

Curriculum Handbook for Physical Education (PE)

Part 1: Intent, Implementation, Impact / SEND Provision / Long Term Plan / Progression of Skills



St. Martin's
C. of E. Primary School
Serve one another in love
Galatians 5v13



St. Martin's C of E (VA) Primary School

Physical Education (PE) Curriculum

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' (National Curriculum, 2014)

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Curriculum Intent

At St Martin's C of E (VA) Primary School, Physical Education (PE) is an integral part of our curriculum. We strive to ensure it is inclusive and engages all pupils, in a supportive and challenging environment. We have a holistic approach that aims to ensure all children acquire, develop, refine and master their fundamental movement skills, further their knowledge and understanding of Physical Education concepts and develop their overall enjoyment and competence in a broad range of physical activities.

We deliver high-quality first teaching and provide learning opportunities which enable all children to succeed at their level. We aim to facilitate enjoyment of learning and provide the children with the knowledge and skills for a lifelong love and participation in Physical Activity and Sport. We prioritise supporting pupils with special educational needs and/or disabilities (SEND) effectively so that they can access an ambitious curriculum and achieve their highest potential. This includes ensuring that staff are well trained to provide precise support in different sports so that all pupils can meet clear and ambitious end points. We facilitate this through our Scheme of Learning (Beyond the Physical).

This holistic nature, not only allows for children to succeed and master the physical skills associated with Physical Activity, but also teaches children through cognitive and social domains, allowing them many opportunities to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect.

As a school, we understand the importance that PE, School Sport and Physical Activity has on children's general health, fitness and mental wellbeing. We provide opportunities for all children to be physically active for sustained periods of time and will teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.



Knowledge in PE is defined as:

Substantive Knowledge-

- This is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content as pupils become more expert in their understanding. Misconceptions are challenged carefully and in the context of substantive and disciplinary knowledge.
- Substantive concepts include: developing core stability, balance, agility, coordination, locomotor skills, shoulder stability, bilateral coordination, hand eye coordination and manipulative skills. Concepts such as dodgeball require core and shoulder stability first, developing hand eye coordination alongside locomotive and manipulative skills. Finally, this will lead onto tactical awareness through game-based learning.

Disciplinary Knowledge-

- This is the use of that knowledge and how children construct understanding through processes, evidence, pattern seeking, reasoning and explaining change.

Curriculum Implementation

Through the high-quality delivery of our PE curriculum, you will see:

- High quality activities that engage all children to have success and master fundamental skills.
- Opportunities to work independently and collaboratively, sharing ideas, strategies and feedback.
- Opportunities for children to progress their learning at their own level through the STEP principle.
- Affective use of Assessment for Learning strategies including high-quality questioning to assess learning.
- Developing Cognitive and Social domains – going Beyond the Physical skills and attributes.
- Knowledge of the journey that the lesson will take the children on within future PE lessons.

Above and beyond our PE curriculum, we also provide the following:

- Coaching from our specialist PE teacher, Mr Ellis.
- Children in Key Stage 2 attend Swimming lessons for one half term each year.
- Children participate in workshops/whole school events, sourced by school and delivered by outside providers, covering a variety of sports throughout the year, for example, Skip2bfit and golf etc. This provides the children with an opportunity to experience new activities, learn new skills, improve their fitness and try something new.
- We have a close partnership with Scarborough College and Scarborough Cricket Club and coaches come in regularly to deliver high quality sessions of PE.
- Children have the opportunity to participate in extra-curricular sports activities throughout the year.
- The school is involved with the Scarborough School's Sports Partnership, providing support with inter-school competitions and CPD opportunities.



- SEND children have the opportunity to take part in a weekly Boccia club with other SEND pupils.
- We offer an annual residential outdoor activities experience for our Year 4 children, at Peat Rigg Outdoor Training Centre.
- We have an annual inclusive Sports Day, with the emphasis on participation and achievement for all.
- All children participate in whole school weekly sessions of 'The Daily Mile,' to promote health, fitness, mental wellbeing and personal challenge and resilience.

Curriculum Impact

Our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire, develop and master fundamental skills, gain knowledge and understanding of key concepts and provide opportunities that will foster a life-long love and participation in Physical Activity and Sport. All children will show a higher engagement within curriculum PE and wider Physical Activity and School Sport.

