



Harvington C.E. First and Nursery School PE

Intent and Implementation

Progression of Knowledge and Skills for PE

Curriculum Intent Statement:

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 that 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. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Our curriculum intent includes planned opportunities to:

- Develop competence to excel in a broad range of physical activities.
- Be physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives and understand the need for personal hygiene in relation to vigorous physical activity.
- Adopt the best possible posture and appropriate use of the body.
- Engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance.
- Follow the conventions of fair play and honest competition.
- Cope with success and limitations in their performance.
- Persevere with and consolidate their performances.
- Be mindful of others in their environment.
- Follow the school values at all times.

Curriculum Implementation:

The PE curriculum follows the National Curriculum objectives for each year group, long term planning grids ensure all objectives are covered over the course of the year.

Long term planning: National Curriculum objectives are within the long term planning for each year group.

Medium Term: Overview showing which units of PE are covered throughout the half term

For medium term planning, teachers use the objectives set for their year group using the National Curriculum. They also follow the PE policy which highlights which skills to cover for each unit of PE.

The aim of PE teaching is to

At Harvington CE First and Nursery School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure 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

Entitlement

All year groups (N-5) to participate in a weekly “Move a Mile”, which takes form of 15 minutes per week of skipping on the playground with their year group. This promotes improved fitness, improved moods and improved attainment within the classroom.

Key Stage One Entitlement

KS1 – 2 hours per week (1 hour with CT and 1 hour with Sports Coach).

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 Two Entitlement

KS2- 2 hours per week (1 hour with CT and 1 hour with Sports Coach).

Pupils will 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.

All KS2 children will also participate in a term of swimming and water safety.

Assessment

PE is assessed following the assessment policy. Teachers and PE coaches work together to give each child an overall assessment for each unit they cover. Using the progression of skills table on the PE policy, teachers and coaches can use the objectives to assess whether the child is working below (WB), working towards (WT), working at (EXP) and working within greater depth (GD) for each unit.

Resources

There are a wide range of PE resources which can be found in the hall (large gymnastics equipment) or in the PE shed. Resources are monitored half termly by the PE Lead who audits equipment and asks teaching staff for any requests which they may have for new equipment.

As well as physical resources, children also get opportunities to participate in PE through extra curricular activities which include:

- PE homework once per term (Years 2-5)
- Sports Enrichment Days (2 per academic year for EYFS/KS1 and KS2).
- Annual Sports Day
- School football team (Harvington Harriers)
- School netball team (Harvington Hurricanes)
- Cluster school football and netball tournaments
- After school sports clubs, changed termly
- External specialist coaches
- Class cluster events such as gymnastics events, dance events and bell boating
- Bikeability in Year 5
- Balanceability in Reception

Monitoring

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. They are expected to achieve a 'Working At' or 'Greater Depth' in terms of progress, measured through the online assessment system.

The PE lead will have a set day per term to monitor the subject as per the monitoring policy which can be found on the central server.

One formal observation per term will also be carried out by the PE lead on the external Sports Coach.

Curriculum

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor adventurous (OAA) activities) are set out in the National Curriculum 2014. The PE curriculum at Harvington CE First and Nursery School is based on these requirements and is detailed on the year planner below.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Teacher	Introduction to PE Introduction to PE Unit 1	Dance Dance Unit 1	Gymnastics Gymnastics Unit 1	Ball Skills Ball Skills Unit 1	Games Games Unit 1	Fundamentals Fundamentals Unit 1
Reception	Teacher	Introduction to PE Introduction to PE Unit 2	Dance Dance Unit 2	Gymnastics Gymnastics Unit 2	Ball Skills Ball Skills Unit 2	Games Games Unit 2	Fundamentals Fundamentals Unit 2
Year 1	Teacher	Dance Dance	Gymnastics Gymnastics	Key Skills Fundamentals	Games Target Games	Games Sending and Receiving.	Athletics Athletics
	PPA	Dance	Gymnastics	Games	Games	Athletics	Athletics
Year 2	Teacher	Dance Dance	Gymnastics Gymnastics	Key Skills Fundamentals	Games Invasion	Games Striking and Fielding	Athletics Athletics

