

PE Policy

Harvington C of E First and Nursery School



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Governors Responsibility: Achievement.

Rationale

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.

Funding

Schools receive PE and sport premium funding based on the number of pupils in Years 1 to 6. This funding **MUST** be used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to:

- Develop or add to the PE and sport activities that we already offer.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

As part of the funding criteria we are required to publish details of how we plan to spend the monies and a review of the impact on pupil outcomes. This can be found on the school website under key Information - Sports Premium.

Aims/Objectives

In order to promote active and healthy lifestyles all children should:

- 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.

In order to develop positive attitudes all children should:

- 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.

Staff Responsibility and Development

Each teacher/coach is responsible for:

- Briefing children on safety prior to any physical activity. Check the environment, clothing and ensure children warm up.
- Recognising and assessing the degree of potential danger associated with any physical education activity.
- Ensuring that the necessary precautions are taken in any activity with which any particular hazard is connected.
- Ensuring that in the event of an accident, they deal with the child's injury appropriately. A First Aider is informed and the injury is recorded. Inform Headteacher if Parents/Carers need to be contacted.

Each teacher is responsible for the planning and teaching of the PE lessons that they are timetabled to teach. Staff should be suitably attired for PE lessons. Clothing and footwear should allow for adequate freedom of movement and to be able to deal with any problem that may arise and to perform any demonstrations.

The Sports Premium Funding has enabled the utilisation of sports coaches to support PE lessons. The PE Lead is responsible for specialist sports coaches to joint lead PE lessons. Teachers are responsible to support, observe and ultimately use these experiences to enhance their PE teaching practise.

Clothing and Footwear:

- All children must change into school PE kit (white t-shirt and navy shorts.)
- Children must change into plimsolls or trainers when doing outdoors activities.
- Additional appropriate clothing is worn in cold weather for outdoors lessons.
- No one must be allowed to participate in sports activities in the hall wearing socks or tights.
- All jewellery should be removed by the children, including earrings.
- If children have recently had their ears pierced they must not participate in any PE activity until the earrings can be removed.
- Long hair should be tied back and inappropriate head bands removed.
- Class teacher to make a professional judgement of whether a child should be excused from PE, and/or, a letter must be provided from parents/carers.
- Class teacher to risk assess whether children wearing glasses need to remove them whilst participating in that particular activity.
- Sunglasses must not be worn during PE sessions.
- No footwear should be worn for gymnastics, only bare feet. Safety mats must be used and placed in line with the bottom of the bars in case of a fall.
- Only PE pumps or appropriate trainers should be used during PE sessions. Children without the correct footwear cannot participate in lessons.
- CT to speak to parents about lack of kit.

Equipment:

- Each member of staff is responsible for reporting any faults/damage to the PE Lead and Headteacher so that arrangements can be made for repair or replacement.
- All portable equipment should be stored away safely and be easy to move by pupils under supervision.
- The safe use of equipment will be encouraged at all times and children will be trained to lift, carry, erect and dismantle apparatus safely.
- The teacher must check all equipment before children use it.
- A calm approach to the use of gymnastic apparatus is essential. Quiet concentration should be expected of each pupil.
- Apparatus should be arranged to allow adequate space for individuals to avoid collisions.
- The identified purpose of any activity on the apparatus should be clearly understood by teachers, teaching assistants and pupils.
- When pupils put out the apparatus, they should sit away from the apparatus and wait until the teacher has completed a safety check. No child should use the apparatus until this check has been completed.
- Mats should be placed where it is expected that pupils will need to cushion deliberate landings.
- Pupils should be taught to be aware of the need to readjust mats that may have moved during use.
- All classes are responsible for putting out and clearing away apparatus.
- Children must face the way they are walking when carrying equipment.
- PE shed to be kept neat and tidy for safety reasons. Any equipment must be stored in its designated space and all balls to be put away in their nets.

Equal Opportunities, Inclusion and SEN:

The PE curriculum is accessible to all children regardless of ability. Children with learning difficulties may need extra support/reinforcement. However, they may excel in different areas of PE which, of course, is to be encouraged. More able children may require more challenging activities or opportunities to enhance their specific talents.

