

Purpose of Study

At Bridge Schools we believe Physical Education, School Sport and Physical Activity should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education, School Sport and Physical activity also enables children, whatever their circumstances or ability, to take part in and enjoy a wide range activities. The wider benefits of PE include the promotion of positive attitudes to health and well-being the development of emotional resilience and a wide range of personal skills including leadership.

We use planning from Arena to ensure our curriculum is well sequenced and children build their knowledge and skills as they progress through primary school.

Key areas of learning include: fundamentals, target games, striking and fielding, net and wall games, outdoors/adventurous activities, gymnastics, dance, athletics, swimming

Through PE our children will develop:-

- high levels of physical fitness and an understanding of the importance of this in promoting long-term health and well-being
- as skilful and thoughtful performers, developing control and co-ordination and becoming physically literate
- an understanding of what they do in PE, school sport and physical activity and how it contributes to a healthy and active lifestyle
- the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities
- an appreciation of the creative and aesthetic aspects of PE
- socially and emotionally, so confidence and self-esteem grows
- qualities such as commitment, fairness, tolerance and a concern for others as well as individual success
- personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition
- the willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams to apply these skills in chosen activities to achieve exceptionally high levels of performance
- the ability to take the initiative and become excellent leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others
- the ability to swim at least 25 metres and knowledge of how to remain safe in and around water

PE skills, knowledge and vocabulary progress ladder

Key Knowledge/Breadth of Study	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • 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 • Name equipment used in PE and basic movements • Perform dances using simple movement patterns • Recognise how their body feels during exercise 	<ul style="list-style-type: none"> • 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. • Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games such as 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 through athletics and gymnastics • 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 [front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations

PE skills, knowledge and vocabulary progress ladder - EYFS

Year Group	Content
Nursery	<ul style="list-style-type: none"> • Develop movement, balancing, riding (scooters, trikes and bikes) and ball skills • Learn to go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams • Use and remember short sequences and patterns of movements which are related to music and rhythm
Reception	<ul style="list-style-type: none"> • Refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder - EYFS	
Year Group	Content
	<ul style="list-style-type: none"> • Develop 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 • Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball • Know and talk about the different factors that support their overall health and wellbeing such as regular physical activity and healthy eating

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
Fundamentals	Year 1	<ul style="list-style-type: none"> • Balancing on one foot • Climbing • Under arm throw • Catching of a large ball • Sprint run • Skip • Hop • Gallop
	Year 2	<ul style="list-style-type: none"> • Side roll • Over arm throw • Catch medium/ small balls • Two handed strike e.g. tennis racket/bat • Jump for height and distance
	Year 3	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units.
	Year 4	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units.
	Year 5	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units.
	Year 6	<ul style="list-style-type: none"> • Fundamentals will be taught explicitly through other units.
Target Games	Year 1	<ul style="list-style-type: none"> • Complete underarm throw with accuracy • Complete underarm roll with accuracy • Understanding rules of games • Collaborating/ cooperating with 1- 2 team mates. • Adapt body position to suit technique e.g. (bending to roll a ball)

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
	Year 2	<ul style="list-style-type: none"> • Explore different ways objects can be manipulated e.g. tennis and rugby balls • Complete in small sided games and display sportsmanship • Complete an overarm throw with confidence • Receive and throw a small to medium ball with confidence
	Year 3	<ul style="list-style-type: none"> • Accurately strike an object with a piece of equipment with appropriate force • Use simple rules fairly to device own games • Recognise best practice individually
	Year 4	<ul style="list-style-type: none"> • Use a range of sending and striking techniques to hit a target with precision • Consider opponent's performance and react to changes within the game • Develop own games using skills from the games learned • Gain an appreciation for rules
	Year 5	<ul style="list-style-type: none"> • Work cooperatively to put strategies and solutions into actions. • Change the rules to increase challenge • Recognise best practice in themselves and others • Give in game feedback to improve performance
	Year 6	<ul style="list-style-type: none"> • Work cooperatively to put strategies and solutions into actions. • Change the rules to increase challenge • Recognise best practice in themselves and others • Give in game feedback to improve performance
Striking and fielding	Year 1	<ul style="list-style-type: none"> • Kick or strike a static object e.g. a ball from a cone) • Use an underarm throw to pass ball to peers • Understanding basic scoring rules • Stop a ball in motion
	Year 2	<ul style="list-style-type: none"> • Use a range of sending and receiving, such as overarm throw • Changing body position to stop a ball in motion • Understanding the importance of rules
	Year 3	<ul style="list-style-type: none"> • Strike a static object with accuracy and intent • Begin to make decisions when striking an object accurately to a space • Begin to communicate as a group to coordinate stopping a ball in motion • Respond to changes in rules that affect scoring
	Year 4	<ul style="list-style-type: none"> • Develop tactical decisions when striking a ball • Begin to develop simple tactics to compete

