

Welcome to PE at Wynndale!

Helping every child become confident, active and healthy through fun, inclusive and exciting physical education.



★ The Wynndale Way

In PE, we follow the Wynndale Way every day:

- ✓ **Be Ready** – Bring the correct kit and try your best.
- ✓ **Be Kind** – Encourage and support others.
- ✓ **Be Respectful** – Listen carefully and work as a team.
- ✓ **Be Safe** – Use equipment safely and make good choices.



What is Physical Literacy?

Physical literacy means having the confidence, skills and motivation to enjoy being active for life.

At Wynndale, we help children develop movement skills, teamwork, resilience and confidence through a wide range of sports and activities.



Skills We Learn in PE (linked to the English National Curriculum)

In PE, we develop a wide range of skills to help us move better, work with others and stay active for life.

Motor Competence



We develop fundamental movement skills such as running, jumping, throwing and catching.

NC Focus: Master basic movements and apply them in different activities.

Rules, Strategies & Tactics



We learn how to use rules, think about tactics and make decisions during games.

NC Focus: Understand and use rules, play fairly and develop tactics for attacking and defending.

Healthy Participation



We understand the importance of being active and making healthy choices.

NC Focus: Understand the links between physical activity, health and well-being.

Personal Development



We build confidence, resilience and independence by challenging ourselves.

NC Focus: Develop resilience, self-belief and a positive attitude to challenges.

Teamwork & Social Skills



We learn how to communicate, cooperate and support others positively.

NC Focus: Work collaboratively and show respect for others in different roles.

Evaluation & Improvement



We reflect on our performance and find ways to improve our skills.

NC Focus: Evaluate and improve performance in order to achieve personal best.



Teamwork

We learn how to work together, support others and communicate positively.



Confidence

We build confidence by trying new skills and challenging ourselves.



Inclusion

Everyone is encouraged to take part, achieve success and enjoy PE.



★ Reach Your Star ★

Through PE, we aim to inspire children to stay active, healthy and happy both in school and beyond.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 AUTUMN 1 Fundamental skills	Dance Gymnastics Hockey	Dance Gymnastics Tag Rugby	Dance Gymnastics Hockey	Swimming Gymnastics	Gymnastics Tag Rugby	Dance Gymnastics
 AUTUMN 2 Throwing and catching	Gymnastics Dance	Aiming, Hitting and Kicking Dance	Basketball Gymnastics	Swimming Dance	Netball Gymnastics	Basketball Dance
 SPRING 1 Ball games	Target Games	Football skills Target Games	Football Target games	Target games Swimming	Invasion games Tennis	Target Games Football Invasion games
 SPRING 2 Throwing and catching	Target Games	Basketball Target games	Netball Striking and fielding	Tag Rugby Net and Wall games	Football Striking and Fielding	Rugby Net and wall games
 SUMMER 1 Rounders	Athletics	Cricket Athletics	Rounders Athletics	Cricket Athletics	Rounders Athletics	Cricket Athletics
 SUMMER 2 Tennis	Athletics	OAA Athletics	Badminton Athletics	Tennis Athletics	Badminton Athletics	OAA Athletics

Physical Education Progression Document

EYFS ELGs



To be able to negotiate space and obstacles safely, with consideration for themselves and others;



To demonstrate strength, balance and coordination when playing;



To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

NATIONAL CURRICULUM SUBJECT CONTENT

KEY STAGE ONE

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

Pupils should be taught to:

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

KEY STAGE TWO

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
- 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

PROGRESSION OF SKILLS AND KNOWLEDGE

SKILL AREA	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 Fundamental Movement Skills	Move safely in a variety of ways. Begin to run, jump, hop, skip and climb with increasing control.	Run, jump, throw and catch with increasing control and coordination. Begin to show balance and agility in different activities.	Refine basic movements. Show improved balance, agility and coordination in a range of activities.	Use running, jumping, throwing and catching in isolation and in combination with increasing control and accuracy.	Apply skills in different ways and link them to make actions and sequences of movement.	Perform skills with greater fluency and consistency across a range of activities and challenges.	Use skills confidently and effectively in complex and demanding situations.
 Games and Competition	Play simple games with rules. Take turns and share equipment.	Participate in team games. Understand attacking and defending spaces.	Develop simple tactics for attacking and defending. Work with others in games.	Use skills in team games. Begin to apply basic attacking and defending principles.	Play competitive games, modified where necessary, and apply basic principles for attacking and defending.	Use tactics and strategies in competitive games. Evaluate and adapt performance.	Lead and support others in games. Evaluate strategies and make improvements.
 Dance	Explore movement freely. Move to music and rhythm.	Perform simple dance movements and patterns.	Perform dances using simple movement patterns with some control and expression.	Perform dances using a range of movement patterns with control.	Create and perform sequences of movement with a partner or group.	Develop character and style in dance performances.	Choreograph and perform confidently, expressing ideas creatively.
 Health and Fitness	Begin to understand the need for exercise and rest. Talk about how our bodies feel.	Understand that exercise keeps us healthy. Begin to develop stamina.	Begin to understand strength and flexibility. Take part in activities to improve fitness.	Develop flexibility, strength, technique, control and balance in a range of activities.	Understand how exercise affects our bodies. Improve technique and fitness.	Set personal challenges and work towards improvement.	Evaluate performance and understand how to improve to achieve personal best.
 Outdoor and Adventurous Activity	Explore outdoor environments safely with support.	Take part in simple outdoor challenges.	Begin to work as part of a team in outdoor activities.	Take part in outdoor and adventurous activities as part of a group.	Solve problems and make decisions in outdoor challenges.	Show resilience and leadership in outdoor activities.	Plan, perform and evaluate challenges within a team.

SWIMMING AND WATER SAFETY

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.

KEY

Progression shows how skills and knowledge develop across the primary years, building on previous learning and enabling all pupils to become confident, competent and enthusiastic participants in physical activity.

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