We recognise that there are children of widely different physical abilities so we aim to set common, open ended tasks, set tasks of increasing difficulty, group children sensitively and set different tasks according to the group and use TA's where appropriate. Consideration of children's IEP's is incorporated. (See Equality Policy & Accessibility Policy and Plan.)

Please see SEN policy.

Monitoring and Evaluation

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 school 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.

Entitlement

All year groups (1-5) 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.

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

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.

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

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.

Extra Curriculum Activities

- Sports Enrichment Days (4 per academic year for EYFS/KS1 and KS2).
- Annual Sports Day
- Cluster school football and netball tournaments
- After school sports clubs – coach led
- External specialist coaches
- Class cluster events such as gymnastics events, dance events and bell boating
- Bikeability in Year 5

Safe Practice:

Refer to 'Safe Practice in PE and Sport (New Edition)' situated in the staff room. Consult PE Lead to highlight any new risks that may occur, such as damaging of equipment.

Each activity and activity area will be/has been risk assessed and can be found in the Risk Assessment for PE file. Staff leading PE lessons/activities are responsible to view the relevant risk assessment and make any necessary amendments.

At the discretion of the organising staff member, parents may be invited to watch sporting activities. If this is the case, this should be included and considered as part of the risk assessment and should be included on the letter home to parents.

Vocabulary

At the end of the PE policy are attachments of the vocabulary to be used by year groups when teaching the different PE units. Staff are to refer to these within lessons.

Get Set 4 PE Scheme

Harvington have bought into the scheme entitled "Get Set 4 PE". This gives lesson plans, resources and vocabulary for each year group. Class Teachers will use the lesson plans provided on the website for their PE lessons. Each class must follow the lesson plans which match the unit of PE which they are teaching. These are written on the curriculum coverage plan in the table below. Teachers are to keep a folder of the planning, annotated if necessary for their own personal use. A master copy of all lesson plans can be found in the Staffroom cupboard.

Swimming

Children have 10 weeks of swimming lessons in Year 3, Year 4 and Year 5 (one class per term).

The swimming lessons take place at Evesham Leisure Centre, the children will travel there by coach.

Members of staff will take the children swimming and will coach a group of children. A swimming instructor will also coach a group of children.

A risk assessment will be completed before swimming sessions take place.

Pupils should be taught to:

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

Risk Assessment

Please see swimming RA on server. The leisure centre lead staff member will conduct a safety briefing at the beginning of each new term of swimming. Staff are responsible to remind children prior to each lesson. Pool rules are clearly displayed and should be abided by all.

If there is any concern with regard to pool safety (including the clarity and quality of the pool water) this should be reported to the manager of the pool and Headteacher. If these concerns are not addressed satisfactorily within a reasonable time, inform Headteacher.

Swimming instructors

Swimming instructors hold relevant national teaching qualification and are employed by the school to teach in a public pool. They have responsibility for ensuring the safe conduct of the class in the water and on the poolside, in line with good practice and their training, which includes:

- being familiar with the Normal Operating Procedure (NOP) and Emergency Action Plan (EAP) for the pool and the emergency equipment provided
- running emergency drills every term with each class taught
- working with the lifeguards on duty
- entering the water and effecting a rescue if necessary

And in co-operation with the visiting school's swimming co-ordinators:

- planning, developing and monitoring the swimming programme
- preparing schemes of work appropriate to pupils' ages, abilities and interests
- identifying specific groups for each swimming session
- helping the class teacher to check pupil numbers before, during and after sessions.

They must have an enhanced DBS check to work with children.

A member of school staff must always be in charge and present when children are being taught swimming. This responsible member of staff will maintain their duty of care for the children and any other staff or volunteers assisting.

Lifeguards

Teachers/leaders of swimming are not there to be lifeguards. Lifeguards must work with class teachers/leaders of swimming. Lifeguard instructions for safe conduct in the pool should be followed at all times.

Pool operators have a responsibility for the safety of all who use their pools. Whenever children swim, there must be someone present with appropriate life guarding, rescue and first aid skills (refer to Safe Practice in PE and Sport New Edition, situated in the staff room).

In a public pool: this must be a qualified pool lifeguard or an AOTT with the same qualification

In a learner pool: this must be a teacher, swimming instructor or an AOTT with a (depth less than 1.0m) minimum of First Aid at Work qualification.

