



Nebula
where stars are born

2022-2023

Curriculum Skills and Progression Map Physical Education

Old Catton C of E Junior School's Physical Education's Christian Distinctiveness Statement

The Key Values: Love, Hope and Joy of Old Catton Church of England Junior School feature profoundly in our Physical Education curriculum. We encourage a love of Physical Education and use exercise to improve the human body; we ask children to hope for an improvement of their physical health and a hope that, by working as a team, they can achieve success. The joy of taking part in a physical activity is of the utmost importance to our school ethos, and through sport, we encourage children to find joy, not only in their success but in the success of others. Our school's Bible story of The Lost Sheep plays an integral part in teaching children that it is important to look to sport to not only improve their individual skills but also for them to work well as a team.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



The Nebula Federation

Old Catton Junior School

Skills Map – Physical Education	
Year 3 – Physical Education	
Physical Skills	Thinking Skills
<p>INVASION AND STRIKING GAMES</p> <ul style="list-style-type: none"> • Move a ball with control and accuracy • Show an understanding and awareness of opponents and team-mates during games • Show increasing confidence when throwing, rolling, hitting and kicking a ball • Follow rules in games and understand the importance of rules and fairness • Develop and use simple tactics in team games • Throw and catch with control when under limited pressure to keep possession and score goals <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • To complete a selection of rolls, jumps and balances with increasing confidence • Copy, remember, repeat, explore simple actions and movements with control and co ordination • Begin to sequence moves and link actions • Perform with some fluency, control and coordination • Adapt a gymnastic sequence to include different levels, speeds or directions • Develop gymnastic techniques and transitions • Move across a room in different ways and with an awareness of space • Understand different uses of tense, relax, stretch, curl in movement <p>ATHLETICS</p>	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about differences between their own and others’ actions • Comment on the skills and techniques used in their own and others’ work • Refine movement after evaluation from others • Understand the importance of practice • Describe what effects exercise has on their bodies Understand the importance of warming up and cooling down

<ul style="list-style-type: none"> • Demonstrate a range of throwing actions using a variety of objects • Run at different speeds appropriate to the distance being run • Demonstrate a range of jumping techniques 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Throw a variety of objects, changing their action for accuracy and distance • Perform combinations of gymnastic actions using floor, mats and apparatus 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Use ideas they have learned in one task and apply them in another • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Explain how others can perform a movement or skill using age-appropriate vocabulary
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Begin to understand the importance of warming up • Identify that playing extended games improves their stamina • Compete fairly showing good sportsmanship individually and with others • Develop competence and confidence • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness • Develop calming techniques and self-regulate emotions with an adult.
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Know and describe the effects of different exercise activities on the body and how to improve stamina 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Describes the concept of fitness and provides examples of physical activity to enhance fitness • Identifies foods that are beneficial for before and after physical activity

Skills Map – Physical Education	
Year 4 – Physical Education	
Physical Skills	Thinking Skills
<p>INVASION AND STRIKING GAMES</p> <ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score goals • Change pace, length and direction to outwit their opponent • Throw, catch, strike, field, stop a ball with increasing control and accuracy • Be increasingly accurate in throwing for distance • Decide the best way to move a ball for different purposes and needs • Choose an appropriate speed to move a ball • Decide on the best position in team games • Begin to make use of space • Vary skills, actions and ideas within simple games <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Move in an increasingly coordinated way • Control take-off and landing when jumping • Perform a range of gymnastic actions with increased consistency and fluency • Show increasing control in balance and agility • Uses movements to communicate an idea, using expression and conveying emotion • Refine movements into increasingly complex sequences • Cooperate with others to form sequences • Use different parts of the body for different effects • Work with a partner to show similar and contrasting actions on the floor and apparatus • Plan, perform, repeat and fine longer sequences, both alone and with a partner 	<ul style="list-style-type: none"> • Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Handle apparatus safely and recognise risks involved <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Analyse and comment on skills and techniques • Understand how performances can be improved, through practice and reflection • Explain and apply basic safety principles in preparing for exercise • Explain how the body reacts during different types of exercise • Warm up and cool down appropriately

