



**South Gosforth First School**  
**Physical Education - Whole School Progression & Assessment**



**In line with the National Curriculum, the South Gosforth First School PE curriculum aims to ensure that all pupils are healthy, safe and develop a positive and competitive attitude towards sport through:**

- Knowing and understanding the meaning of our school's core values and how to live by these in daily school life and PE lessons.
- Developing develop a love of physical activity and sport.
- Being immersed in a PE Curriculum which allows all children to have the skills and mind set to leave our school with the capabilities to be successful in their sporting challenges and active lifestyles.
- Enabling conditions for children to become confident and resilient and to strive for their personal best through a whole-school values and a whole nurturing child approach.
- Obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.
- Attending a range of active experiences and clubs for all children. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.
- Developing a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being and communicate with our children and families.

| Whole School Progression of Substantive and Disciplinary Knowledge |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                                 |
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|                                                                    | Fundamental Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Body Management | Invasion and Net and Wall Games |
| EYFS                                                               | <p style="text-align: center;"><b><u>Early Learning Goals:</u></b></p> <p><b>Personal, Social and Emotional Development ELG:</b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none"><li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li><li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>-Work and play co-operatively and take turns with others.</li><li>-Show sensitivity to their own and to others' needs.</li></ul> <p><b>Physical Development ELG:</b></p> <ul style="list-style-type: none"><li>-Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>-Demonstrate strength, balance and coordination when playing.</li><li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> |                 |                                 |



|               | <b>Fundamental Skills</b><br>(Fundamentals, Fitness and Athletics)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Body Management</b> (Yoga, Gymnastics and Dance)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Invasion and Net and Wall Games</b> (Ball Skills, Target Games, Invasion Games, Sending and Receiving, Striking and Fielding)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Year 1</b> | <p>National Curriculum Objectives: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Fundamental movements skills underpin all activities in PE. This allows children to develop these skills in isolation and in combination.</p> <ul style="list-style-type: none"><li>• Attempt to run at different speeds showing an awareness of technique.</li><li>• Begin to link running and jumping movements with some control.</li><li>• Jump, leap and hop and choosing which allows them to jump the furthest.</li><li>• Throw towards a target.</li><li>• Show some control and balance when travelling at different speeds.</li><li>• Begin to show balance and co-ordination when changing direction.</li><li>• Use co-ordination with and without equipment.</li></ul> | <p>National Curriculum Objectives: master basic movements as well as developing balance, agility and co-ordination. Perform dances using simple movement patterns.</p> <p>Children will become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</p> <ul style="list-style-type: none"><li>• Perform balances making their body tense, stretched and curled.</li><li>• Take body weight on hands for short periods of time.</li><li>• Demonstrate poses and movements that challenge their flexibility.</li><li>• Remember, repeat and link simple actions together.</li><li>• Copy, remember and repeat actions.</li><li>• Choose actions for an idea.</li><li>• Use changes of direction, speed and levels with guidance.</li><li>• Show some sense of dynamic and expressive qualities.</li><li>• Begin to use counts.</li></ul> | <p>National Curriculum Objectives: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>We teach children to participate in team games that are divided into invasion games, net and wall games, striking and fielding games and target games.</p> <ul style="list-style-type: none"><li>• Throw and roll towards a target with some varying techniques.</li><li>• Kick towards a stationary target.</li><li>• Catch a beanbag and a medium-sized ball.</li><li>• Strike a stationary ball using a racket.</li><li>• Run, stop and change direction with some balance and control.</li><li>• Recognise space in relation to others.</li><li>• Begin to use simple tactics with guidance.</li></ul> |