We also measure impact by:

- Regular learning walks
- Pupil questionnaires
- PE Premium Spend Analysis
- Analysis of participation at after school clubs and competitions
- Assessment data
- Photo and video analysis of children's practical work.



Definition of Physical Education, School Sport & Physical Activity*

Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them as outlines below:

Physical Education

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.



*extracted from afPE's Health Position Paper

Making Physical Education Safe



Clear instructions and explanations

Accurate demonstrations



Visual guidance



Pointing out risks



Remind about procedures, routines & preparation

Notices, signs & barriers where risks exist



Some Ways to inform:

Some ways to prevent:



Protective equipment



Wear correct kit and footwear

Putting policy and procedures into practice



Anticipating what might happen

Consistent application of rules



Checking and maintaining equipment

Teaching safely through...

Informing

about hazards and risks

PIE

Preventing

injury through good organisation

Educating

students about recognising risk and how to work safely

Teaching safety through...

Some ways to educate:

Sufficient space to work



How to warm up and cool down



Teach good techniques, skills and progressions



Develop observation and analysis skills



How to use equipment and facilities safely



Giving students responsibility for safety



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Developing the Whole Child Through Physical Education, School Sport & Physical Activity



“The difference that high quality Physical Education, School Sport & Physical Activity make to the lives of young people is quite remarkable”

PHYSICAL WELLBEING

Adopt a health-based PE approach including healthy lifestyle habits and tips.

Reinforce fundamental skills – agility, balance and coordination – not sports skills.

Include fun, floor activities that build core strength.

Balance mild, moderate and vigorous activity.

Loss of strength, resulting in poor posture and balance.

Loss of motor skills, resulting in clumsiness and reduced dexterity.

Imbalanced health habits, e.g. too much/too little sleep, under/over eating, obsessive/relaxed hygiene.

Learning loss or inequalities, e.g. forgotten or gap in skills, knowledge and understanding.

Value and encourage active play.

Lack of purpose, leading to reduced motivation and readiness to learn.

Break up the school day with short bursts of physical activity.

Use active learning methods to revisit, reinforce and apply classroom learning.

COGNITIVE WELLBEING

Award merits for a range of attributes; link them to physical or sport-related endeavours.

Loss of fitness, leading to low energy levels.

Key: Potential challenges

REACTIVATING LEARNING



WHY and HOW to rejuvenate primary pupils' wellbeing through physical education and physical activity.

Key: Potential solutions

Loss of routines, leading to reduced self-organisation.

Reduced concentration and memory.

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Encourage a focus on personal goal-setting and personal achievements.

Provide opportunities for creative problem-solving – no single 'right' answer or method.

Allow choice – comfort or stretch – within/across activities.

Offer a time-out space and activity when needed.

EMOTIONAL WELLBEING

Greater anxiety, depression and trauma.

Lower self-esteem affecting willingness to try or take risks.

Reduced autonomy, leading to lower sense of self-efficacy and personal responsibility.

Greater mood swings, resulting in reduced emotional control and unpredictable behaviours.

Loss of social skills, affecting ability to share, take turns, listen, cooperate or communicate effectively.

Increased need for reassurance or interaction, requiring more support or attention.

Fear of others, leading to lower levels of trust and empathy.

Reduced social confidence, e.g. withdrawn.

SOCIAL WELLBEING

Provide opportunities for peer-coaching and peer-review, modelling constructive methods.

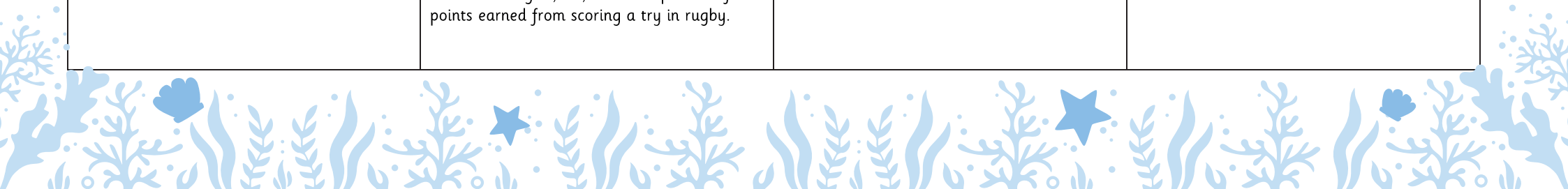
Set team challenges where individual activity contributes to a collective goal.

