



# Progression in PE

## Who's who?

Subject Leader: Mrs Tinniswood

Teaching staff: Mrs Watts, Mrs Lancaster, 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 A 2021 - 2022

YEAR RECEPTION, 1 & 2		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Basic Moves	<ul style="list-style-type: none"><li>Develop fundamental movement skills, specifically involving running, jumping and catching.</li></ul>
	Games – Fundamentals 1	<ul style="list-style-type: none"><li>Develop control and co-ordination in large and small movements</li></ul>

		<ul style="list-style-type: none"> <li>• Move confidently in a range of ways, safely negotiating space and handle equipment effectively.</li> <li>• Try new activities, play co-operatively, taking turns with others</li> <li>• Follow instructions involving several ideas or actions.</li> <li>• Work as part of a group and understand and follow the rules.</li> </ul>
	<b>Gym – Travelling</b>	<ul style="list-style-type: none"> <li>• Develop fundamental movement skills</li> <li>• Extend agility, balance and co-ordination</li> <li>• Engage in co-operative physical activities</li> <li>• Master basic jumping actions</li> <li>• Explore and use a range of gymnastic equipment (vault, rings, beam &amp; track)</li> </ul>
	<b>Dance – Weather</b>	<ul style="list-style-type: none"> <li>• Explore changes in size, speed, level and dynamics and use gestures and travelling.</li> <li>• Move in a controlled manner, at different speeds and directions, using different levels and strengths.</li> <li>• Respond to a range of stimuli and accompaniments.</li> <li>• Create, practise, remember and perform simple movement sequences.</li> <li>• Be able to talk about their movements and the movements of others.</li> </ul>
<b>Spring</b>	<b>Games – Net &amp; Wall (LTA tennis coach)</b>	<ul style="list-style-type: none"> <li>• Explore basic movements using the 5 fundamental shoe step patterns.</li> <li>• Send/receive a moving ball with hands/rackets, including volley action</li> <li>• Work cooperatively in small competitive tasks to improve competence and confidence.</li> <li>• Work individually and in pairs to introduce space and timing incorporating a basic service action</li> <li>• Listen to each other and show resilience by not giving up and trying to improve</li> </ul>
	<b>Gym – Jumping Jacks</b>	<ul style="list-style-type: none"> <li>• Develop fundamental movement skills</li> <li>• Extend agility, balance and co-ordination</li> <li>• Engage in co-operative physical activities</li> </ul>

		<ul style="list-style-type: none"> <li>• Master basic jumping actions</li> <li>• Involve apparatus in the performance of jumping actions.</li> </ul>
	<b>Dance – The Great Fire of London</b>	<ul style="list-style-type: none"> <li>• Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli</li> <li>• Interpret words and perform them through physical actions</li> <li>• Express ideas and respond to a range of stimuli.</li> <li>• Create dances with a clear start/middle/end.</li> </ul>
<b>Summer</b>	<b>Basic Moves</b>	<ul style="list-style-type: none"> <li>• Develop fundamental movement skills, specifically involving running, jumping and throwing.</li> </ul>
	<b>Games – Fundamentals (inc Sports Day preparation)</b>	<ul style="list-style-type: none"> <li>• Refine the skills of running successfully, change directions, and develop side stepping.</li> <li>• Throw, catch and aim on the move.</li> </ul>
	<b>Orienteering – Trails, trust &amp; Teamwork</b>	<ul style="list-style-type: none"> <li>• Solve problems in small groups, understanding trails, remembering places.</li> <li>• Respond to different challenges and problem-solving tasks.</li> <li>• Work as a team, developing trust, communication and co-operation</li> </ul>
<b>YEAR 3 &amp; 4</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
<b>Autumn</b>	<b>Gymnastics – Patterns &amp; Pathways (gym coach)</b>	<ul style="list-style-type: none"> <li>• Perform balance and travelling movements with greater consistency, control and fluency</li> <li>• Link travel and balance actions into short movement phrases.</li> <li>• Explore travel actions following different pathways.</li> <li>• Use movement patterns as a basis to plan movement phrases.</li> <li>• Explore and use a range of gymnastic equipment (vault, rings, beam &amp; track)</li> </ul>
	<b>Cross country</b>	<ul style="list-style-type: none"> <li>• Develop stamina and show good running style for cross-country</li> </ul>
	<b>Games – Ball handling skills</b>	<ul style="list-style-type: none"> <li>• Improve skills of travel, travel with, send, chase, receive, aim, dribble avoid, dodge, attack, defend, movement into/out of space</li> </ul>