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| <b>Year 2</b> | <p>National Curriculum Objectives: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Fundamental movements skills underpin all activities in PE. This allows children to develop these skills in isolation and in combination.</p> <ul style="list-style-type: none"><li>• Show balance and coordination when running at different speeds.</li><li>• Link running and jumping movements with some control and balance.</li><li>• Show hopping and jumping movements with some balance and control.</li><li>• Change technique to throw for distance.</li><li>• Show control and balance when travelling at different speeds.</li><li>• Demonstrates balance and co-ordination when changing direction.</li><li>• Perform actions with increased control when co-ordinating their body with and without equipment.</li></ul> | <p>National Curriculum Objectives: master basic movements as well as developing balance, agility and co-ordination. Perform dances using simple movement patterns.</p> <p>Children will become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</p> <ul style="list-style-type: none"><li>• Perform balances on different body parts with some control and balance.</li><li>• Take body weight on different body parts, with and without apparatus.</li><li>• Show increased awareness of extension and flexibility in actions.</li><li>• Copy, remember, repeat and plan linking simple actions with some control and technique.</li><li>• Copy, remember and repeat a series of actions.</li><li>• Select from a wider range of actions in relation to a stimulus.</li><li>• Use pathways, levels, shapes, directions, speeds and timing with guidance.</li><li>• Use mirroring and unison when completing actions with a partner.</li><li>• Show a character through actions, dynamics and expression.</li><li>• Use counts with help to stay in time with the music.</li></ul> | <p>National Curriculum Objectives: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>We teach children to participate in team games that are divided into invasion games, net and wall games, striking and fielding games and target games.</p> <ul style="list-style-type: none"><li>• Throw and roll towards a target using varying techniques with some success.</li><li>• Show balance when kicking towards a target.</li><li>• Catch an object passed to them, with and without a bounce.</li><li>• Strike a ball using a racket.</li><li>• Run, stop and change direction with balance and control.</li><li>• Move to space to help score goals or limit others scoring.</li><li>• Use simple tactics.</li></ul> |
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| <b>Year 3</b> | <p>National Curriculum Objectives: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>Fundamental movements skills underpin all activities in PE. This allows children to develop these skills in isolation and in combination.</p> <ul style="list-style-type: none"><li>• Show balance, coordination and technique when running at different speeds, stopping with control.</li><li>• Link running, hopping and jumping actions using different take offs and landing.</li><li>• Jump for distance and height with an awareness of technique.</li><li>• Throw a variety of objects, changing action for accuracy and distance.</li><li>• Demonstrate balance when performing other fundamental skills.</li><li>• Show balance when changing direction in combination with other skills.</li><li>• Can co-ordinate their bodies with increased consistency in a variety of activities.</li></ul> | <p>National Curriculum Objectives: develop flexibility, strength, technique, control and balance.</p> <p>Children will become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</p> <ul style="list-style-type: none"><li>• Complete balances with increasing stability, control and technique.</li><li>• Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</li><li>• Demonstrate increased flexibility and extension in their actions.</li><li>• Choose actions that flow well into one another both on and off apparatus.</li><li>• Copy remember and perform a dance phrase.</li><li>• Create short dance phrases that communicate an idea.</li><li>• Use canon, unison and formation to represent an idea.</li><li>• Match dynamic and expressive qualities to a range of ideas.</li><li>• Use counts to keep in time with a partner and group.</li></ul> | <p>National Curriculum Objectives: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children are taught physical skills to enable them to apply these skills to principles e.g. to move with a ball towards goal, an attacking principle, pupils need to have competency to dribble or pass to achieve this.</p> <ul style="list-style-type: none"><li>• Use a variety of throwing techniques in game situations.</li><li>• Kick towards a partner in game situations.</li><li>• Catch a ball passed to them using one and two hands with some success.</li><li>• Strike a ball with varying techniques.</li><li>• Change direction with increasing speed in game situations.</li><li>• Use space with some success in game situations.</li><li>• Use simple tactics individually and within a team.</li></ul> |
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| <b>Year 4</b> | <p>National Curriculum Objectives: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p> <p>Fundamental movements skills underpin all activities in PE. This allows children to develop these skills in isolation and in combination.</p> <ul style="list-style-type: none"><li>• Demonstrate how and when to speed up and slow down when running.</li><li>• Link hopping and jumping actions with some control.</li><li>• Jump for distance and height showing balance and control.</li><li>• Throw with some accuracy and power towards a target area.</li><li>• Demonstrate good balance when performing other fundamental skills.</li><li>• Show balance when changing direction at speed in combination with other skills</li><li>• Begin to co-ordinate their body at speed in response to a task.</li></ul> | <p>National Curriculum Objectives: develop flexibility, strength, technique, control and balance.</p> <p>Children will become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.</p> <ul style="list-style-type: none"><li>• Use body tension to perform balances both individually and with a partner.</li><li>• Demonstrate increasing strength, control and technique when taking own and others weight.</li><li>• Demonstrate increased flexibility and extension in more challenging actions.</li><li>• Plan and perform sequences showing control and technique with and without a partner.</li><li>• Copy, remember and adapt set choreography.</li><li>• Use action and reaction to represent an idea.</li><li>• Change dynamics to express changes in character or narrative.</li><li>• Use counts when choreographing short phrases.</li></ul> | <p>National Curriculum Objectives: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Children are taught physical skills to enable them to apply these skills to principles e.g. to move with a ball towards goal, an attacking principle, pupils need to have competency to dribble or pass to achieve this.</p> <ul style="list-style-type: none"><li>• Use a variety of throwing techniques with increasing success in game situations</li><li>• Kick with increasing success in game situations.</li><li>• Catch a ball passed to them using one and two hands with increasing success.</li><li>• Strike a ball using varying techniques with increasing accuracy.</li><li>• Change direction to lose an opponent with some success.</li><li>• Create and use space with some success in game situations.</li><li>• Use simple tactics to help their team score or gain possession.</li></ul> |
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### Assessment