Scaffold cooperative learning, e.g. pairs, fours then larger.

Emphasise physical not social distance.

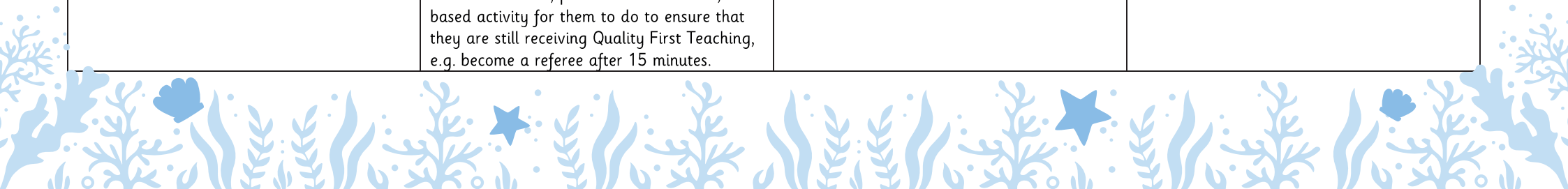
St. Martin's C of E (VA) Primary School
SEND Provision – Physical Education (PE)

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Understanding how a sport/game is played in PE. E.g. how to play dodgeball.</p> <p>Pupils with ASD may struggle with rule changes during PE games/activities.</p> <p>Being able to tally up scores in a competitive game e.g. rugby.</p>	<p>Utilise learning buddies throughout PE sessions. One partner verbally explains how to play a game whilst their partner listens. Partners swap roles and repeat the task. This will reinforce sequencing.</p> <p>Children could use visuals to sequence the correct order of how to play a sport/game prior to the lesson.</p> <p>Teachers create a small group to model how to play the game to SEND pupils. This ensures that visual learners are having their learning style met and are not being held back by their poor literacy skills. Alternatively, children could watch the clips on Real PE of games/activities being performed.</p> <p>If a teacher plans to change the rules of a PE activity/game partway through the lesson to increase or decrease difficulty, for example, the game should be remodelled by a small group for the children in question.</p> <p>Poor mathematical skills may prevent learners from SEND being able to keep track of/tally up the scores during a competitive game such as rugby. Consider providing 'flip sheet scores' that the children can turn over to reveal their new score. E.g. 5, 10, 15 to keep track of points earned from scoring a try in rugby.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> <p>Children might struggle to communicate their thoughts/feelings in an appropriate manner.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. For example, "I enjoyed their gymnastics performance because _____. To improve next time, they could _____." Stem sentences could be displayed on the projector in the hall/on A3 sheets of paper.</p> <p>Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> <p>If children are quick to become heightened during competitive sports, agree a non-verbal way for the pupil to communicate to an adult the fact that they are beginning to heighten. For example, children might have a lanyard available with emotion cards on that they can use to signal when they are becoming annoyed/upset/overwhelmed etc. Staff to then support co-regulation.</p>



St. Martin's C of E (VA) Primary School
SEND Provision – Physical Education (PE)

