

## Nateby Primary School



### PHYSICAL EDUCATION AT NATEBY PRIMARY SCHOOL

#### THE NATIONAL CURRICULUM

##### 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

##### Subject content

##### **EYFS- Physical Development**

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Learning in EYFS focuses on Lancashire's 5 fundamentals approach for reception children. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food. By the end of EYFS children should be able to:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

##### **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 co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key stage 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, 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, for example 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.

## **Physical education 200 Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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

## **Intent**

**At Nateby we want all children to experience the delights of being physically expressive. Through a variety of experiences, they begin to develop a sense of what makes them feel fit, enhances their own well-being and of where their strengths lie. We organise the playground so that children can have an active playtime which increases the amount of time that they are active every day. We have, for example, a bike track for balance and pedal bicycles for all ages so that children can learn to balance on a bike and ride a bike whilst having fun at playtime. We are continually assessing our sporting provision**

and look to improve where ever we can. Teachers and other staff are well qualified but also open to improve their own skills and knowledge through CPD. We ensure that all pupils have every opportunity to be able to learn to swim at least 25 meters in a recognisable stroke. This is achieved through one term of weekly swimming lessons from year 2 to year 6 (if needed). Extra swimming is also provided to the whole school annually through the use of a 'pop-up' pool on school grounds for a fortnight ever year. During this time all pupils have a daily swimming lesson from Reception to Year 6. We believe that we are creating the foundations for life-long sport and activity. In order to do this effectively we teach children about the effects of activity on their minds and bodies; we create a sense of fun in sport as well as competition. We believe that the skills sport and being physically active can teach us can be used across the curriculum and in fact, across life. We give sport a high profile in school with displays, celebration of achievement in assembly and on the newsletter. All governors and staff at Nateby understand the role of sport and activity at the centre of a broad and balanced curriculum. They welcome the positive benefits that having a Physical Activity offer (which includes all children) can have on the ability of children to learn across the curriculum. We direct and sign-post pupils who have a talent for specific sports or activity to outside clubs.

### Lancashire's Physical Education Developmental Approach - "Intent"



The end points that the Lancashire approach leads to is the National Curriculum end of key stage statements. Schools can also devise their own end points using the NC as a guide. The Intent of the Lancashire approach is shown below.

**Early Years** – The INTENT in the Foundation stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key FMS. These 5 skills along with opportunities to develop a wider range of physical skills will ensure they are ready for KS1 PE.

**Key Stage 1** – (Year 1 Baseline) The INTENT in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline the teacher can design or adapt their PE curriculum and have a focus on the FMS the children are less proficient in.

**During Key Stage 1** – The INTENT during KS1 is to continue to develop the children's FMS especially their weaker ones and also to teach children HOW to apply these skills in a context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks.

**End of Key Stage 1** – The INTENT at the end of KS1 is to test the children's 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have Mastered. This information can then be shared with the year 3 teacher.

**Lower Key Stage 2** – The INTENT at year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games, i.e. (Target, Invasion games, Net/Wall, Target and Striking and Fielding) The INTENT at year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills. All the skills are applied through the relevant Core Tasks which are linked to age expectations.

**Upper Key Stage 2** – The INTENT at year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5V3, 5V4, 4V4, 5V5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The INTENT at year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group. All the skills are applied through the relevant Core Tasks, which are linked to age expectations.

## **Implementation**

### **How will PE be taught?**

- All pupils have two, one-hour, high quality lessons of PE every week
- As Class 1 composes of Reception and Year 1 the same core units are followed each year. The class teacher utilises the planning units from the Lancashire Scheme of work and differentiates them to incorporate fundamental movement
- In conjunction with high quality PE lessons, the school offers all children the opportunity to participate in inter-house competitions, workshops and intra-school competitions and training
- Extra, coach-led sport and activity are timetabled for each year-group on a weekly basis
- The school runs coach-led (or qualified teacher /TA) before and after school sport all year round, some of which is free (PPG children have the opportunity to access three free clubs every week)
- All pupils receive one term of swimming every year from year 2 until they can confidently swim 25 meters. This forms one of their PE lessons during the Autumn Term and may be extended in to the next term when needed. There is no charge for this provision
- In Class 4 a term of swimming is provided on a needs basis
- A pop-up pool is on school grounds for a fortnight every year. All pupils receive a daily swimming lesson at this time. There is also the opportunity for parents to purchase additional swimming lessons after school during this fortnight.
- Every year group has the opportunity to attend at least one O & A Day every year- from a visit to Humblescough Farm for EYFS and year 1 pupils to a 3-day residential at Tower Wood annually for years 4, 5 & 6