	PPA	Dance	Gymnastics	Games	Games	Athletics	Athletics
Year 3	Teacher	Dance Dance	Gymnastics Gymnastics	Swimming	Swimming	Games Hockey	Athletics Athletics
	PPA	Dance	Gymnastics	OAA	Games	Games	Athletics
Year 4	Teacher	Dance Dance	Gymnastics Gymnastics	OAA OAA – Year 3/4	Games Netball	Swimming	Swimming
	PPA	Dance	Gymnastics	OAA	Games	Games	Athletics
Year 5	Teacher	Swimming	Swimming	OAA OAA – Year 4/5	Games Basketball	Games Rounders	Athletics Athletics
	PPA	Dance	Gymnastics	OAA	Games	Games	Athletics

EYFS

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Children in Reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- 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.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Expectations at the end of Nursery	
ELG: Gross Motor Skills Children at the expected level of development will: • 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. Characteristics of Effective Learning Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to have a go Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do Creating and thinking critically – thinking Having their own ideas Making links Choosing to do things	Vocabulary run, space, skip, path, follow, copy, jump, throw, gallop, lead, rule, listen, go, safe, forwards, backwards, travel, direction, stop, shape, hope, freeze, balance, sideways, roll, tag, partner, catch, bounce, push, stop, roll, throw, team, kick, space, catch Greater depth Children will safely, and with consideration for others negotiate space and obstacles. They will show transferable skills from one PE concept to another. They will have the confidence to perform to others.

Year N – PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Introduction to PE Unit 1	People Who Help Us Dance Unit 1	Space Gymnastics Unit 1	Julia Donaldson Stories and Rhymes Ball Skills Unit 1	Growing Games Unit 1	Travel Fundamentals Unit 1
Vocabulary run, space, skip, path, follow, copy, jump, throw, gallop, lead, rule, listen, go, safe, forwards, backwards, travel, direction, stop, shape, hope, freeze, balance, sideways, roll, tag, partner, catch, bounce, push.	Vocabulary move, copy, shape, over, space, rocks, safely, sideways, travel, forwards, backwards	Vocabulary move, copy, shape, over, space, rocks, safely, sideways, travel, forwards, backwards	Vocabulary run, stop, roll, throw, team, kick, space, catch	Vocabulary roll, catch, skip, hop, run, stop	Vocabulary run, stop, space, jump, balance, skip

Expectations at the end of Reception	
ELG: Gross Motor Skills Children at the expected level of development will: • 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. Characteristics of Effective Learning Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to have a go Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do Creating and thinking critically – thinking Having their own ideas Making links Choosing to do things	Vocabulary run, space, skip, path, follow, copy, jump, throw, gallop, lead, rule, listen, go, safe, forwards, backwards, travel, direction, stop, shape, hope, freeze, balance, sideways, roll, tag, partner, catch, bounce, push, stop, roll, throw, team, kick, space, catch Greater depth Children will safely, and with consideration for others negotiate space and obstacles. They will show transferable skills from one PE concept to another. They will have the confidence to perform to others.

Year R – PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food Introduction to PE Unit 2	Me in my World Dance Unit 2	My World Gymnastics Unit 2	House and Home Ball Skills Unit 2	Explorers Games Unit 2	All Creatures Great and Small Fundamentals Unit 2
Vocabulary run, space, skip, path, follow, copy, jump, throw, gallop, lead, rule, listen, go, safe, forwards, backwards, travel, direction, stop, shape, hope, freeze, balance, sideways, roll, tag, partner, catch, bounce, push.	Vocabulary move, copy, shape, over, space, rocks, safely, sideways, travel, forwards, backwards	Vocabulary move, copy, shape, over, space, rocks, safely, sideways, travel, forwards, backwards	Vocabulary run, stop, roll, throw, team, kick, space, catch	Vocabulary roll, catch, skip, hop, run, stop	Vocabulary run, stop, space, jump, balance, skip

Year 1 – PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance Dance Perform dances using simple movement patterns	Gymnastics Gymnastics Perform dances using simple movement patterns	Fundamentals Fundamentals 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	Games Target Games Participate in team games, developing simple tactics for attacking and defending	Games Sending and Receiving Participate in team games, developing simple tactics for attacking and defending	Athletics Athletics 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
Vocabulary counts, pose, level, slow, fast, balance	Vocabulary action, jump, roll, level, direction, speed, point, balance	Vocabulary fast, hop, slow, direction, land, safely	Vocabulary points, throw, far, distance, score, partner	Vocabulary target, roll, defend, receive, collect, space, attack, send	Vocabulary far, hop, aim, fast, slow, bend, improve, direction, travel
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning: Local Church visit Sports Enrichment Day	Trips/Visitors/Outdoor learning: Firefighter visit	Trips/Visitors/Outdoor learning: Cotswold Wildlife Park Sports Enrichment Day	Trips/Visitors/Outdoor learning: Birmingham Botanical Gardens	Trips/Visitors/Outdoor learning Planned trip: Local area walk Sports Day