| Assessment Check Points |                                                                                                                   |                                                                                                               |                                                                                         |
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|                         | Autumn                                                                                                            | Spring                                                                                                        | Summer                                                                                  |
| EYFS                    | <b>End of Unit Assessments:</b><br><br>Introduction to PE<br>Fundamental Skills                                   | <b>End of Unit Assessments:</b><br><br>Gymnastics<br>Games                                                    | <b>End of Unit Assessments:</b><br><br>Dance<br>Ball Skills                             |
|                         |                                                                                                                   |                                                                                                               | <b>Early Learning Goals (ELG) Assessments</b>                                           |
| Year 1                  | <b>End of Unit Assessments:</b><br><br>Fundamental Skills<br>Ball Skills<br>Target Games<br>Sending and Receiving | <b>End of Unit Assessments:</b><br><br>Gymnastics<br>Invasion Games<br>Fitness<br>Striking and Fielding Games | <b>End of Unit Assessments:</b><br><br>Dance<br>Net and Wall Games<br>Athletics<br>Yoga |
|                         | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>                                       | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>                                   | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>             |
| Year 2                  | <b>End of Unit Assessments:</b><br><br>Fundamental Skills<br>Ball Skills<br>Target Games<br>Sending and Receiving | <b>End of Unit Assessments:</b><br><br>Gymnastics<br>Invasion Games<br>Fitness<br>Striking and Fielding Games | <b>End of Unit Assessments:</b><br><br>Dance<br>Net and Wall Games<br>Athletics<br>Yoga |
|                         | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>                                       | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>                                   | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>             |



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| Year 3 | <b>End of Unit Assessments:</b><br><br>Fundamental Skills<br>Ball Skills<br>Football<br>Badminton | <b>End of Unit Assessments:</b><br><br>Gymnastics<br>Tag Rugby<br>Handball<br>Dance | <b>End of Unit Assessments:</b><br><br>Rounders<br>Basketball<br>Athletics<br>Tennis   |
|        | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>                       | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>         | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>            |
| Year 4 | <b>End of Unit Assessments:</b><br><br>Fundamental Skills<br>Ball Skills<br><br>Swimming          | <b>End of Unit Assessments:</b><br><br>Gymnastics<br>Hockey<br>OAA<br>Dance         | <b>End of Unit Assessments:</b><br><br>Cricket<br>Tennis<br>Athletics<br>Ballet Lorent |
|        | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>                       | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>         | <b>End of Term Assessment – Fundamental Skills on Insights for tracking</b>            |

- Children, identified at the end of unit assessments as Working Below the End of Unit Assessments attend targeted support during the starter/warm up of the following unit.