### **How pupils at Nateby will learn through and about PHYSICAL EDUCATION?**

#### **EYFS AND PE**

<b>During the Early Years Foundation Stage, typically a child will:</b>
Revise and refine the fundamental movement skills they have already acquired: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, climbing and hopping
Develop a more fluent style of moving, with developing control and grace. For example: mount stairs, steps or climbing equipment using alternate feet
During EYFS develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education and disciplines including dance, gymnastics, sport and swimming.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently
Over time foster a sense of confidence when using a range of apparatus indoors and outside. Ensure children know how to do this safely

Develop overall agility, body-strength, balance, and co-ordination
Further 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
When achieving in a physical curriculum, children should be more-able to develop the foundations of a fluent, accurate and efficient handwriting style; and develop the skills they need to manage a school day successfully. For example line up correctly, queue, use cutlery at lunchtimes.

## **National Curriculum Objectives**

### **Subject content**

#### **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 co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

#### **Key stage 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, 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, for example 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.

### Curriculum Map Reception & year 1

Reception & y1	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	<b>Games</b> Throwing and catching	<b>Dance</b>	<b>Gymnastics</b>	<b>Games</b>	<b>Athletics</b>	<b>Games</b>
Lesson 2	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Athletics</b>	<b>Games</b>

As Class 1 composes of Reception and Year 1 the same core units are followed each year. The class teacher utilises the planning units from the Lancashire Scheme of work and differentiates them to incorporate fundamental movement skills required for EYFS. Themes for units are altered to link to the class's current topic and further details of this can be found in the topic maps which are published, via the website, each term.

### Years 2 & 3 Year A 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	<b>Dance</b> Lancashire planning Unit Year 3	<b>Gymnastics</b> Year 3 Lancashire Planning Unit	<b>Swimming</b> Lessons planned and led by specialist swimming teacher at Garstang pool.	<b>Swimming</b> Lessons planned and led by specialist swimming teacher at Garstang pool.	<b>Dance</b> Lancashire planning Unit Year 3 'Rock 'n' Roll'	<b>Net &amp; Wall Games</b> Tennis Tennis Foundation Primary School Tennis
Lesson 2	<b>Invasion Games</b> -Core Game Tag Rugby	<b>Invasion Games</b> -Core Game Netball	<b>Invasion Games</b> -Core Game football	<b>Games</b> Creative Games	<b>Athletics</b> Lancashire Planning Unit Athletics Year 3	<b>Out Door &amp; Adventurous</b> Lancashire planning Unit Year 3 Trust Trails

### Years 2 & 3 Year B 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	<b>Dance</b> Year 2/ 3 Lancashire planning Unit	<b>Gymnastics</b> Year 2 Lancashire planning Unit	<b>Swimming</b> Lessons planned and led by specialist swimming teacher at Garstang pool.	<b>Swimming</b> Lessons planned and led by specialist swimming teacher at Garstang pool.	<b>Invasion Games</b> Year 2 Lancashire planning Unit Football	<b>Athletics</b> Lancashire Planning Unit Athletics Year 2
Lesson 2	<b>Invasion Games</b> Year 2 Lancashire planning Unit Tag Rugby	<b>Invasion Games</b> Year 2 Lancashire planning Unit Netball	<b>Dance</b> Lancashire planning Unit Year 3 'Iron Man'	<b>Net and Wall Games</b> Year 2 Lancashire planning Unit Creative Games	<b>Striking &amp; Fielding Games</b> Year 2 Lancashire planning Unit	<b>Out Door &amp; Adventurous</b> Year 2 Lancashire planning Unit

### Year 4 & 5 Year 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	<b>Swimming (if needed)</b> Then <b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Rugby Type Activities Core task 1	<b>Swimming (if needed)</b> Then <b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Hockey Type Activities Core task 1	<b>Dance</b> Year 6 Lancashire Planning Unit 'Heroes & Villains'	<b>Dance</b> Year 6 Lancashire Planning Unit 'Earthlings'	<b>Athletics</b> Lancashire Planning Unit Athletics Year 6	<b>Out Door &amp; Adventurous</b> Year 5 Lancashire Planning Unit
Lesson 2	<b>Gymnastics</b> Lancashire Planning Unit Gymnastics Year 6	<b>Dance</b> Lancashire Planning Unit 'Earthlings' Year 6	<b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Rugby Type	<b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Netball Type	<b>Net &amp; Wall Games</b> Tennis Tennis Foundation Primary School Tennis	<b>Striking &amp; Fielding Games</b> Year 5/6 Lancashire planning Unit

