



# Jessie Younghusband School

## Physical Education

### Intent



At Jessie Younghusband School, whenever we touch Physical Education in our curriculum, we always begin with the question 'How can we master and control our own movements?'. This is because we are passionate about giving children the grounding to succeed in all aspects of their physical education development, and in later life to be able to specialise as they choose.

We want all of our children to experience as much physical activity as possible as we know this is good for their own physical health and fitness, and also their mental health and well-being. We want our children to develop healthy lifestyles.

In the background to this is our hands-on and connected approach to learning, and we endeavour to make our provision of physical education no less hands-on. We want all of our children to develop their own competence of skills, across different disciplines and sports, whilst having opportunities to extend their agility, balance and co-ordination.

We want our children to observe and produce the conventions of fair play, honest competition and good sporting behaviour as being individual participants, team members and spectators, through experiences as well as well-chosen sporting role models.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point. As progress is made, less time needs to be spent on the grounding questions and we can spend time going deeper on refinement.



# Physical Education (General)

## YEAR R (PRIOR LEARNING)

Vocab: explore, pattern, control, movement, run, jump, stand still

- To negotiate space and obstacles safely, with consideration for themselves and others.

## YEAR 1

Vocab: flexibility, teamwork, physical activity, competition, participate

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- To begin to participate in team games.
- To perform dances, using simple movement patterns.

## YEAR 2

Vocab: technique, control, accuracy, tactics, sequence

- 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.
- To participate in team games, developing simple tactics for attacking and defending.
- To perform dances.

## YEAR 3

Vocab: challenge, strategy, agility, co-ordination, apparatus

- To use running, jumping, throwing and catching in isolation and in combination.
- To play competitive games, modified where appropriate.
- To develop flexibility, strength, technique, control and balance.
- To perform dances using a range of movement patterns.

## YEAR 4

Vocab: opposition, confidence, shoot, strokes, styles

- To play competitive games and apply basic principles suitable for attacking and defending.
- To compare their performance (in all areas) with previous ones.
- To develop their understanding of fair play.
- To work well as a team in competitive games.

## YEAR 5

Vocab: performance, self-rescue, express, tension, strategically, sustain

- To take part in outdoor and adventurous activity challenges both individually & in a team.
- To compare their performances and demonstrate improvement to achieve their personal best.
- To apply rules of fair play to competitive games.
- To develop techniques of a variety of skills to maximise team effectiveness.

## YEAR 6

Vocab: competence, mirror, counter balance, partner

- To take part in a wider range of outdoor and adventurous activity challenges both individually & in teams.
- To continue to compare their performance with previous ones and demonstrate improvement to achieve their personal best, as well as suggesting ways for others to improve.
- To use the skills (e.g. of throwing and catching) to gain points in games.

## KEY STAGE 3

Vocab: effective performance, principles, physically confident, build character, fairness and respect

- To build on and embed the physical development and skills learned in Keystages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.
- To understand and apply the long-term health benefits of physical activity.
- To take part in competitive sports and activities outside school through community links or sports clubs.





# Athletics

## YEAR R (PRIOR LEARNING)

Vocab: explore, pattern, control, movement, run, jump, stand still

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

## YEAR 1

Vocab: flexibility, teamwork, physical activity, competition, participate

- To show differences in running at speed and jogging.
- To show different ways of jumping.
- To begin to show control at take-off and landing.
- To perform a range of throwing actions.

## YEAR 2

Vocab: technique, control, accuracy, tactics, sequence

- To describe different ways of running.
- To describe different ways of jumping.
- To explain what is successful and how to improve.
- To throw into targets.

## YEAR 3

Vocab: challenge, strategy, agility, co-ordination, apparatus

- To run smoothly at different speeds.
- To pace efforts over longer distances.
- To recognise how the body works in different types of challenges.
- To choose different styles of jumping and throwing.

## YEAR 4

Vocab: opposition, confidence, shoot, strokes, styles

- To choose different styles of running for different distances.
- To watch and describe different aspects of running, jumping and throwing.
- To perform combinations of jumps.
- To throw with greater control.

## YEAR 5

Vocab: performance, self-rescue, express, tension, strategically, sustain

- To sustain pace over longer distances.
- To identify the main strengths of a performance of self and others.
- To explain how warming up affects performance.
- To demonstrate power and control when jumping and throwing.

## YEAR 6

Vocab: competence, mirror, counter balance, partner

- To perform relay change-overs.
- To identify the parts of a performance that need to be improved.
- To explain why athletics can help stamina and strength.
- To set realistic targets for self, when jumping or throwing.

## KEY STAGE 3

Vocab: effective performance, principles, physically confident, build character, fairness and respect

- To understand what makes a performance effective and how to apply these principles to their own and others' work.
- To develop their technique and improve their performance in other competitive sports [for example, athletics].





# Dance

## YEAR R (PRIOR LEARNING)

Vocab: explore, pattern, control, movement, run, jump, stand still

- To negotiate space and obstacles safely, with consideration for themselves and others.

## YEAR 1

Vocab: flexibility, teamwork, physical activity, competition, participate

- To copy some moves.
- To start to use own ideas to sequence a dance.
- To move in time to music.
- To demonstrate good balance.
- To co-ordinate arm and leg actions.