Year 2 – PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance Dance Perform dances using simple movement patterns	Gymnastics Gymnastics Perform dances using simple movement patterns	Fundamentals Fundamentals 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	Games Invasion Participate in team games, developing simple tactics for attacking and defending	Games Striking and Fielding Participate in team games, developing simple tactics for attacking and defending	Athletics Athletics 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
Vocabulary mirror, action, pathway, direction, speed, timing	Vocabulary link, pathway, sequence, tuck, straddle, speed, star, pike	Vocabulary dodge, jog, hurdle, speed, steady, sprint	Vocabulary invade, space, control, goal, receive, dodge	Vocabulary fielder, send, teammate, runs, batter, received, bowler	Vocabulary sprint, jog, distance, height, take off, landing, overarm, underarm
Trips/Visitors/Outdoor learning: Leicester Space Centre	Trips/Visitors/Outdoor learning: Worcester Cathedral Sports Enrichment Day	Trips/Visitors/Outdoor learning: Black Country Museum	Trips/Visitors/Outdoor learning: Visit from a nurse, first aid workshop Sports Enrichment Day	Trips/Visitors/Outdoor learning:	Trips/Visitors/Outdoor learning: Weston-Super-Mare Sports Day

Year 3 - PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance Dance Perform dances using a range of movement patterns	Gymnastics Gymnastics Develop flexibility, strength, technique, control and balance	Swimming 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.	Swimming 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.	Games Hockey Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Athletics Athletics Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Vocabulary mirror, action, pathway, direction, speed, timing	Vocabulary link, pathway, sequence, tuck, straddle, speed, star, pike	Vocabulary diving, breast stroke, back stroke, front crawl, goggles, kick, push, glide, underwater, width, length, jump, collect.	Vocabulary diving, breast stroke, back stroke, front crawl, goggles, kick, push, glide, underwater, width, length, jump, collect.	Vocabulary fielder, send, teammate, runs, batter, received, bowler	Vocabulary sprint, jog, distance, height, take off, landing, overarm, underarm
Trips/Visitors/Outdoor learning: Birmingham Museum	Trips/Visitors/Outdoor learning: Evesham-Abbey Trust	Trips/Visitors/Outdoor learning: Bishops Wood Sports Enrichment Day	Trips/Visitors/Outdoor learning: Hindu Mandir	Trips/Visitors/Outdoor learning: Rotate: Artist visit, Symphony Hall, We are the Curious	Trips/Visitors/Outdoor learning: Chedworth Roman Villa Sports Day

Sports Enrichment Day					
-----------------------	--	--	--	--	--

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dance Dance Perform dances using a range of movement patterns	Gymnastics Gymnastics Develop flexibility, strength, technique, control and balance	OAA OAA – Year ¾ Take part in outdoor and adventurous activity challenges both individually and within a team	Games Netball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Swimming 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.	Swimming 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.
Vocabulary flow, explore, create, perform, match, feedback, expression	Vocabulary flow, explore, create, matching, interesting, control, contrasting	Vocabulary leader, effectively, symbol, inclusive, orientate	Vocabulary replayed ball, catch, onside, offside, catch, free pass, intercept, footwork, chest pass, shoulder pass, bounce pass, rebound, shoot, contact,	Vocabulary diving, breast stroke, back stroke, front crawl, goggles, kick, push, glide, underwater, width, length, jump, collect.	Vocabulary diving, breast stroke, back stroke, front crawl, goggles, kick, push, glide, underwater, width, length, jump, collect.

			attack, defend, obstruction, back line, side line, pivot		
Trips/Visitors/Outdoor learning: Pizza Express-Pizza making workshop Sports Enrichment Day	Trips/Visitors/Outdoor learning: Hartlebury Museum-WW2 workshops Business visitor-Children in Need	Trips/Visitors/Outdoor learning: Synagogue Visit Sports Enrichment Day	Trips/Visitors/Outdoor learning: Saxon Workshop	Trips/Visitors/Outdoor learning: Rotate: Artist visit, Symphony Hall, We are the Curious	Trips/Visitors/Outdoor learning: London – Houses of Parliament Sports Day