<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Fine motor skills/physical difficulties.</p> <p>Children with a visual impairment may find it difficult to view text/images/maps (orienteeing).</p> <p>Children might find PE lessons overwhelming (noise/sight) which could lead to sensory overload.</p> <p>Consider whether activities are appropriate for wheelchair bound pupils/pupils with physical disabilities such as leg splints.</p>	<p>Teachers to be proactive in identifying appropriate resources and manipulatives for each individual child's need. For example, some children may require larger sized balls (netball instead of tennis ball to ensure children can physically catch the ball). Real PE identifies ways to differentiate activities for SEND learners.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the outside agency. Enlarge images to appropriate sizes to aid access.</p> <p>Ensure that children have access to regular classroom aids such as ear defenders to mitigate noise. Provide children with fidget toys as usual throughout the lesson to ensure that children do not fidget with PE equipment as an alternative, e.g. provide a sensory squish ball to ensure that children do not begin to throw/bounce a tennis ball.</p> <p>Always follow recommendations on time limits of PE lessons provided by medical professionals/occupational therapists. If a child can only partake in 15 minutes of a PE session at a time, provide an alternative, PE based activity for them to do to ensure that they are still receiving Quality First Teaching, e.g. become a referee after 15 minutes.</p>	<p>Low self-esteem in PE ability.</p> <p>Difficulties with social skills may result in children finding teamwork challenging.</p> <p>Distress caused by exposure to unfamiliar environments during sports competitions.</p>	<p>Make use of learning objectives which focus upon the specific PE skill and not the finishing result/score, e.g. focus upon the dribbling skills of a player rather than the final score of a football patch. Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. If children become withdrawn/upset/angry in PE lessons, have an alternative job pre-planned that enables children to remain in the lesson. For example, children could switch to the role of referee.</p> <p>Carefully consider which children are placed in a group together to ensure that children are placed with accepting, patient and encouraging teammates. Ensure children have access to usual aides such as ear defenders to reduce noise.</p> <p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p>



St. Martin's C of E (VA) Primary School
SMSC Subject Statement

Physical Education (PE)

Spiritual

- P.E supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Moral

- P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to supports the importance of abiding by rules.

Social

- P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

Cultural

- P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such asPupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.



St Martin's C of E (VA) Primary School
PE Long Term Plan

EYFS and Key Stage 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Unit	Play move explore	Move match magic	Explore evade escape	Search steal share	Crawl climb collect	Hands feet equipment

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1	Agility Balance Coordination	Throw Prepare Catch	Jump Shape Create	Duel Win Lose	Run Jump Throw	Target Control Combine
	Unit 2	Look Run Avoid	Hands Feet Equipment TE	Fair Share Dare	Inspire Create Perform TE	React Roll Retrieve	Send Receive Return TE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit 1	Agility Balance Coordination	Throw Prepare Catch	Jump Shape Create	Duel Win Lose	Run Jump Throw	Target Control Combine
	Unit 2	Look Run Avoid	Hands Feet Equipment TE	Fair Share Dare	Inspire Create Perform TE	React Roll Retrieve	Send Receive Return TE

Key Stage 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit 1	Inspire Create Perform	Strike React Rally	Agility Balance Coordination	Run Jump Throw	Duel Win Lose	Jump Shape Create
	Unit 2	Hands Feet Equipment TE	Look Run Avoid	React Roll Retrieve TE	Fair Share Dare	Position Possession Patience TE	Accuracy Power Distance



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit 1	Inspire Create Perform	Strike React Rally	Throw Prepare Catch	Run Jump Throw	Duel Win Lose	Symmetry Balance Travel
	Unit 2	Hands Feet Equipment TE	Look Run Avoid	React Roll Retrieve TE	Fair Share Dare	Position Possession Patience TE	Accuracy Power Distance

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit 1	Fair Share Dare	Inspire Create Perform	Watch Move Connect	Symmetry Balance Travel	Aim Strike Retrieve	Run Jump Throw
	Unit 2	Evade Invade Capture TE	Block Guard Support	Land Move Score TE	Explore Solve Challenge	Serve Set Slam TE	Speed Distance Strength

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit 1	Evade Invade Capture	Inspire Create Perform	Symmetry Balance Travel	Land Move Score	Speed Distance Strength	Aim Strike Retrieve
	Modified game	Netball or Tag rugby TE	Football or Gaelic	Tchoukball or Handball TE	Basketball or Hockey	Cricket or tennis TE	Rounders

- Swimming timetable in addition to this
- **TE** – Sessions taught by specialist PE teacher Terry Ellis



St. Martin's C of E (VA) Primary School PE Progression of Skills

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

EYFS:

As part of the EYFS statutory framework pupils are taught:

Physical Development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and Handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and Self-Care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key Stage 1:

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 coordination, 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.