## YEAR 2

Vocab: technique, control, accuracy, tactics, sequence

- To develop control of movement using actions, space, relationships and dynamics.
- To sequence and remember a short dance.
- To interact with a partner.
- To move with rhythm.

## YEAR 3

Vocab: challenge, strategy, agility, co-ordination, apparatus

- To create dance phrases to communicate an idea.
- To further develop movement using actions, space, relationships and dynamics – incorporating both stillness and energy.
- To perform a dance to an audience showing confidence.

## YEAR 4

Vocab: opposition, confidence, shoot, strokes, styles

- To create dances to communicate an idea.
- To structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.
- To show co-ordination, control and strength.
- To show use of space.

## YEAR 5

Vocab: performance, self-rescue, express, tension, strategically, sustain

- To create longer, challenging dance phrases and show focus, projection and sense of style.
- To select appropriate movement material to express ideas / feelings.
- To compare and comment on their own and other's work – strengths and areas for development.

## YEAR 6

Vocab: competence, mirror, counter balance, partner

- To create longer, challenging dances.
- To link phrases to music.
- To use choreographic devices such as motif and retrograde.
- To demonstrate different relationships and dynamic qualities.
- To understand and use dance vocabulary.

## KEY STAGE 3

Vocab: effective performance, principles, physically confident, build character, fairness and respect

- To perform dances using advanced dance techniques within a range of dance styles and forms.





# Gymnastics

## YEAR R (PRIOR LEARNING)

Vocab: explore, pattern, control, movement, run, jump, stand still

- To demonstrate strength, balance and coordination when playing.
- To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## YEAR 1

Vocab: flexibility, teamwork, physical activity, competition, participate

- To perform a gymnastic sequence with a balance, a travelling action, a jump and a roll.
- To explore the 5 basic shapes, and balance in these shapes.
- To begin to travel on hands and feet.
- To explore shape in the air when jumping.

## YEAR 2

Vocab: technique, control, accuracy, tactics, sequence

- To teach a sequence to a partner and perform it together.
- To land with control after jumping.
- To develop control in different rolls.
- To be able to change balance and use core strength to take weight on hands and / or feet.

## YEAR 3

Vocab: challenge, strategy, agility, co-ordination, apparatus

- To perform a gymnastics sequence with clear changes of speed, balances and different ways of travelling.
- To explore and develop use of upper body strength.
- To use a variety of rolling actions to travel on the floor or apparatus.
- To make a twisted shape in the air and control the landing.

## YEAR 4

Vocab: opposition, confidence, shoot, strokes, styles

- To work with a partner to create a sequence.
- To explore balancing on 1/2/3/4 "points".
- To balance on floor and apparatus.
- To travel in different pathways on the floor and using apparatus.
- To perform a forward roll and to begin the backward roll.

## YEAR 5

Vocab: performance, self-rescue, express, tension, strategically, sustain

- To perform balances with control, showing good body tension.
- To explore symmetrical and asymmetrical balances.
- To increase the variety of pathways, levels and speeds at which they travel.
- To explore different starting and finishing positions when rolling or jumping.

## YEAR 6

Vocab: competence, mirror, counter balance, partner

- To mirror and match partner's balance.
- To explore and develop control in taking some / all of a partner's weight using counter balance.
- To travel in time with a partner, move away from and back to a partner.
- To jump along, over and off apparatus of varying height with control in the air and on landing.

## KEY STAGE 3

Vocab: effective performance, principles, physically confident, build character, fairness and respect

- To develop their technique and improve their performance in other competitive sports [for example gymnastics].
- To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.





# Outdoor & Adventurous Activities (including Swimming & Water Safety)

## YEAR R (PRIOR LEARNING)

Vocab: explore, pattern, control, movement, run, jump, stand still

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

## YEAR 1

Vocab: flexibility, teamwork, physical activity, competition, participate

- To identify positions on diagrams of familiar environments.
- To begin to work co-operatively with others.
- To discuss how to follow trails and solve problems.

## YEAR 2

Vocab: technique, control, accuracy, tactics, sequence

- To identify positions on simple maps of familiar environments.
- To plan and share ideas.
- To select appropriate equipment for a task.

## YEAR 3

Vocab: challenge, strategy, agility, co-ordination, apparatus

- To orientate simple maps and plans.
- To find way back to a base point.
- To select appropriate equipment / routes / people to solve a problem successfully.

## YEAR 4

Vocab: opposition, confidence, shoot, strokes, styles

- To mark control points in correct positions on maps or plans.
- To listen to each other's ideas when planning a task, and adapt.
- To choose effective strategies and change ideas if not working.
- To swim competently, confidently and proficiently over a distance of at least 25 metres.

## YEAR 5

Vocab: performance, self-rescue, express, tension, strategically, sustain

- To draw maps and plans and set trails for others to follow.
- To recognise how to keep themselves and others safe.
- To implement and refine strategies for problem solving.
- To use a range of strokes effectively.
- To perform safe self-rescue in different water-based situations.

## YEAR 6

Vocab: competence, mirror, counter balance, partner

- To plan an orienteering challenge.
- To plan and share roles within a group based on each other's strengths.
- To recognise how to keep themselves and others safe.
- To plan strategies to solve problems / plan routes / follow trails / build shelters etc.

## KEY STAGE 3

Vocab: effective performance, principles, physically confident, build character, fairness and respect

- To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