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Swimming 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.	Swimming 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.	OAA OAA – Year 4/5 Take part in outdoor and adventurous activity challenges both individually and within a team	Games Basketball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Games Rounders Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Athletics Athletics Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Vocabulary diving, breast stroke, back stroke, front crawl, goggles, kick, push, glide, underwater, width, length, jump, collect.	Vocabulary diving, breast stroke, back stroke, front crawl, goggles, kick, push, glide, underwater, width, length, jump, collect.	Vocabulary tactical, collaborate, collective, navigation, control card, orienteering	Vocabulary travel, opposition, shoot, attack, defend, control, rebound, jump shot, set shot, bounce pass, chest pass, conceding, foul, intercept, dribble, barrier, pivot, jump stop	Vocabulary batting, backstop, teammate, fielder, tactics, stance, retrieve, opposition, stumped, obstruction	Vocabulary technique, upsweep, rhythm, downsweep, flight, stride
Trips/Visitors/Outdoor learning: Compton Verney-Viking Day Sports Enrichment Day		Trips/Visitors/Outdoor learning: Almonry Museum Sports Enrichment Day		Trips/Visitors/Outdoor learning: Rotate: Artist visit, Symphony Hall, We are the Curious	Trips/Visitors/Outdoor learning: Mary Arden's Farm Sports Day

Vocabulary
Nursery

Introduction to PE	run, space, skip, path, follow, copy, jump, throw, gallop, lead, rule, listen, go, safe, forwards, backwards, travel, direction, stop, shape, hope, freeze, balance, sideways, roll, tag, partner, catch, bounce, push.
Ball skills	run, stop, roll, throw, team, kick, space, catch
Fundamentals	run, stop, space, jump, balance, skip

Reception

Dance	move, copy, shape, space, safely, around, travel, sideways, forwards, backwards
Gymnastics	move, copy, shape, over, space, rocks, safely, sideways, travel, forwards, backwards
Games	roll, catch, skip, hop, run, stop

Year 1

Dance	counts, pose, level, slow, fast, balance
Gymnastics	action, jump, roll, level, direction, speed, point, balance
Fundamentals	fast, hop, slow, direction, land, safely
Target Games	points, throw, far, distance, score, partner
Sending and Receiving	target, roll, defend, receive, collect, space, attack, send
Athletics	far, hop, aim, fast, slow, bend, improve, direction, travel

Year 2

Dance	mirror, action, pathway, direction, speed, timing
Gymnastics	link, pathway, sequence, tuck, straddle, speed, star, pike
Fundamentals	dodge, jog, hurdle, speed, steady, sprint
Invasion	invade, space, control, goal, receive, dodge
Striking and Fielding	fielder, send, teammate, runs, batter, received, bowler
Athletics	sprint, jog, distance, height, take off, landing, overarm, underarm

Year 3

Dance	flow, explore, create, perform, match, feedback, expression
Gymnastics	flow, explore, create, matching, interesting, control, contrasting
Hockey	possession, intercept, defend, block, tackle, tactic, send, push pass, free pass, dribble, shoot, accelerate, protect, angle, turn, opposition
Athletics	speed, power, strength, accurately, higher, pace, control, faster, further

Year 4

Dance	flow, explore, create, perform, match, feedback, expression
Gymnastics	flow, explore, create, matching, interesting, control, contrasting
OAA	leader, effectively, symbol, inclusive, orientate
Netball	replayed ball, catch, onside, offside, catch, free pass, intercept, footwork, chest pass, shoulder pass, bounce pass, rebound, shoot, contact, attack, defend, obstruction, back line, side line, pivot

Year 5

OAA	tactical, collaborate, collective, navigation, control card, orienteering
Basketball	travel, opposition, shoot, attack, defend, control, rebound, jump shot, set shot, bounce pass, chest pass, conceding, foul, intercept, dribble, barrier, pivot, jump stop
Rounders	batting, backstop, teammate, fielder, tactics, stance, retrieve, opposition, stumped, obstruction
Athletics	technique, upsweep, rhythm, downsweep, flight, stride