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Continue to develop communication to return a ball Use a range of sending, receiving and fielding techniques in good time
	Year 5	<ul style="list-style-type: none"> Strike a moving object with intent into space Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play Develop an understanding of a range of scoring techniques Plan, assess and evaluate the effectiveness of a formation/tactic
	Year 6	<ul style="list-style-type: none"> Strike a moving object with intent into space Communicate formation changes to maximise effectiveness e.g. fielding wider when a good striker enters play Develop an understanding of a range of scoring techniques Plan, assess and evaluate the effectiveness of a formation/tactic
Net and wall Games	Year 1	<ul style="list-style-type: none"> Use underarm and two-handed sending and receiving techniques Develop hand-eye/foot coordination Predict how a ball bounces/reacts
	Year 2	<ul style="list-style-type: none"> Using a range of different ball types Change technique of strike/send to match ball e.g. softball or Frisbee Adapt body shape to send/receive objects using a variety of techniques Begin to make predictions of how different balls/objects react in space
	Year 3	<ul style="list-style-type: none"> Increase confidence and competence in using underarm strike in a range of contexts Keep an active foot position to move swiftly around the court Begin to develop spatial awareness and positioning Continue to develop spatial awareness and positioning Explore the use of over-arm strikes
	Year 4	<ul style="list-style-type: none"> Increase confidence and competence in using underarm strike in a range of contexts Keep an active foot position to move swiftly around the court Begin to develop spatial awareness and positioning Continue to develop spatial awareness and positioning Explore the use of over-arm strikes
	Year 5	<ul style="list-style-type: none"> Develop spatial awareness when competing with a partner Change play type based on positioning of an opponent Use the over-arm strike in a range of shot types Use a range of shots to use the entire playing area and move the opponent

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Communicate efficiently with peers using a clear set of instructions
	Year 6	<ul style="list-style-type: none"> Develop spatial awareness when competing with a partner Change play type based on positioning of an opponent Use the over-arm strike in a range of shot types Use a range of shots to use the entire playing area and move the opponent Communicate efficiently with peers using a clear set of instructions
Outdoor and adventurous	Year 1	
	Year 2	<ul style="list-style-type: none"> Recognise their own space. Explore finding different places. Follow simple routes and trails, orientating themselves successfully. Solve simple challenges and problems successfully. Recognise and describe how their body feels during exercise. Observe what they and others have done and use their observations to improve their performance.
	Year 3	<ul style="list-style-type: none">
	Year 4	<ul style="list-style-type: none"> Develop the range and consistency of their skills and work with others to solve challenges. Choose and apply strategies and skills to meet the requirements of a task or challenge. Recognise the effect of different activities on the body and to prepare for them physically. Work safely. Describe and evaluate their own and others' performances, and identify areas that need improving
	Year 5	<ul style="list-style-type: none">
	Year 6	<ul style="list-style-type: none"> Develop and refine orienteering and problem-solving skills when working in groups and on their own. Decide what approach to use to meet the challenge set. Adapt their skills and understanding as they move from familiar to unfamiliar environments. Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. See the importance of a group or team plan, and the value of pooling ideas. Improve their performance by changing or adapting their approaches as needed.
Gymnastics	Year 1	<ul style="list-style-type: none"> Perform different shapes with my body, having different points touching the floor or apparatus. (star, straight, tuck shapes) with good technique Perform all 5 gym shapes on low apparatus with good technique Perform a minimum of 3 shapes on high apparatus with good technique