School Staff

Any adult teaching swimming lessons must be competent to do so by virtue of experience or qualification. This is at the discretion of the Headteacher.

Advised staff to teacher/instructor ratio

There must always be at least two adults present on the poolside. Staff should carry out and record a thorough risk assessment to help determine pupil: staff ratios. The following ratios are based upon safety considerations rather than teaching requirements:

Non-swimmers and beginners: 12:1

Young children of primary school age, being introduced to swimming who are unable to swim 10 metres unaided on back and front.

Improving swimmers: 20:1

Swimmers of a similar ability to each other who can swim at least 10 metres competently and unaided on their back and on their front. It is recommended that the lesson be confined to an area in which the children are not out of their depth.

Mixed ability groups: 20:1

Pupils with a range of ability (from improving to competent) where the least able and least confident are working well within their depth. Swimmers' techniques, stamina and deepwater experience should be considered.

Competent swimmers: 20:1

Those swimmers who can swim at least 25 metres competently and unaided on front and back, and can tread water for two minutes.

Swimmers with disabilities: 1:1 – 8:1 (with an appropriate number of helpers)

Supervision of changing rooms

There are two changing rooms: one for boys and one for girls. Children will not share changing rooms with members of the public.

Staff will check the changing rooms before the children enter and then remain outside of the changing rooms, with the door open if needed.

Staff can enter the changing rooms but should:

- avoid any visually intrusive behaviour
- announce their intention of entering the changing room
- avoid remaining in the room unless pupil needs require it.

If a child shows inappropriate behaviour in a group changing room they will use a separate cubicle for changing.

Clothing and equipment

Pupils should wear appropriate costumes for swimming that conform to safety, cultural and teaching requirements.

- swimming shorts need to be above the knee in length
- no t-shirts or tops are to be worn
- long hair needs to be securely tied up
- **verrucae** or similar foot infections: swimming can continue provided a verruca sock covers the infected area.
- **goggles:** Letter from Parents/Carers requesting their child wears goggles at their own risk. *Goggles must never be worn when diving, nor when the pool is crowded.*
- **jewellery:** The wearing of jewellery whilst swimming is hazardous and must **not** be allowed, except where they cannot be removed for health, safety or religious reasons, when they must be made safe. If this cannot be achieved, the child may not be allowed to participate in swimming activities and may need to be given an alternative activity such as helping to evaluate the performance of other pupils.

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. **Under each area there is a link to the Get Set 4 PE unit. This is written in bold.**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Teacher	Introduction to PE Intro 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
	Coach	Yoga	Multi skill games	Travelling and balancing	Multi skill games	Throwing and catching	Team building
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
	Coach	Yoga	Multi skill games	Travelling and balancing	Multi skill games	Throwing and catching	Team building
Year 1	Teacher	Dance Dance	Gymnastics Gymnastics	Key Skills Fundamentals	Games Target Games	Games Sending and Receiving.	Athletics Athletics
	Coach	Yoga	Multi skill games	Team building games	Multi skill games	Mini golf	Tag rugby
Year 2	Teacher	Dance Dance	Gymnastics Gymnastics	Key Skills Fundamentals	Games Invasion	Games Striking and Fielding	Athletics Athletics
	Coach	Yoga	Multi skill games	Team building games	Hockey	Mini golf	Tag rugby
Year 3	Teacher	Dance Dance	Gymnastics Gymnastics	Swimming	Swimming	Games Hockey	Athletics Athletics
	Coach	Yoga	Bench ball	Orienteering (Get Set)	Hockey	Rounders	Cricket
Year 4	Teacher	Dance Dance	Gymnastics Gymnastics	OAA OAA – Year 3/4	Games Netball	Swimming	Swimming
	Coach	Yoga	Bench ball	Tag rugby	Hockey	Games/ orienteering	Athletics (Get Set)
Year 5	Teacher	Swimming	Swimming	OAA OAA – Year 4/5	Games Basketball	Games Rounders	Athletics Athletics
	Coach	Dance	Gymnastics	Tag rugby	Hockey	cricket	Netball