		<ul style="list-style-type: none"> <li>• Play small-sided and modified competitive invasion games</li> <li>• Use simple tactics and apply simple rules and conventions</li> </ul>
<b>Spring</b>	<b>Games – Net &amp; Wall (LTA tennis coach)</b>	<ul style="list-style-type: none"> <li>• Work cooperatively whilst demonstrating respect for rules/opponents</li> <li>• Develop hand and feet movement confidence with and without rackets</li> <li>• Develop aiming towards targets and apply simple attacking /defending tactics in a competitive game</li> <li>• Demonstrate resilience when faced with a more complex racket skill</li> <li>• Link upward toss to serving action and develop an overarm tap serve</li> <li>• Applying racket &amp; ball skills in a competitive environment</li> </ul>
	<b>Dance – Machines &amp; Solar System</b>	<ul style="list-style-type: none"> <li>• Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/direction.</li> <li>• Increase the range of body actions; compose, practice and perform actions with control.</li> <li>• Experience a range of stimuli and accompaniment; creating and performing different movement patterns, including those from different times, places and cultures.</li> <li>• Make own dances with clear beginning/ middle/end.</li> <li>• Develop an understanding of different dance elements; control, co-ordination, poise, elevation; using simple compositional ideas.</li> </ul>
<b>Summer</b>	<b>Games – Striking &amp; Fielding</b>	<ul style="list-style-type: none"> <li>• Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.</li> <li>• Experience small-sided and modified competitive striking/fielding</li> <li>• Use simple tactics and apply simple rules and conventions.</li> <li>• Develop making up small-sided games; own game practices; playing games in pairs/small groups.</li> </ul>
	<b>Athletics - Challenges</b>	<ul style="list-style-type: none"> <li>• Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.</li> <li>• Improve skills of running, jumping and throwing.</li> </ul>

		<ul style="list-style-type: none"> <li>• Give reasons for why warming up in athletics is important and athletic activities are good for your health.</li> <li>• Observe and describe a partner's running/ throwing/jumping action.</li> </ul>
	<b>Orienteering - Co-operation, Communication &amp; Consideration</b>	<ul style="list-style-type: none"> <li>• Respond to different challenges and problem-solving tasks.</li> <li>• Develop teamwork, trust, communication and co-operation, solving problems in small and large groups</li> <li>• Understand trails and maps, assessing risk and controlling risk factors.</li> </ul>
<b>YEAR 5 &amp; 6</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
<b>Autumn</b>	<b>Games – Invasion (Football)</b>	<ul style="list-style-type: none"> <li>• Improve skills of moving with the ball, with control, passing and shooting with accuracy.</li> <li>• Develop a wider range of football specific skills and use them in small sided invasion games applying attacking and defending tactics in increasingly challenging situations.</li> </ul>
	<b>Cross country</b>	<ul style="list-style-type: none"> <li>• Develop stamina and show good running style for cross-country</li> </ul>
	<b>Dance – Theseus &amp; the Minotaur</b>	<ul style="list-style-type: none"> <li>• Develop skills of unison, mirroring, contact, level, speed, direction, control, jumping, turning gesture, action/reaction, and repetition.</li> <li>• Perform a group dance using rhythm, timing, levels, dynamics, gesture, formation and question and answer on the theme of "Theseus &amp; the Minotaur"</li> </ul>
	<b>Indoor Athletics</b>	<ul style="list-style-type: none"> <li>• Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.</li> <li>• Improve skills of running, jumping and throwing.</li> <li>• Select and carry out appropriate warming up and cooling down activities.</li> <li>• Recognise how personal health and well- being is promoted through participation in athletic activities.</li> <li>• Observe and evaluate a partner's running/ throwing/jumping action.</li> </ul>

