and accuracy. • To develop drawing defence to create space. • To work as a defensive unit to prevent attackers from scoring. • To deny and delay attackers • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To develop throwing and catching accuracy. • To develop underarm and overarm bowling technique and accuracy. • To know how to grip the bat and use the correct batting technique. • To develop long and short barriers and apply them to a game situation. • To be able to use defensive and driving hitting techniques. • To be able to play the role of bowler, batter, wicket 	<ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • To develop dodging skills to lose a defender and move in to space. • To dribble with control. • To pass and receive with control and accuracy. • To develop drawing defence to create space. • To work as a defensive unit to prevent attackers from scoring. • To deny and delay attackers • To provide constructive feedback based on attacking and defensive principles. • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To develop throwing and catching accuracy. • To develop underarm and overarm bowling technique and accuracy. • To know how to grip the bat and use the correct batting technique. • To develop long and short barriers and apply them to a game situation.
--	---	---	--	--

	<ul style="list-style-type: none"> • To develop racket and ball control. • To develop the forehand and backhand. • To begin to develop a rally. • To develop playing against an opponent. • To work collaboratively with a partner and compete against others. • To be able to play in an intra-house tournament. <p>Athletics:</p> <ul style="list-style-type: none"> • To develop sprinting technique. • To develop changeover in relay events. • To develop fluency and rhythm when running over obstacles. • To develop jumping techniques in a range of approaches and take off positions. • To develop jumping for height and safety on landing. • To develop throwing for accuracy and distance. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To be able to create interesting point and patch balances. • To be able to match a partner in a sequence. 	<ul style="list-style-type: none"> • To develop racket and ball control. • To develop the forehand and backhand. • To develop the ability to change grips as appropriate. • To begin to develop a rally. • To develop playing against an opponent. • To work collaboratively with a partner and compete against others. • To be able to play in an intra-house tournament. <p>Athletics:</p> <ul style="list-style-type: none"> • To develop power and speed in the sprinting technique. • To develop stamina and an understanding of pace and speed in relation to distance. • To develop technique when jumping for distance. • To develop fluency and technique in the vertical jump. • To develop power and technique when throwing for distance. • To develop officiating skills. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To develop individual and partner balances. 	<p>keeper/ back-stop and fielder in a game.</p> <ul style="list-style-type: none"> • To develop a variety of fielding techniques and to use them within a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To continue to develop ball control and movement skills, including whilst under pressure in competitive scenarios. • To continue to develop racket and ball control. • To continue to develop the forehand and backhand. • To continue to develop the ability to change grips as appropriate. • To maintain a continuous rally with increasing control. • To use a variety of strokes to outwit an opponent. • To work collaboratively with a partner and compete against others. • To use the correct serving technique. • To develop the volley technique. 	<ul style="list-style-type: none"> • To be able to use defensive and driving hitting techniques. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To develop a variety of fielding techniques and to use them within a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To continue to develop ball control and movement skills, including whilst under pressure in competitive scenarios. • To continue to develop racket and ball control. • To continue to develop the forehand and backhand. • To continue to develop the ability to change grips as appropriate. • To maintain a continuous rally with increasing control. • To use a variety of strokes to outwit an opponent. • To work collaboratively with a partner and compete against others. • To use the correct serving technique.
--	---	--	--	--