St. Martin's C of E (VA) Primary School
PE Progression of Skills

EYFS/KS1 Skills Progression			
	EYFS	Year 1	Year 2
Healthy Body and Mind (learning for life)	<ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). <ul style="list-style-type: none"> • An understanding of the need for PE uniform (changing, safety). • Awareness of how exercise is important for a healthy lifestyle and mind 		
Games Understanding	<ul style="list-style-type: none"> • Work individually and with others. • Engage in cooperative physical activities • Participate in team games. • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Begin to apply basic movements in a range of activities. <ul style="list-style-type: none"> • Work individually and with others. • Engage in cooperative physical activities. • Engage in competitive physical activities (both against self and against others) • Participate in team games. • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Engage in competitive physical activities (both against self and against others). • Participate in team games. • Developing simple tactics for attacking and defending. • Able to reflect on and develop skills to improve. • Understand how to use equipment safely.



St. Martin's C of E (VA) Primary School
PE Progression of Skills

<p>Invasion Games</p>	<ul style="list-style-type: none"> ● To be able to move and stop confidently, negotiating the space around them effectively. ● Show good control over their bodies when exploring different skills. Start showing an ability to use their dominant hand to work with a partner in different activities. Explore and use skills effectively for particular games: <ul style="list-style-type: none"> ➤ Roll a ball or hoop ➤ Throw a ball underarm Explore balancing. 	<ul style="list-style-type: none"> ● To be confident and keep themselves safe in the space in which an activity/game is being played. ● Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. ● Show ability to work with a partner in throwing and catching games. ● Choose and use skills effectively for particular games: <ul style="list-style-type: none"> ➤ throw a ball accurately to a target using increasing control. ➤ explore throwing and catching in different ways. 	<ul style="list-style-type: none"> ● Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. ● Develop basic tactics in simple team games and use them appropriately. ● Choose use and vary simple tactics. ● Catch and control a ball in movement working with a partner or in a small group. ● Take part in games where there is an opposition. ● Decide where to stand during a team game, to support the game.
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PE Progression of Skills

		<ul style="list-style-type: none"> ➤ explore kicking in different ways with increasing control. 	<ul style="list-style-type: none"> • Begin to lead others in a simple team game. • Be able to pass and stop a ball to a team mate accurately. • Understand how to intercept a moving ball. • Understand role of attacker and defender
<p align="center">Striking and Fielding</p>		<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: <ul style="list-style-type: none"> ➤ throw a ball accurately underarm to a target using increasing control. ➤ show increasing control when rolling an object, using a technique. ➤ hit a ball with control using an appropriate object. • Explore throwing and catching in different ways. 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. <ul style="list-style-type: none"> • To be able to hit a ball accurately using a piece of equipment.

St. Martin's C of E (VA) Primary School
PE Progression of Skills

Athletics

- Learn skills of running, jumping and throwing with a range of equipment.
- Vary speed of running based on commands given.
- Use comparative language i.e. faster, longer, and be able to physically demonstrate this.

- Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.
- Develop the following skills with increasing accuracy and velocity:
- explore and throw a variety of objects with one hand.
 - jump from a stationary position with control.
 - change speed and direction whilst running.



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PE Progression of Skills

<p>Gymnastics</p>	<ul style="list-style-type: none"> • Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles). • Move and stop, recognising both commands and acting upon them immediately. • Show contrast with their bodies including tall/short, wide/thin, straight/curved) • Copy simple movements and simple sequences. <ul style="list-style-type: none"> • Make shapes with their bodies, according to commands. • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. • Move confidently and safely in their own and general space, using change of speed and direction. • Copy, create and link movement phrases with beginnings, middles and ends. <ul style="list-style-type: none"> • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Can they explore different ways of stretching, balancing, rolling and travelling? 	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Create routines which have a clear beginning and ending.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>
<p>Dance</p>	<ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. <ul style="list-style-type: none"> • To be able to negotiate space confidently, using appropriate strategies. • To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... 	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli. • Move confidently and safely in their own general space using changes of speed level and direction. • Compose and link movements to make simple beginnings, middles and ends. 	<ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. • Explore the change of rhythm, speed, level and direction. <ul style="list-style-type: none"> • Compose and perform short dances that express and communicate moods, ideas and

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PE Progression of Skills

	<ul style="list-style-type: none">• To begin to respond with their bodies to different types of music.	<ul style="list-style-type: none">• Perform movement phrases using a range of body actions and body parts.	<p>feelings choosing and varying simple compositional ideas.</p>
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St. Martin's C of E (VA) Primary School
PE Progression of Skills

Key Stage 2:

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, rounders and tennis), and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns.
- 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 (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.