National Curriculum Coverage

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

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Health and fitness	Describe how the body feels when still and when exercising.	- Describe how the body feels before, during and after exercise. - Carry and place equipment safely.	- Recognise and describe how the body feels during and after different physical activities. - Explain what they need to stay healthy.	- Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm-up and cool-down.	- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	- Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise.
Rolls	- Curled side roll (egg roll) - Log roll (pencil roll) - Teddy bear roll	- Log roll (controlled) - Curled side roll (egg roll) (controlled) - Teddy bear roll (controlled)	- Log roll (controlled) - Curled side roll (egg roll) (controlled) - Teddy bear roll (controlled) - Rocking for forward roll - Crouched forward roll	- Crouched forward roll - Forward roll from standing - Tucked backward roll	- Forward roll from standing - Straddle forward roll - Tucked backward roll - Backward roll to straddle	- Forward roll from standing - Straddle forward roll - Pike forward roll - Tucked backward roll - Backward roll to straddle
Jumps	- Straight jump - Tuck jump - Jumping Jack - Half turn jump	- Straight jump - Tuck jump - Jumping jack - Half turn jump - Cat spring	- Straight jump - Tuck jump - Jumping jack - Half turn jump - Cat spring	- Straight jump - Tuck jump - Jumping jack - Star jump - Straddle jump - Pike jump	- Straight jump - Tuck jump - Jumping jack - Star jump - Straddle jump - Pike jump	- Straight jump - Tuck jump - Jumping jack - Star jump - Straddle jump - Pike jump

			• Cat spring to straddle	• Straight jump half-turn • Cat leap	• Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn	• Straight jump half-turn • Straight jump full-turn • Cat leap • Cat leap half-turn • Stag jump • Split leap
Vaults (with springboard or raised platform)	•	• Straight jump off springboard	• Hurdle step onto springboard • Straight jump off springboard • Tuck jump off springboard	• Hurdle step onto springboard • Squat on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off	• Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off	• Hurdle step onto springboard • Squat on vault • Straddle on vault • Star jump off • Tuck jump off • Straddle jump off • Pike jump off • Squat through vault
Travelling and linking actions	• Tiptoe, step, jump and hop	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Galloping	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Galloping • Straight jump half-turn	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps • Straight jump half turn • Cat leap	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps • Straight jump half turn • Straight jump full turn • Cat leap • Cat leap half turn • Pivot	• Tiptoe, step, jump and hop • Hopscotch • Skipping • Chassis steps • Straight jump half turn • Straight jump full turn • Cat leap • Cat leap half turn • Pivot

Shapes and balances	• Standing balances	• Standing balances • Kneeling balances • Pike, tuck, star, straight, straddle shapes	• Standing balances • Kneeling balances • Large body part balances • Balances on apparatus • Balances with a partner • Pike, tuck, star, straight, straddle shapes	• Large and small body part balances, including standing and kneeling balances • Balances on apparatus • Matching and contrasting partner balances • Pike, tuck, star, straight, straddle shapes	• 1, 2, 3 and 4-point balances • Balances on apparatus • Balances with and against a partner • Pike, tuck, star, straight, straddle shapes	• 1, 2, 3 and 4-point balances • Balances on apparatus • Balances with and against a partner • Pike, tuck, star, straight, straddle shapes
Compete and perform	• Control my body when performing a sequence of movements.	• Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control.	• Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control.	• Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner	• Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy.	• Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control.

Progression of Skills – Dance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Health and fitness	Describe how the body feels when still and when exercising.	- Describe how the body feels before, during and after exercise. - Carry and place equipment safely.	- Recognise and describe how the body feels during and after different physical activities. - Explain what they need to stay healthy.	- Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm-up and cool-down.	- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	- Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise.
Compete and perform	Control my body when performing a sequence of movements.	- Perform using a range of actions and body parts with some coordination. - Begin to perform learnt skills with some control.	- Perform sequences of their own composition with coordination. - Perform learnt skills with increasing control.	- Develop the quality of the actions in their performances. - Perform learnt skills and techniques with control and confidence. - Compete against self and others in a controlled manner	- Perform and create sequences with fluency and expression. - Perform and apply skills and techniques with control and accuracy.	- Perform own longer, more complex sequences in time to music. - Consistently perform and apply skills and techniques with accuracy and control.