Skills Progression:**Nursery**

	Overview	Key Skills
--	-----------------	-------------------

Introduction to PE	Children will be introduced to Physical Education. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.	Physical	Moving safely, running, jumping, throwing, catching, following a path, rolling
		Social	Sharing, taking turns, leadership, encouraging and supporting others, responsibility
		Emotional	Perseverance, confidence, honesty and fair play
		Thinking	Decision making, selecting and applying actions, understanding and using rules
Dance	Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Physical	Travel, action, perform, copy, balance, coordination
		Social	Respect, co-operation
		Emotional	Working independently, confidence
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Gymnastics	Children explore basic movements, creating shapes, balances, jumps and rolls. They begin	Physical	Shapes, balances, jumps, rock and roll, barrel roll,

	to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.		straight roll, progressions of a forward roll, travelling
		Social	Co-operation, taking turns, communication
		Emotional	Confidence, determination
		Thinking	Selecting and applying skills, creating sequences
Ball Skills	Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics.	Physical	Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, supporting others, sharing and taking turns
		Emotional	Honesty, perseverance, determination
		Thinking	Using tactics, decision making
Games	Children will develop their understanding of playing games. Children will practise and further develop fundamental movement	Physical	Running, balancing, changing direction, striking a ball, throwing

	skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Social	Communication, cooperation, taking turns, supporting others, respect
		Emotional	Honesty and fair play, managing emotions, perseverance
		Thinking	Using tactics, decision making
Fundamentals	Children will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop fine and gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	Physical	Balancing, running, jumping, changing direction, hopping, traveling
		Social	Working safely, responsibility, helping others
		Emotional	Honesty, challenging myself, determination
		Thinking	Decision making, selecting and applying actions, using tactics

	Dance	Gymnastics	Games	Athletics	OAA	Swimming
Reception	Can stand momentarily on	Mount stairs, steps or climbing	Negotiate space successfully when playing racing and			

	one foot when shown. • Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiment with different ways of moving.	equipment using alternate feet. • Walk downstairs, two feet to each step while carrying a small object. • Jump off an object and lands appropriately. • Travel with confidence and skill around, under, over and through balancing and climbing equipment.	chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Can catch a large ball. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it.			
Year 1	• Perform dances using simple movement patterns.	• Develop 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	• Master basic movements including running, jumping, throwing and catching		
Year 2	• Perform dances using simple movement patterns.	• Develop 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	• Master basic movements including running, jumping, throwing and catching		

Year 3	• Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Use running, jumping, throwing and catching in isolation and in combination • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• 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.	• Use a range of strokes effectively
Year 4	• Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Use running, jumping, throwing and catching in isolation and in combination • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Swim competently, confidently and proficiently over a distance of at least 25 metres

Year 5	• Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Use running, jumping, throwing and catching in isolation and in combination • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• 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.	• Perform safe self-rescue in different water-based situations.
--------	--	--	---	--	---	---

Greater Depth

Creating the opportunity for greater depth in PE involves allowing pupils the independence to apply their learning at a deeper level. Characteristics of greater depth PE:

- Children who can persevere with a task and improve their performance through regular practice.
- Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.
- Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader.
- Children who take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm.
- Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises.

- Children who show the ability and confidence performing skills in a competitive format.
- Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Children who are able to work effectively as a team showing great sportsmanship and encouraging of others.
- Children who are able to effectively transfer skills in PE lessons from one sport to another sport.
- Children who are able to review, analyse and evaluate their own and others' strengths and weaknesses.
- Children who set personal challenges and are able to achieve these challenges.

Mastery

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

What is Mastery in PE?

The children will:

- Show evidence of the skills and self-confidence to perform a variety of physical activities.
- Know the implications and value the benefits of leading a physically active lifestyle in and out of school.
- Set personal goals for maintaining health-enhancing physical activity and fitness in and out of school.
 - Understand that physical activity provides enjoyment, challenge and social interaction at all ages.
- Understand and respect differences amongst their peers in physical activity settings.
- Utilise appropriate equipment in order to get the best out of their performance.
- Recognise and apply connections of important information and ideas within and among various sporting disciplines.

Examples of Cultural Capital in PE

- The PE curriculum
- Healthy eating through cookery and Class Catering
- Extra-curricular activities including lunch and after school sports clubs
- Sports Day and the celebration of sporting achievements through Celebration Assembly
- The Bike and Balance ability scheme
- The promotion of walking and cycling to school
- Daily Skip a Mile
- Sports Enrichment days which introduce children to new sports
- Swimming in KS2
- Activity based residential to Kingswood in Year 5

Examples of how PE skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

- PE Teacher
- Sports coach
- Football manager
- Sports manager
- Athletic director
- Athletic scout
- Athletic trainer
- Athletics coach.
- Contract negotiator
- Event coordinator
- Exercise physiologist
- Olympic games organiser