			Activities Core task 2	Activities Core task 1		Cricket Type Activities
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### Year 4 & 5 Year 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	<b>Target Games</b> Year 4 Lancashire planning Unit Boccia	<b>Target Games</b> Year 4 Lancashire planning Unit Dodgeball	<b>Dance</b> linked theme. For example: 'The Great Plague'	<b>Dance</b> linked theme for example: 'Sparks Might Fly'	<b>Gymnastics</b> Year 4 Lancashire Planning Unit Led by Pro-Sport Gymnastics– qualified coach	<b>Gymnastics</b> Year 4 Lancashire Planning Unit Led by Pro-Sport Gymnastics– qualified coach
Lesson 2	<b>Swimming</b> Lessons planned and led by specialist swimming teacher at Garstang pool.	<b>Swimming</b> Lessons planned and led by specialist swimming teacher at Garstang pool.	<b>Invasion Games</b> -Core Game 'On The Attack'	<b>Invasion Games</b> -Core Game 'On The Attack'	<b>Out Door &amp; Adventurous</b> Year 4 Lancashire planning Unit 'Team Work And Problem Solving'	<b>Striking &amp; Fielding Games</b> Year 4 Lancashire planning Unit



**Year 6 (No rolling programme)**

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	<p><b>Swimming (if needed)</b> Then <b>Dance</b> Year 5 Lancashire Planning Unit '90s'</p>	<p><b>Swimming (if needed)</b> Then <b>Dance</b> Year 5 Lancashire Planning Unit 'Glorious Food'</p>	<p><b>Gymnastics</b> Year 5 Lancashire Planning Unit</p>	<p><b>Gymnastics</b> Year 5 Lancashire Planning Unit</p>	<p><b>Athletics</b> Year 5 Lancashire Planning Unit</p>	<p><b>Out Door &amp; Adventurous</b> Year 5 Lancashire Planning Unit</p>
Lesson 2	<p><b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Netball Type Activities Core task 1</p>	<p><b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Hockey Type Activities Core task 1</p>	<p><b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Rugby Type Activities Core task 1</p>	<p><b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Rugby Type Activities Core task 2</p>	<p><b>Striking &amp; Fielding Games</b> Year 5/6 Lancashire planning Unit</p>	<p><b>Invasion Games</b> Year 5/6 Lancashire Planning Unit Creative Games</p>

## KEY SKILLS PROGRESSION IN PE

### EYFS

<b>Fundamental movement skills</b>	Children in EYFS develop their ...running, at varying speeds, travel on feet/ feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll
<b>Gross motor skills / movements</b>	Children will practise and become proficient at climbing, crawling, skipping, sliding, slithering, shuffling
<b>Spatial awareness</b>	Pupils in EYFS will develop increasing awareness of own space Be able to negotiate space, finds a space and change direction, stop
<b>Safety awareness</b>	They will show awareness when moving themselves, when travelling on, under, over or through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus. They will respond appropriately to safety instructions
<b>Fine motor skills, manipulation and hand-eye co-ordination</b>	They will become increasingly more dexterous; more able to manipulate when interacting with materials, objects, equipment and toys; increased ability to manipulate and control when using tools and equipment
<b>Apparatus</b>	Become more in control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging Increasing ability when interacting with small equipment- drop, push, throw, roll, catch and kick
<b>Language of movement</b>	Be more able to use language linked to body parts and how they move; of dynamics and how movements are formed; where in space they move and with whom they move with

### Years 1 & 2

During KS1 pupils should continue to 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.