<ul style="list-style-type: none"> • Perform dances using a range of movement patterns <p>ATHLETICS</p> <ul style="list-style-type: none"> • Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area • Perform a range of jumps showing contrasting techniques and sometimes using a short run up • Pace themselves for a sustained period of time 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Choose and use a range of ball skills with a good degree of accuracy • Use a variety of techniques and tactics to attack, keep possession and score • To use a range of throwing and catching styles to beat an opponent 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Relate different athletic activities to changes in heart rate, breathing and temperature • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Develop calming techniques and self-regulate emotions • Coach peers with assistance from resources • Suggest suitable ways to increase the challenge in a task
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Understand how strength, stamina and speed can be improved by playing games • Compete in small sided games fairly showing good sportsmanship • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Recognise that strength and suppleness are important parts of fitness • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Lead activities and teach to other children 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Discusses the importance of hydration and rehydration

Skills Map – Swimming		
Swimming		
Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 50 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?

Years 3 and 4 Vocabulary		
INVASION AND STRIKING GAMES	GYMNASTICS AND DANCE	ATHLETICS
Keep possession	Flow	Distance
Keep control	Explosive	Sprint
Keep the ball	Symmetrical	Pace (steady, fast, medium, slow)
Scoring goals	Asymmetrical	Accuracy
Keeping score	Combination	Height
Making space	Evaluate	Record
Pass/send/receive	Improve	Joints
Dribble	Stretch	Rhythm
Travel with a ball	Refine	Leading leg
Back up	Adapt	Measure
Support partner	Pathway	Underarm
Make use of space	Contrasting	Overarm
Points	Curled	Jogging
Goals	Stretched	Walk
Rules	Strength	Hurdles
Tactics	Jump	Landing
Batting	Land	Control
Fielding	Over	Preferred
Bowler	Under	Landing foot
Wicket	90 degrees	Time
Tee	180 degrees	Stamina
Base	Leaving	Obstacles
Boundary	Approaching	Stance
Innings	Balance	Diagonal
Rounder	Forwards	Approach
Backstop	Backwards	Speed
Court	Combine	Relay
Target	Rotation	Throwing action (sling, pull, push)
Net	Against	Power
Defending	Towards	Safety
Hitting	Across	Record

Curriculum Skills and Progression Map



Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Pass	Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Points Twist Turn Safety Space Repeat Dance Phrase Improvisation Gesture Repetition Pattern	
---	--	--

Years 3 and 4 CROSS-CURRICULAR LINKS

Maths Units:

- Measure: in athletics and cross-country distances and times are measured and compared

Science Units:

- Health and Movement: the understanding of how muscles work

Skills Map – Physical Education	
Year 5 – Physical Education	
Physical Skills	Thinking Skills
<p>INVASION AND STRIKING GAMES</p> <ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Apply a broad range of skills to different situations • Use a range of fielding skills and throw with accuracy to hit a target • Plan different approaches to attacking and defending • Choose the best pace to use in athletics or games • Show growing awareness of space in team games • Work to keep or gain possession • Demonstrate agility and full-body-control whilst changing direction in a confined space • Use a range of throwing, kicking and hitting techniques, with increasing power and accuracy <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Show control / coordination in travel and balance • Perform a range of jumps, showing control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing sequences in dance or gym • Use movement expressively, to convey an idea, mood or feeling • Apply skills, and actions and ideas with increasing coordination and control • Show control in take-off activities • Perform dances using a range of movement patterns • Perform combinations of gymnastic actions with different levels, speeds and directions <p>ATHLETICS</p>	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations • Show good awareness of space and the actions of others • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Identify good performances and suggest ideas for practices that will improve their play • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Work cooperatively to put strategies and solutions into action • Develop and refine orienteering and problem-solving skills when working in groups and on their own • Predict how different activities will affect heart rate, temperature and performance • Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Modify and refine skills and techniques to improve any performance • Show a willingness to practise to develop and improve • Conserve energy over longer distances • Independently prepare for exercise, and use cooling down techniques