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Observe a partner and give accurate feedback • Recognise how their body feels when still and exercising
	Year 2	<ul style="list-style-type: none"> • Perform travelling movements on my feet and with weight on my hands, using apparatus and following different pathways (zig-zag, L shape etc.) • Jump using a skipping rope • Create and perform a sequence of movements including rotation using apparatus • Observe a partner and give accurate feedback
	Year 3	<ul style="list-style-type: none"> • Successfully perform 2 different types of rolls safely (pencil roll, tuck roll) • Link and develop two different jumps using apparatus safely • Use apparatus in more creative ways e.g. under, around and on top • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 4	<ul style="list-style-type: none"> • Perform all gymnastics shapes on different body parts/levels, using apparatus. • Use a wide range of gymnastic actions when using apparatus • Make judgements about quality of jumps, elevation, style and control • Create and perform a sequence in a pathway • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 5	<ul style="list-style-type: none"> • Recognise and perform all gymnastics shapes, including partner assisted shapes • Demonstrate a wide range of gymnastic actions while using apparatus • Demonstrate the correct jumping, leaping and landing techniques in five jump classifications • Create and perform a sequence in pairs of five contrasting actions
	Year 6	<ul style="list-style-type: none"> • Recognise and perform all gymnastics shapes safely including partner assisted shapes • Demonstrate and safely execute a wide range of gymnastic actions while using apparatus • Demonstrate and safely execute a range of jumping, leaping and landing techniques • Create and perform a sequence in pairs of six contrasting actions.
Dance	Year 1	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli. • Move confidently and safely in their own and general space, using changes of speed, level and direction. • Compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts. • Talk about dance ideas inspired by different stimuli. • Copy, watch and describe dance movement • Recognise how their body feels when still and exercising
	Year 2	<ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. • Recognise and describe how different dance activities make them feel. • Understand the importance of warming up and cooling down. • Watch and describe dance phrases and dances and use what they learn to improve their own work.
	Year 3	<ul style="list-style-type: none"> • Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. • Create and link dance phrases using a simple dance structure or motif. • Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. • Keep up activity over a period of time and know they need to warm up and cool down for dance. • Describe and evaluate some of the compositional features of dances performed with a partner and in a group. • Talk about how they might improve their dances.
	Year 4	<ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Use simple choreographic principles to create motifs and narrative. • Perform complex dance phrases and dances that communicate character and narrative. • Know and describe what you need to do to warm up and cool down for dance. • Describe, interpret and evaluate their own and others' dances, taking account of character and narrative
	Year 5	<ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. • Compose dances by using adapting and developing steps, formations and patterning from different dance styles. • Perform dances expressively, using a range of performance skills. • Organise their own warm-up and cool-down activities to suit the dance. • Show an understanding of why it is important to warm up and cool down. • Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.
	Year 6	<ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively. • Create and structure motifs, phrases, sections and whole dances. • Begin to use basic compositional principles when creating their dances. • Understand why dance is good for their fitness, health and wellbeing. • Prepare effectively for dancing. • Understand how a dance is formed and performed.

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
Athletics		<ul style="list-style-type: none"> Evaluate, refine and develop their own and others work.
	Year 1	<ul style="list-style-type: none"> Take off in different ways and land in coordinated ways (walk, fast walk, side step, slow jog, running, walking backwards, jump from 2 feet to 2 feet, hop.) Jump forwards, backwards and sideways on two feet, then hop on one foot Push pass and bounce a ball to my partner, then throw a ball into a target (buckets, hoop, wall targets, boxes etc) Observe a partner and give accurate feedback
	Year 2	<ul style="list-style-type: none"> Walk and run with good posture and balance (head straight, back straight, keep on your toes) Jump: <ul style="list-style-type: none"> - 2 feet to 2 feet - 1 foot to 2 feet - 2 feet to 1 foot - 1 foot to 1 foot Send an object towards a target in different ways (under-arm, over-arm) Observe a partner and give accurate feedback
	Year 3	<ul style="list-style-type: none"> Run with a tall body on balls of the feet, picking feet up high, head held high Jump: <ul style="list-style-type: none"> • 2 feet to 2 feet • 1 foot to 2 feet • 2 feet to 1 foot • 1 foot to 1 foot Left to right <ul style="list-style-type: none"> • Perform a one handed push throw and a pull throw with accuracy towards a target from my dominant hand • Say which throw was the easiest and most difficult to achieve, and how I can/ have improved my accuracy and distance • Observe a partner and give accurate feedback, saying what went well and what could be better
	Year 4	<ul style="list-style-type: none"> Maintain a good running technique when sprinting and running over obstacles Use a short run to jump from one to two feet Demonstrate a two handed push throw and a sling throw Observe a partner and give accurate feedback, saying what went well and what could be better.
Year 5	<ul style="list-style-type: none"> Observe a partner and give accurate feedback Demonstrate the ability to accelerate from a variety of static positions Perform triple jump combination sequences with balance and control 	