<b>Games type activities</b>		
<b>Developing Skills</b>	<b>Attacking and Defending Strategies (Games)</b> <b>Applying and Linking skills – (gym/dance)</b>	<b>Evaluating Success</b> <b>Not Statutory at this stage</b>
<b>Travelling</b> ▪ Running, hopping, skipping, galloping.	▪ Recognise and use space in a game.	▪ But advisable in terms of supporting children's learning. Examples include:

<ul style="list-style-type: none"> <li>Change direction easily i.e. dodging and swerving.</li> <li>Travelling with an object i.e. beanbag, ball, bat and ball.</li> </ul> <p><b>Sending</b></p> <ul style="list-style-type: none"> <li>Roll a ball underarm.</li> <li>Throw an object underarm (beanbag).</li> <li>Throw an object overarm (beanbag, ball).</li> <li>Kick a ball.</li> <li>Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.).</li> <li>Striking a ball with a bat.</li> </ul> <p><b>Receiving</b></p> <ul style="list-style-type: none"> <li>Trap a ball with feet.</li> <li>Catching a ball.</li> <li>Catching a ball at different heights.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of aiming and the need for accuracy.</li> <li>Use a feint to try and win a net type game.</li> <li>Throw or hit an object into space to make it more difficult for their opponents.</li> <li>Invasion type game – understand to pass the ball to a person in space (Y2).</li> <li>Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i></li> <li>Copy actions and ideas and use the information they collect to improve their skills.</li> </ul>
<p><b>Dance type activities</b></p>		
<p><b>Developing Skills</b></p>	<p><b>Attacking and Defending Strategies (Games)</b>  <b>Applying and Linking skills – (gym/dance)</b></p>	<p><b>Evaluating Success</b>  <b>Not Statutory at this stage</b></p>
<p><b>Body Actions</b>  Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p><b>Travel</b> - <i>waddle, slide</i></p> <p><b>Turn</b> - <i>spin</i></p> <p><b>Gesture</b> - <i>bob, flap</i></p> <p><b>Stillness</b> - <i>freeze</i></p> <ul style="list-style-type: none"> <li>Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i></li> <li>Show and tell using body actions to explore moods, ideas and feelings.</li> <li>Vary speed, strength, energy and tension of their movements.</li> </ul>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>Choose movements to make own simple dance phrase with beginning, middle and ending.</li> <li>Practise and repeat these movements so they can be performed in a controlled way.</li> <li>Choose and link actions that express a mood, idea or feeling</li> <li>Remember and repeat movements showing greater control, coordination and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i></li> <li>Describe why they think particular actions have been chosen.</li> <li>Describe how a dance makes them feel.</li> </ul>
<p><b>Gymnastic type activities</b></p>		
<p><b>Travelling – feet</b></p> <ul style="list-style-type: none"> <li>Jog, skip, gallop, hop, walk forwards, backwards.</li> </ul> <p><b>Travelling – hands and feet</b></p> <ul style="list-style-type: none"> <li>Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Wide, thin, tuck, dish, arch.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll.</li> </ul>	<p><b>Applying and Linking skills</b></p> <ul style="list-style-type: none"> <li>Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i></li> <li>To link “like” movements with a beginning, middle and end</li> <li>To copy a partner’s sequence.</li> <li>Remember and repeat simple linked sequences.</li> <li>Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i></li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe sequences using appropriate vocabulary.</li> <li>Observe and copy a partner’s sequence.</li> <li>Comment on one a sequence and say how to improve it.</li> </ul>

<p><b>Balance</b></p> <ul style="list-style-type: none"> <li>▪ Front support, balance on 4 &amp; 3 points, large body parts, tummy, back, bottom, shoulder.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>▪ 2 feet to 2 feet, 2 to 1 and 1 to 2.</li> <li>▪ 2 feet to 2 feet for height with shape</li> </ul> <p><b>Handle small and large apparatus</b></p> <ul style="list-style-type: none"> <li>▪ Mats, benches, tables.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Devise short sequence, clear begin, middle, and end.</li> <li>▪ Adapt sequence to include partner or apparatus.</li> <li>▪ Remember and repeat accurately, devised sequences.</li> </ul>	
<p><b>Other key learning</b></p>	<ul style="list-style-type: none"> <li>▪ Knows the lesson begins with a warm up &amp; ends with cool down.</li> <li>▪ Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.</li> <li>▪ Understand and describe changes to their heart rate when playing different type games.</li> <li>▪ Recognise risks when handling and placing large apparatus.</li> <li>▪ Begin to understand basic principles of working with a partner or group.</li> <li>▪ Explain why running and playing games is good for them.</li> </ul> <p>The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</p>	

## **KEY SKILLS PROGRESSION IN PE**

### **Years 3 4 5 & 6**

During KS2 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.

