



Progression in PE

Who's who?

Subject Leader: Mrs Tinniswood

Teaching staff: Mrs Watts, Miss Jardine, Miss Dixon, Mrs Tinniswood, Mrs Hayton

Our Aims

For **FITNESS** - For **FUN** - For **ALL** - For **LIFE**

Through good Physical Education, Christian values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. PE, PA and SS is an integral part of our school practices used to give all pupils a sense of achievement and develop positive attitudes towards themselves and others.

Through the progressive development of Physical Literacy (the fundamental skills all children need), we aim to give pupils the knowledge, skills and confidence necessary to participate and/or excel in physical activities and engage in competitive sports. We aim to promote the enjoyment of physical activity which leads to active, healthy lifestyles and helps build positive foundations for lifelong participation. We recognise the vital role PE plays in promoting a healthy body, developing physical fitness and stamina, as well as having a positive impact on mental health and cognitive development. We aim to provide opportunities for character development, enabling pupils to learn confidence, perseverance, resilience, team spirit, positive competitiveness, organisation and model 'good sportsmanship'.

YEAR B 2022 - 2023

EYFS	
UNIT OF STUDY	LEARNING/KEY SKILLS
GAMES	<ul style="list-style-type: none">• Stop a ball with some control• Send a ball in the direction of another person• Control a ball on my own• Move with a ball in space safely and can talk about ways to keep healthy
GYMNASTICS	<ul style="list-style-type: none">• Copy individual and whole-body movements with some control and co-ordination.• Link individual and whole-body movements together• Recognise and negotiate space and handle small and/or low apparatus safely

	<ul style="list-style-type: none"> • Talk about ways to keep healthy
DANCE	<ul style="list-style-type: none"> • Copy steps and actions with some control and co-ordination • Link individual and whole-body movements together • Watch others work and choose actions • Recognise how to move in space and talk about ways to keep healthy
ATHLETICS	<ul style="list-style-type: none"> • Run, walk, march, skip and jump with some control • Jump and land appropriately • Aim and throw object underarm to where I want it to go
YEARS 1 & 2	
UNIT OF STUDY	LEARNING/KEY SKILLS
GAMES	<ul style="list-style-type: none"> • Stop / catch / strike a ball with control and accuracy • Pass a ball to someone else and receive a ball when moving • Take part in conditioned games with opponents • Understand about exercising, being safe and the short term effects of exercise
GYMNASTICS	<ul style="list-style-type: none"> • Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination • Select and link basic gymnastics actions into fluent short movement phrases • Identify and describe the difference between my own and others work • Handle large apparatus safely • Explain the need for a warm up and cool down recognising what is happening to my body during exercise
DANCE	<ul style="list-style-type: none"> • Perform with control and co- ordination • Respond imaginatively to a variety of stimuli • Vary the dynamics, levels, speed and direction of my phrase/motif • Discuss my own and others work with simple vocabulary. • Understand the need for warm up and cool down
ATHLETICS	<ul style="list-style-type: none"> • Vary speed, direction and pace when running • Run with a basic technique over different distances • Perform different types of jumps • Jump as high or a far as possible, landing safely and with control • Throw underarm and overarm • Throw a ball towards a target with increasing accuracy

YEARS 3 & 4	
UNIT OF STUDY	LEARNING/KEY SKILLS
GAMES	<ul style="list-style-type: none"> • Control, strike, catch a ball whilst moving and keep possession with some accuracy • Accurately pass to someone else and am aware of space and how to use it. I can choose simple tactics for sending and defending. • Begin to influence the conditioned games with opponents. • Describe what others do well. • Talk about why it is important to warm up / cool down and lead a partner through short warm up routines
GYMNASTICS	<ul style="list-style-type: none"> • Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity. • Select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas • Describe my own and others' work, noting similarities and differences and suggest improvements • Work safely, handling a range of hand, small and large apparatus • Recognise changes in our bodies, giving reasons why PE is good for health
DANCE	<ul style="list-style-type: none"> • Improvise freely on my own and with a partner • Translate ideas from a variety of stimuli into movement • Compare, develop and adapt movement motifs to create longer dances. • Use dance vocabulary to compare and improve my work • Understand how to work safely • Recognise changes in my body and give reasons why PE is good for health
ATHLETICS	<ul style="list-style-type: none"> • Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. • Improve skills of running, jumping and throwing. • Give reasons why warming up and cooling down is important and athletic activities are good for personal health and well-being. • Observe and describe a partner's running/ throwing/jumping action.