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> Sustain jogging and running at a consistent pace for over a minute Observe a partner and give accurate feedback, evaluating steps for improvement
	Year 6	<ul style="list-style-type: none"> Demonstrate the ability to accelerate from a variety of static positions Perform triple jump combination sequences with balance and control Sustain jogging and running at a consistent pace for over a minute Observe a partner and give accurate feedback, evaluating steps for improvement Evaluate their own and others' work and suggest ways to improve it.
Swimming	Year 1	<ul style="list-style-type: none"> Make a supervised safe entry into the water Develop confidence through water games Understand how to stay safe in the water Blow bubbles in the water Regain standing position Submerge partially/fully on the water
	Year 2	<ul style="list-style-type: none"> Understand water safety Develop water confidence Learn how to float with an aid Push and glide with a float Practice arm action standing in shallow water
	Year 3	<ul style="list-style-type: none"> Understand water safety Develop confidence in swimming up to 5 metres Enter and exit the water safely and confidently from the pool side. Develop arm action standing in shallow water Develop whole stroke within reaching distance of pool side Develop the use of breast stroke leg action using a float
	Year 4	<ul style="list-style-type: none"> Start to develop stroke technique in front crawl and breast stroke. Fully submerge the face into the water and blow out for 3 seconds. Jump into the water, full reach depth in a recognised shape. Swim 10m without a pause and using any recognised stroke. Retrieve an object from the pool bottom using hands and feet. Tread water using arms and legs for at least 30 seconds
	Year 5	<ul style="list-style-type: none"> Further development of stroke technique for 3 main strokes Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom.

PE skills, knowledge and vocabulary progress ladder

PE skills, knowledge and vocabulary progress ladder – KS1 & 2		
Topic	Year Group	Content
		<ul style="list-style-type: none"> • Surface dive in the water showing good technique. • Hold a stationary position by treading water with head up for 45 seconds. • Start to develop early life saving skills eg. Enter the water of full reach depth / Tread water for 10 seconds / Followed by a 10m swim.
	Year 6	<ul style="list-style-type: none"> • Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres • Use a range of strokes effectively including front crawl, back crawl and breast stroke. • Perform safe self -rescue in different water based – situations • Tread water for 30 seconds followed by a 25m swim.

PE Key Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
climb, run, hop, walk, skip, jump, send, receive, throw, catch, kick, strike, balance, gallop, side-gallop, roll, rhythm, beat, fair, respect, sportsmanship, ball, hoop, under arm, sprint	Side roll, over arm, send, receive, strike, jump for distance, jump for height, tempo, choreograph, foot dribble, hand dribble, two handed catch, throw for distance, throw for accuracy, beam, trestle, crash mat, floor mat, football, rugby ball, tennis ball, netball, basketball, feedback, warm up, cool down	motion, reflection, translation, speed, agility, quickness, one handed catch, instep, outstep, orienteering, direction, compass, north, south, east, west, control point, strength, body composition, pike, straddle, tuck, vault, pencil roll, tuck roll, competition, intent	tactical, flexion, extension, rally, teamwork, leadership, officiate, verbal communication, non verbal, communication, tactic, technique, skill, sequence, heart, blood, muscle, handstand, round off, cartwheel, forehand, chest pass, shoulder pass, bounce pass, control, spatial awareness	skill, ability, improvise, punctuality, core strength, flexibility, muscle groups oxygen, tone, personal challenge, active warm up, active cool down fitness, co-operation, backhand, striking kick with laces, kick with instep, curve, expert, expertise	kinaesthetic, aesthetics, social, physical, cognitive, analyse, competence, sport, physical activity, recreational, competitive