<b>Key Learning in Games</b>		
<b>Developing Skills</b>	<b>Attacking and Defending Strategies (Games)</b>	<b>Evaluating Success</b>
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Change speed and direction easily i.e. dodging and swerving.</li> <li>▪ Travelling with an object i.e. running or dribbling a ball with/without equipment.</li> </ul> <p><b>Sending and Receiving – Invasion Games</b></p> <ul style="list-style-type: none"> <li>▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed.</li> </ul> <p><b>Scoring Skills</b></p> <ul style="list-style-type: none"> <li>▪ Shoot and score accurately in a range of ways.</li> <li>▪ Shot from a distance and from close range.</li> </ul> <p><b>Net Wall Games</b></p> <ul style="list-style-type: none"> <li>▪ Throw a ball underarm, overarm.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others.</li> <li>▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal.</li> <li>▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</li> </ul> <p><b>Defending Skills</b></p> <ul style="list-style-type: none"> <li>▪ Know how to mark and defend their goal(s).</li> <li>▪ Ways of keeping the ball away from defenders.</li> <li>▪ How to mark a player and space.</li> <li>▪ Intercept and tackle to get the ball back.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain how to keep possession and describe how they and others have achieved it.</li> <li>▪ Identify what they do best and what they find difficult.</li> <li>▪ Explain the tactics and skills that they are confident with and use well in games.</li> <li>▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent.</li> <li>▪ Explain why a performance is good.</li> <li>▪ Recognise and describe the best points in an individuals and a team's performance.</li> <li>▪ Identify aspects of their own and others performances that needs improving.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Intercept a ball.</li> <li>▪ Hold and swing the racket well and play shots on both sides of the body and above their heads.</li> <li>▪ Play shots with reasonable accuracy.</li> <li>▪ Keep a rally going that is not cooperative.</li> </ul> <p><b>Striking Fielding Games</b></p> <ul style="list-style-type: none"> <li>▪ Hit a ball off a tee.</li> <li>▪ Different ways of striking a ball using different equipment (e.g. rounders, cricket).</li> <li>▪ Catch a small ball with two hands.</li> <li>▪ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.</li> <li>▪ Bowl underarm and overarm with increasing accuracy and speed.</li> <li>▪ Retrieve, intercept and stop a ball when fielding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Position themselves well on court.</li> <li>▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights.</li> <li>▪ Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>▪ Strike the ball accurately into spaces and different parts of the playing area.</li> <li>▪ Direct the ball away from fielders using different angles and speeds.</li> </ul>	
<b>Key Learning in Gymnastics</b>		
<b>Developing Skills</b>	<b>Linking Actions and Sequences of Movement</b>	<b>Evaluating Success</b>
<p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing quality of travelling actions both on feet and hands and feet.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ As KS 1 and piked and straddle,</li> <li>▪ Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs.</li> <li>▪ Explore a range of symmetrical and asymmetrical actions.</li> <li>▪ Perform movements that are mirrored and/or matched.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing balances on 1,2,3 or 4 points and large body parts.</li> <li>▪ Counter balance with a partner.</li> <li>▪ Counter tension with a partner.</li> </ul> <p><b>Rolling</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing quality in all the different rolling actions from KS1.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>▪ Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</li> <li>▪ Jump with shapes in the air.</li> <li>▪ ½ turn jump.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end.</li> <li>▪ Gradually increase their length of sequence.</li> <li>▪ Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> <li>▪ Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction.</li> <li>▪ Adapt sequences to include a partner.</li> <li>▪ Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>▪ Vary direction, levels and pathways to improve the look of a sequence.</li> <li>▪ Use planned variations and contrasts in actions and speed in their sequences.</li> <li>▪ Perform actions on the floor then from floor to apparatus,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the difference between two performances.</li> <li>▪ Make simple assessments of performance based on simple criteria given by the teacher.</li> <li>▪ Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight.</li> <li>▪ Suggest improvements to speed, direction and level in the composition.</li> <li>▪ Watch performance and use criteria to make judgements and suggest improvements.</li> <li>▪ Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</li> </ul>