YEARS 5 & 6	
UNIT OF STUDY	LEARNING/KEY SKILLS
GAMES	<ul style="list-style-type: none"> • Control, catch, send and receive a ball accurately whilst moving and keeping to the rules. • Move with a ball in opposed situations and attack and defend in a small sided game. • Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance • Understand and use principles of exercise activities for warming up and recognise how exercise is good for health.
GYMNASTICS	<ul style="list-style-type: none"> • Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity. • Select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas • Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences • Demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.
DANCE	<ul style="list-style-type: none"> • Demonstrate precision, control and fluency in response to stimuli • Vary dynamics and develop actions with a partner or as part of a group • Link phrases and motifs to create a wide performance. • Continually demonstrate rhythm and spatial awareness • Modify my performance and that of others. • Organise myself to warm up safely
ATHLETICS	<ul style="list-style-type: none"> • Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. • Improve knowledge of training methods. • Select and carry out appropriate warming up and cooling down activities. • Recognise how personal health and well-being is promoted through participation in athletic activities. • Observe and evaluate a partner's running/ throwing/jumping action.
OAA	<ul style="list-style-type: none"> • Develop problem solving, map reading and journeying skills • Understand compass directions and degrees • Developing new ideas and implement them.

WHOLE SCHOOL	
<p>SWIMMING</p> <p>The 'Swim England – Learn to Swim programme' is used to teach swimming. Children are assessed and taught at the appropriate stage.</p>	<p>Stage 1 – Develop basic safety awareness, the 'class' scenario, basic movement skills and water confidence skill. Learners may use floatation equipment.</p> <p>Stage 2 – Develop safe entries into the water, including jumping in, basic floating, rotation to regain an upright position without support. Travel must be without floatation equipment. Learners may use floatation equipment when not travelling.</p> <p>Stage 3 – Develop safe entries into the water, including submersion, travelling up to 10m on the front and back, progressing rotation skills and water safety knowledge.</p> <p>Stage 4 – Develop the understanding of buoyancy through a range of skills, refining kicking technique for all strokes, and swimming 10m to a given standard as directed by Swim England Expected Standards.</p> <p>Stage 5 – Develop technique through sculling and treading water skills, completing rotation and also performing all strokes to the Swim England Expected Standards.</p> <p>Stage 6 – Develop effective swimming skills including coordinated breathing, understanding of water safety and preparation for exercise.</p> <p>Stage 7 – Developing quality stroke technique up to 100m, incorporating skills learned and combining them to develop a linked routine and complete successfully an obstacle course that combines a variety of skills learned through out Stages 1-7.</p>

What impact will PE, SS & PA have on pupils' personal development?

- To have developed a secure knowledge and understanding in PE
- To have positively impacted upon character development
- To have nurtured and developed talents
- To be part of a healthier, more active community
- To be able to resolve conflict
- To be resilient individuals who cope with success and limitations in their performance
- To understand British Values

ENRICHMENT OPPORTUNITIES

Competitions and events including: KS1 Multi-Skills, Sports Day, Cross-country, Football, Netball, Cricket, Tennis, Athletics, U-Dance Festival

OAA Residential at Hawse End every other year

Health & Wellbeing Days

Young Leader training and roles

Links to wider events such as the Olympics, World Cup, Tour of Britain cycling

Bikeability training

Cross-curricular active learning opportunities

HOW TO SUPPORT YOUR CHILD'S LEARNING

Ensure children are sent to school with appropriate kit on PE days

Encourage children to be physically active at home

Join a local sports club