<ul style="list-style-type: none"> • Choose the best pace for a running event • Show good technique when performing a range of throws • Show control at different points in jumping activities • Demonstrate a range of throwing actions using modified equipment with increasing accuracy and control • Understand and demonstrate the differences between sprinting and distance running 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control • Perform actions, shapes and balances with good body tension and extension 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • With help, devise warm up and cool down activities and justify their choices • Know and apply the strategic and tactical principles of various games and adapt them to different situations • Develop strategies for coaching skills and techniques in others
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Understand why exercise is good for fitness, health and wellbeing • Develop calming techniques and self-regulate emotions
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Design and lead activities and teach to other children 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness

Skills Map – Physical Education	
Year 6 – Physical Education	
Physical Skills	Thinking Skills
<p>INVASION AND STRIKING GAMES</p> <ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games • Choose appropriate techniques for specific events • Throw with accuracy and power • Combine, vary and choose appropriate strategies and tactics • Choose and use the most appropriate skills, tactics and actions to cause problems • Know how to keep possession • Work within a team, with less focus on self • Understand that a winning team has not always been the best one <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Demonstrate precision, control and fluency • Sustain movements over a longer period of time • Convey expression and emotion in performance • Use changes in and combinations of direction, level and speed within increasingly complex sequences • Show control and power in take-off and landing activities • Begin to improvise, based on previous skills • Plan, perform and repeat sequences, including changes in speed and level • Perform dances using a range of movement patterns • Work with a partner or small group to practice and refine a sequence 	<ul style="list-style-type: none"> • Understand, choose and apply a range of tactics and strategies for defence and attack • With help, devise warm up and cool down activities and justify their choices • Find appropriate solutions to problems and challenges • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology • Develop strategies for coaching skills and techniques in others <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Use a range of criteria to judge own and others' work • Monitor their own heart rate and breathing • Understand how heart rate and breathing slows after exercise • Know and use the relationship between power and stamina

<p>ATHLETICS</p> <ul style="list-style-type: none"> • Show control, speed, strength and stamina when jumping, running and throwing • Choose the best pace for a running event, in order to sustain running and improve their personal target • Show accuracy and good technique when throwing for distance 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment • Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Organise and judge events and challenges well • Know and apply strategic and tactical principles of a various games and adapt them to different situations • Apply coaching skills across various games/situations
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Identify activities that help develop stamina or power and suggest how some can be used in other types of activities
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health

Years 5 and 6 Vocabulary		
INVASION AND STRIKING GAMES	GYMNASTICS AND DANCE	ATHLETICS
Keeping possession	Dynamics	Sprint
Passing	Combination	Team
Dribbling	Contrasting	Distance
Shooting	Control	Measure
Shield ball	Mirroring	Height
Width	Matching	Target
Depth	Accurately	Pacing
Support	Evaluate	Rhythm
Marking	Display	Obstacles
Covering	Asymmetry	Leading leg
Repossession	Create	Hurdles
Attackers	Symmetry	Throwing
Defenders	Refinements	Speed
Marking	Assessment	Accuracy
Team play	Suppleness	Take off
Batting	Strength	Stamina
Fielding	Cool down	Time
Bowler	Warm up	Trajectory
Wicket	Muscles	Release
Tee	Joints	Performance
Base	Explore	Accuracy
Boundary	Rotation	Take off
Innings	Spin	Distance
Rounder	Turn	Target
Backstop	Shape	Time
Court	Landing	Position
Target	Take-off	Measure
Net	Flight	Control
Defending	Co-operate	Height
Hitting	Audience	Run up
Stance	Assessment	Hurdles

<p>Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Team positions</p>	<p>Elements Twist Refine Aesthetically Extension Judgement Tension Judge Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Timing Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Action Reaction</p>	<p>Heartbeat Pulse rate Relay take-over area</p>
---	--	--

Years 5 and 6 CROSS-CURRICULAR LINKS

Maths Units:

- Measure: in athletics and cross-country distances and times are measured and compared
- Data Handling: in the circuit training line graphs can be constructed to show improvement over time

Science Units:

- Healthy Bodies: the effects of exercise on the body, deciding on exercises for different muscle groups, how muscle work
- Changes and Reproduction: keeping fit and healthy during puberty