<p><b>Handle apparatus</b></p> <ul style="list-style-type: none"> <li>▪ Use all actions above on the floor and over, through, across and along apparatus.</li> <li>▪ Perform different combinations of actions and perform these with a change of speed, level or direction.</li> <li>▪ Develop tension, extension and transfer of weight in their actions</li> </ul>		
<b>Key Learning in Dance type activities</b>		
<b>Composing</b>	<b>Performing</b>	<b>Appreciating</b>
<ul style="list-style-type: none"> <li>▪ To create movement using a stimulus.</li> <li>▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</li> <li>▪ To create and link dance phrases using a simple dance structure or motif.</li> <li>▪ To use simple choreographic principles to create motifs.</li> <li>▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.</li> <li>▪ To explore, improvise and combine movement ideas fluently and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To perform dances expressively, using a range of performance skills.</li> <li>▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</li> <li>▪ To perform more complex dance phrases that communicate character and narrative.</li> <li>▪ Perform in a whole class performance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To talk about how they might improve their dances.</li> <li>▪ To describe and evaluate some of the compositional features of dances performed with a partner and in a group.</li> <li>▪ To understand how a dance is formed and performed.</li> <li>▪ To evaluate, refine and develop their own and others' work.</li> </ul>
<b>Key Learning in O &amp; A</b>		
<b>Trails</b>	<b>Problem Solving</b>	<b>Orienteering</b>
<ul style="list-style-type: none"> <li>▪ To improve communication skills.</li> <li>▪ To improve ability to work with and trust others.</li> <li>▪ To undertake an adventure trail to develop communication skills.</li> <li>▪ To work safely with a partner in an adventurous environment.</li> <li>▪ To complete a Trail within the school grounds.</li> <li>▪ To increase confidence in decision making.</li> <li>▪ To know how to use a control card.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take part in outdoor and adventurous activity challenges</li> <li>▪ Develop communication and collaboration skills</li> <li>▪ Evaluate their own success</li> <li>▪ To take responsibility for self and others</li> <li>▪ Take part in activities that involve working with and trusting others</li> <li>▪ To work effectively as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know some of the symbols on an orienteering map.</li> <li>▪ Know how set a map.</li> <li>▪ Know how to keep the map "set or "orientated" when they move around a simple course.</li> <li>▪ Know the eight points of a compass.</li> <li>▪ Record information accurately at the control marker.</li> <li>▪ Plan effectively to visit as many control markers in the time allowed.</li> <li>▪ To run safely with a map around a simple orienteering course.</li> <li>▪ Navigate to a control marker on a score event course.</li> </ul>

**Impact**

Physical ability is assessed at the start of a module and adjustments to lessons are made in response to this information. Formative assessments are made throughout lessons so that the teacher can make constructive interventions where needed. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children

in Foundation Stage are assessed within Physical Development and their progress is tracked. Age related expectation levels are reported to all parents or carers at Parents Evenings, a written report in January every year and the end of the year.

Pupils are also encouraged to assess their own work and each other's work. They learn how to make a positive appraisal of the work of others and offer their own, constructive opinions of how work could be improved. This enables them to apply these skills when being selective in the real world and forming their own, informed decisions.

Attainment is celebrated in assemblies, through newsletters, on the school website and through rewards and certificate. This creates a high- profile for the subject and high expectations for pupils. It creates a desire for pupils to achieve as well as giving all pupils a feeling of self-worth.

A well-thought out Physical Education curriculum enhances achievement across the curriculum and enables all learners to understand how to keep themselves healthy. We aim for every child to find at least one sport or physical activity that they enjoy and can follow in high school and as a sport for life. Children who wish to follow sports at a local level are sign posted to local clubs. Pupils who have the skill level to compete at a higher level are sign posted to local and county clubs as appropriate. Local and county coaches are invited in to school to run extra-curricular events and workshops- this is an ideal opportunity for the identification of a higher level of skill.

School also holds intra-school events in House Teams such as table tennis, tennis, netball, hockey etc

Sporting events which promote equal access for all are promoted by school. Our pupils regularly take part in local competitions and workshops between local schools so that they meet other children, compete at a level similar to their own ability and experience other settings for competition such as at the local high schools and sports venues. This breaks down barriers and enables pupils to aspire to do well and enable children to experience competitive sports.

## **WIDER EXPERIENCES**

Cultural events such as The Olympics and Para-Olympics, Wimbledon, specific football matches such as when England play in a high level competition etc are highlighted in school assemblies or through special events such as workshops. Sporting achievements through History and by people from around the world are used as inspiration and role models during PSHE work and assemblies.

Residential visits and day trips to O & A centres play a big role in the school sporting year. Children are all invited to an Outdoor & Adventurous Day at their skill level. We build these skills across their primary journey which culminates in three residentials at an LEA centre in y4, 5 and 6.