<b>Spring</b>	<b>Gymnastics – Composition (gym coach)</b>	<ul style="list-style-type: none"> <li>• Develop a broad range of gymnastic skills and link actions to make sequences</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Create pair sequences using a variety of actions</li> <li>• Use compositional devices to make a pair sequence more complex and interesting</li> </ul>
	<b>Dance – Dance styles</b>	<ul style="list-style-type: none"> <li>• Explore and link motifs and movement phrases from different dance styles /eras.</li> <li>• Link characteristics of different dance styles together as an individual and in groups.</li> <li>• Apply choreographic devices of canon, unison, matching and mirroring, speed, direction, order and levels to motifs.</li> </ul>
	<b>Games – Invasion (Netball)</b>	<ul style="list-style-type: none"> <li>• Develop a wider range of netball specific skills of send, receive, avoid, dodge, attack, defend, movement into / out of space and apply in to small-sided and modified competitive invasion games.</li> <li>• Develop the playing of games in groups; an understanding of game principles and space related to attack and defence.</li> <li>• Understand how to improve and evaluate own success</li> </ul>
<b>Summer</b>	<b>Games – Net &amp; Wall (Tennis)</b>	<ul style="list-style-type: none"> <li>• Work cooperatively to improve their performance and evaluate their own success, demonstrating respect</li> <li>• Develop fore/backhand actions, racket control and foot movement</li> <li>• Develop reactions to a moving ball, building rhythm and sequences</li> <li>• Introduce the attacking strategy of playing into a space</li> <li>• Develop a basic overarm serve and return of serve technique</li> <li>• Develop competence in movement around the court space, using sequences whilst ball handling</li> <li>• Developing the volley action and applying it in a competition</li> <li>• Applying key actions in a competitive game situation, with scoring</li> </ul>

	<b>Games – Striking &amp; Fielding (Kwik Cricket),</b>	<ul style="list-style-type: none"> <li>• Develop throwing and catching skills, underarm and overarm bowling, and batting skills specific to Kwik Cricket</li> <li>• Understand the basic tactics and rules of Kwik Cricket</li> <li>• Apply skills of travel with, send, receive, attack, defend and movement into/out of space in game situations.</li> </ul>
	<b>Athletics – Heptathlon</b>	<ul style="list-style-type: none"> <li>• Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.</li> <li>• Improve skills of running, jumping and throwing.</li> <li>• Select and carry out appropriate warming up and cooling down activities.</li> <li>• Recognise how personal health and well- being is promoted through participation in athletic activities.</li> <li>• Observe and evaluate a partner’s running/ throwing/jumping action.</li> </ul>
	<b>Outdoor Adventurous Activities (Residential)</b>	<ul style="list-style-type: none"> <li>• Develop problem solving, map reading and journeying skills</li> <li>• Understand compass directions and degrees</li> <li>• Developing new ideas and implement them.</li> <li>• Explore and develop knowledge and skills within a range of outdoor adventurous activities, including canoeing, climbing, orienteering &amp; archery</li> </ul>

## WHOLE SCHOOL

### SWIMMING

**The 'Swim England – Learn to Swim programme' is used to teach swimming. Children are assessed and taught at the appropriate stage.**

Stage 1 – Develop basic safety awareness, the 'class' scenario, basic movement skills and water confidence skill. Learners may use floatation equipment.

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.

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.

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.

Stage 5 – Develop technique through sculling and treading water skills, completing rotation and also performing all strokes to the Swim England Expected Standards.

Stage 6 – Develop effective swimming skills including coordinated breathing, understanding of water safety and preparation for exercise.

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.



### **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