Evaluate	• Talk about what they have done. • Talk about what others have done.	• Watch and describe performances. • Begin to say how they could improve.	• Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others.	• Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result	• Choose and use criteria to evaluate own and others' performances. • Explain why they have used particular skills or techniques, and the effect they have had on their performance.
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Progression of Skills - Games

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Health and fitness	Describe how the body feels when still and when exercising.	- Describe how the body feels before, during and after exercise. - Carry and place equipment safely.	- Recognise and describe how the body feels during and after different physical activities. - Explain what they need to stay healthy.	- Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm-up and cool-down.	- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	- Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise.
Striking and hitting	Hit a ball with a bat or racquet.	- Use hitting skills in a game. - Practise basic striking, sending and receiving.	- Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. - Position the body to strike a ball	- Demonstrate successful hitting and striking skills. - Develop a range of skills in striking (and fielding where appropriate). - Practise the correct batting technique and use it in a game. - Strike the ball for distance.	- Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. - Build a rally with a partner. - Use at least two different shots in a game situation. - Use hand-eye coordination to	- Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. - Explore when different shots are best used. Develop a backhand technique and use it in a game.

					strike a moving and a stationary ball.	• Practise techniques for all strokes. • Play a tennis game using an overhead serve.
Throwing and catching	• Roll equipment in different ways. • Throw underarm. Throw an object at a target. • Catch equipment using two hands.	• Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching.	• Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used.	• Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl.	• Develop different ways of throwing and catching.	• Consolidate different ways of throwing and catching, and know when each is appropriate in a game.
Travelling with a ball	• Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	• Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency	• Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game.	• Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game.	• Move with the ball using a range of techniques showing control and fluency.	• Use a variety of ways to dribble in a game with success. • Use ball skills in various ways, and begin to link together.

Passing a ball	Kick an object at a target.	- Pass the ball to another player in a game. - Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.
Using space	- Move safely around the space and equipment. - Travel in different ways, including sideways and backwards.	- Use different ways of travelling in different directions or pathways. - Run at different speeds. - Begin to use space in a game.	- Use different ways of travelling at different speeds and following different pathways, directions or courses. - Change speed and direction whilst running. - Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.
Attacking and defending	Play a range of chasing games.	- Begin to use the terms attacking and defending. - Use simple defensive skills such as marking a player or defending a space. - Use simple attacking skills such as dodging to get past a defender.	- Begin to use and understand the terms attacking and defending. - Use at least one technique to attack or defend to play a game successfully.	- Use simple attacking and defending skills in a game. - Use fielding skills to stop a ball from travelling past them.	- Use a range of attacking and defending skills and techniques in a game. - Use fielding skills as an individual to prevent a player from scoring.	- Choose the best tactics for attacking and defending. - Shoot in a game. - Use fielding skills as a team to prevent the opposition from scoring.

Tactics and rules	Follow simple rules.	- Follow simple rules to play games, including team games. - Use simple attacking skills such as dodging to get past a defender. - Use simple defensive skills such as marking a player or defending a space.	- Understand the importance of rules in games. - Use at least one technique to attack or defend to play a game successfully.	- Apply and follow rules fairly. - Understand and begin to apply the basic principles of invasion games. - Know how to play a striking and fielding game fairly.	- Vary the tactics they use in a game. - Adapt rules to alter games.	- Know when to pass and when to dribble in a game. - Devise and adapt rules to create their own game.
Evaluate	- Talk about what they have done. - Talk about what others have done.	- Watch and describe performances. - Begin to say how they could improve.	- Watch and describe performances, and use what they see to improve their own performance. - Talk about the differences between their work and that of others.	- Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time.	- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result.	- Choose and use criteria to evaluate own and others' performance. - Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Progression of Skills – Athletics

	Year 1	Year 2	Year 3	Year 4	Year 5
Health and fitness	- Describe how the body feels before, during and after exercise. - Carry and place equipment safely.	- Recognise and describe how the body feels during and after different physical activities. - Explain what they need to stay healthy.	- Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm-up and cool-down.	- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	- Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise.
Running	- Vary their pace and speed when running. - Run with a basic technique over different distances. - Show good posture and balance. - Jog in a straight line. - Change direction when jogging. - Sprint in a straight line. - Change direction when sprinting. - Maintain control as they change direction when jogging or sprinting.	- Run at different paces, describing the different paces. - Use a variety of different stride lengths. - Travel at different speeds. - Begin to select the most suitable pace and speed for distance. - Complete an obstacle course. - Vary the speed and direction in which they are travelling. - Run with basic techniques following a curved line. - Be able to maintain and control a run over different distances.	- Identify and demonstrate how different techniques can affect their performance. - Focus on their arm and leg action to improve their sprinting technique. - Begin to combine running with jumping over hurdles. - Focus on trail leg and lead leg action when running over hurdles. - Understand the importance of adjusting running pace to suit the distance being run.	- Confidently demonstrate an improved technique for sprinting. - Carry out an effective sprint finish. - Perform a relay, focusing on the baton changeover technique. - Speed up and slow down smoothly.	- Accelerate from a variety of starting positions and select their preferred position. - Identify their reaction times when performing a sprint start. - Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. - Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. - Identify and demonstrate stamina, explaining its importance for runners.