St. Martin's C of E (VA) Primary School
PE Progression of Skills

KS2 Skills Progression				
	Year 3	Year 4	Year 5	Year 6
Healthy body and Mind (learning for life)	<ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. <ul style="list-style-type: none"> • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments. 			
Games Understanding	<ul style="list-style-type: none"> • Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. • Pupils can identify when they are successful and the next steps in their learning • Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. <ul style="list-style-type: none"> • Understand how to use equipment safely. 		<ul style="list-style-type: none"> • Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. <ul style="list-style-type: none"> • Pupils are able to assess their own performance and the performance of others to identify areas for development. • Pupils consistently demonstrate the sporting spirit values in a range of games situations <ul style="list-style-type: none"> • Understand how to use equipment safely. 	



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<p><u>Invasion Games</u></p>	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. <ul style="list-style-type: none"> • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. <ul style="list-style-type: none"> • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. <ul style="list-style-type: none"> • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. <ul style="list-style-type: none"> • Create and use space to help a team. • Select and apply different movement skills to lose a defender. <ul style="list-style-type: none"> • Use marking, and/or interception to improve defending.
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Net Games	<ul style="list-style-type: none">• Return a ball to a partner. Use basic racket skills.• Play a range of basic shots.• Move quickly around the court using a variety of movement patterns.	<ul style="list-style-type: none">• To play a continuous game.• Use a range of basic racket skills and variety of shots in different areas of the court.• Demonstrate good footwork on the court.• Return to the ready position to defend my own court.	<ul style="list-style-type: none">• Develop wider range of skills and begin to use these under some pressure.• Select and apply preferred skills with increasing consistency.• Understand the need for tactics and make decisions about when best to use them.• Play cooperatively with a partner.• Demonstrate good footwork to cover a court space in a game situation.	<ul style="list-style-type: none">• Use a wider range of skills in game situations.• Play cooperatively with a partner / in a team.• Demonstrate good decision making when making shots within a game.• Identify and use a variety of tactics.
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<p>Striking and Fielding Games</p>	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. 	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills with increasing accuracy. • Strike a bowl and ball after a bounce. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations. 	<ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation.
<p>Dance</p>	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas. • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities of dance. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently. • Describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships in a dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve their own and other people's work. 	<ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structures simple dances. • Adapt and refine actions, dynamics and relationships to improve a dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine their own and others' work.

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<h2 style="margin: 0;">Gymnastics</h2>	<ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Choose actions that flow well into one another. • Adapt sequences to suit different types of apparatus. <ul style="list-style-type: none"> • With help, recognise how performances could be improved. 	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the control and quality of their movements. • Watch, describe and suggest possible improvements to a performance. 	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. 	<ul style="list-style-type: none"> • Understand what counter balance and counter tension is and show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Suggest changes and use feedback to improve a sequence. Select and apply the best pace for a running event. <ul style="list-style-type: none"> • Exchange a baton with success. Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine.
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Athletics	<ul style="list-style-type: none">• Run at fast, medium and slow speeds.• Use different takeoff and landings when jumping.• Develop jumping for distance and height.• Take part in a relay activity, remembering when to run and what to do.• Throw a variety of objects, changing my action for accuracy and distance.• Record my distances, numbers and times.	<ul style="list-style-type: none">• Demonstrate the difference between sprinting and running over varying distances.• Demonstrate different throwing techniques.• Jump for distance and height with control and balance.• Throw with some accuracy and power into a target area.	<ul style="list-style-type: none">• Choose the best pace for a running event.• Perform a range of jumps showing some technique.• Show control at take-off in jumping activities.• Show accuracy and good technique when throwing for distance.• Understand how stamina and power help people to perform well in different athletic activities.• Lead a partner through short warm-up routines.	<ul style="list-style-type: none">• Select and apply the best pace for a running event.• Exchange a baton with success. Perform jumps for height and distance using good technique.• Show accuracy and good technique when throwing for distance.• Lead a small group through a short warm-up routine.
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Swimming

This is a programme of swimming study delivered by local swimming coaches. This is an opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.

Targets:

- to swim competently, confidently and proficiently over a distance of at least 25 metres.
 - to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
 - to perform safe self-rescue in different water-based situations.