	<ul style="list-style-type: none"> • To develop stepping into shape jumps with control. • To develop the straight, barrel and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting shapes and actions. • To create a partner sequence incorporating equipment. • To start to suggest changes and use feedback to improve a sequence. <p>Dance:</p> <ul style="list-style-type: none"> • Travelling • Copying and performing actions • Create actions in response to a stimulus • Transitions • Timing • Using choreography ideas to perform a short routine. <p>Swimming:</p> <ul style="list-style-type: none"> • Submersion • Floating • Gliding • Rotation • Treading water • Exiting and entering the pool • Travelling through the water • Basic breathing skills • To swim unaided up to 10m. 	<ul style="list-style-type: none"> • To develop control in performing and landing rotation jumps. • To develop the straight, barrel and forward roll. • To develop strength in inverted movements. • To be able to explore pathways and travelling movements. • To be able to create a sequence to include apparatus and inverted movements. • To create a partner sequence incorporating equipment. • To start to suggest changes and use feedback to improve a sequence. <p>Dance:</p> <ul style="list-style-type: none"> • Travelling • Copying and performing actions • Create actions in response to a stimulus • Transitions including working with a partner or a small group. • Timing • Using choreography ideas to perform a short routine. <p>Swimming:</p> <ul style="list-style-type: none"> • Submersion • Sculling • Floating • Gliding 	<ul style="list-style-type: none"> • To be able to play in an intra-house tournament. <p>Athletics:</p> <ul style="list-style-type: none"> • To be able to apply different speeds over varying distances. • To develop fluency and coordination when running for speed. • To develop technique in relay changeovers. • To develop power, control and consistency in jumping for distance. • To develop technique and coordination in the triple jump. • To develop throwing with force for longer distances. • To develop officiating skills. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, barrel forward and backward roll. • To explore different methods of travelling, linking actions in both cannon and synchronisation. • To be able to perform progressions of inverted movements. 	<ul style="list-style-type: none"> • To develop the volley technique. • To be able to play in an intra-house tournament. • To identify and provide constructive feedback on own and others' strengths and areas for development. <p>Athletics:</p> <ul style="list-style-type: none"> • To be able to apply different speeds over varying distances. • To develop own and others' sprinting technique. • To develop running over obstacles with greater control and coordination. • To develop take off position when jumping for height. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To work collaboratively to develop officiating skills of measuring, timing and recording. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To develop the straddle, forward and backward roll. • To develop counter balance and counter tension.
--	--	---	---	---

- Rotation
- Treading water
- Exiting and entering the pool
- Travelling through the water
- Basic breathing skills
- **Front crawl, back stroke and breaststroke**
- **To swim unaided up to 20m.**

- **To explore matching and mirroring using actions both on the floor and on apparatus.**
- To create a partner sequence incorporating equipment.
- **To suggest changes and use feedback to improve a sequence.**

Dance:

- Travelling
- **Provide and use feedback**
- **Work in a group to create poses, linking them together using transitions**
- **Use choreography devices when working in a group.**
- **Copy and repeat movements**
- **Work collaboratively to create a dance**
- **Use changes in level and speed**
- **Use actions and dynamics to convey characters.**

Swimming:

- Submersion
- Sculling
- Floating
- Gliding
- Rotation
- **H.E.L.P position**
- Treading water
- Exiting and entering the pool
- Travelling through the water

- **To be able to link partner balances into a sequence.**
- **To be able to perform inverted movements with control.**
- **To be able to use flight from hands to travel over apparatus.**
- **To develop group balances and sequence work.**
- **To be able to create a group sequence using formations and apparatus.**
- To suggest changes and use feedback to improve a sequence.

Dance:

- Travelling
- Provide and use feedback
- Work in a group to create poses, linking them together using transitions
- Use choreography devices when working in a group.
- Copy and repeat movements
- Work collaboratively to create a dance
- Use changes in level and speed
- Use actions and dynamics to convey characters.
- **To choreograph a dance that shows contrasting characters.**
- **To communicate a story through dance.**

			<ul style="list-style-type: none">• Apply aquatic breathing skills• Front crawl, back stroke, breaststroke and butterfly• To swim unaided up to 25m.	<p>Swimming:</p> <ul style="list-style-type: none">• Submersion• Sculling• Floating• Gliding• Rotation• H.E.L.P and Huddle position• Treading water• Exiting and entering the pool• Travelling through the water• Apply aquatic and rhythmic breathing skills• Front crawl, back stroke, breaststroke and butterfly• To swim competently, confidently and proficiently over a distance of at least 25m• To perform safe self-rescue in different water-based situations.
--	--	--	---	--