Jumping	• Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high as possible. • Jump as far as possible. • Land safely and with control. • Work with a partner to develop the control of their jumps.	• Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Investigate the best jumps to cover different distances. • Choose the most appropriate jumps to cover different distances. • Know that the leg muscles are used when performing a jumping action.	• Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control.	• Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped.	• Improve techniques for jumping for distance. • Perform an effective standing long jump. • Perform the standing triple jump with increased confidence. • Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. • Land safely and with control. • Measure the distance and height jumped with accuracy. • Investigate different jumping techniques.
Throwing	• Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power.	• Throw different types of equipment in different ways, for accuracy and distance. • Throw with accuracy at targets of different heights. • Investigate ways to alter their throwing technique to achieve greater distance.	• Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance.	• Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance.	• Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance

Compete and perform	• Begin to perform learnt skills with some control. • Engage in competitive activities and team games.	• Perform learnt skills with increasing control. • Compete against self and others	• Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner.	• Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities.	• Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition.
Evaluate	• Watch and describe performances. • Begin to say how they could improve.	• Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others.	• Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result.	• Choose and use criteria to evaluate own and others' performance. • Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Progression of Skills – OAA

	Year 3	Year 4	Year 5
Health and fitness	- Recognise and describe the effects of exercise on the body. - Know the importance of strength and flexibility for physical activity. - Explain why it is important to warm-up and cool-down.	- Describe how the body reacts at different times and how this affects performance. - Explain why exercise is good for your health. - Know some reasons for warming up and cooling down.	- Know and understand the reasons for warming up and cooling down. - Explain some safety principles when preparing for and during exercise.
Trails	Orientate themselves with increasing confidence and accuracy around a short trail.	- Orientate themselves with accuracy around a short trail. - Create a short trail for others with a physical challenge. - Start to recognise features of an orienteering course.	- Start to orientate themselves with increasing confidence and accuracy around an orienteering course. - Design an orienteering course that can be followed and offers some challenge to others. - Begin to use navigation equipment to orientate around a trail
Problem solving	- Identify and use effective communication to begin to work as a team. - Identify symbols used on a key.	- Communicate clearly with other people in a team, and with other teams. - Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. - Associate the meaning of a key in the context of the environment.	- Use clear communication to effectively complete a particular role in a team. - Complete orienteering activities both as part of a team and independently. - Identify a key on a map and begin to use the information in activities.
Preparation and organisation	Begin to choose equipment that is appropriate for an activity.	- Try a range of equipment for creating and completing an activity. - Make an informed decision on the best equipment to use for an activity. - Plan and organise a trail that others can follow.	- Choose the best equipment for an outdoor activity. - Create an outdoor activity that challenges others. - Create a simple plan of an activity for others to follow. - Identify the quickest route to accurately navigate an orienteering course.

Communication	Communicate with others.	- Communicate clearly with others. - Work as part of a team. - Begin to use a map to complete an orienteering course.	- Communicate clearly and effectively with others. - Work effectively as part of a team. - Successfully use a map to complete an orienteering course. - Begin to use a compass for navigation.
Evaluate	- Watch, describe and evaluate the effectiveness of a performance. - Describe how their performance has improved over time.	- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Modify their use of skills or techniques to achieve a better result.	- Choose and use criteria to evaluate own and others' performances. - Explain why they have used particular skills or techniques, and the effect they have had on their performance

Nursery Coverage

	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 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.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, 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	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

	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.	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 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.	Physical	Running, balancing, changing direction, striking a ball, throwing
		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

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
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

Reception

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
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