



*'Roots to Grow and Wings to Fly'*

# Curriculum Progression Document

# PE

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## Curriculum Intent

**Intent** - St. Bartholomew's First School recognises the vital contribution of Physical Education to a child's development. It is an integral part of the curriculum to be enjoyed by all children. It is our intention that every pupil will reach at least age related expectations for Physical Education by the time they leave us in year 6, every pupil will develop such a passion for Physical Education that they seek out and embrace the plethora of sporting opportunities provided here at St. Bartholomew's and, that are signposted further afield and every pupil will lead a healthy lifestyle.

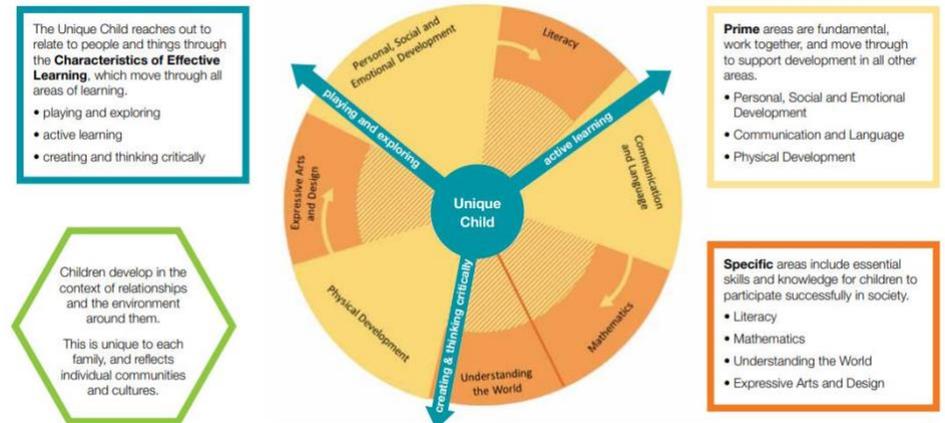
How this vision is achieved-

- PE is taught at St. Bartholomew's First School as an area of learning in its own right as well as integrated where possible with other curriculum areas.
- All children in KS1 and KS2 access at least 2 hours of physical activity a week through two high quality PE lessons. Children in EYFS will access at least 2 hours of physical activity a week through one high quality PE lesson, further opportunities within continuous provision and further adult led activities (e.g. Sticky Kids).
- In addition to this, our school increases the physical activity of all children through extra-curricular activities and endeavouring to incorporate PE into other subjects.

# PE in the Early Years Foundation Stage

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of PE in our EYFS:



## ELG 4: Physical Development: Moving and handling

Children at the expected level of development will:

- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

## ELG 5: Physical Development: Health and self-care

Children at the expected level of development will:

- Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1 YEAR D (2023-24)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
<b>THEME</b>	<b>Maps and beyond</b>	<b>Invaders and Raiders</b>	<b>Feeling hot, hot, hot</b>	<b>Crewkerne through the ages</b>	<b>Water, Water Everywhere</b>	<b>Going for gold</b>	
<b>Listening, Attention and Understanding</b>	<p>To understand how to listen <u>carefully</u></p> <p>To understand why listening is <u>important</u></p> <p>To be able to follow directions</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why <u>questions</u></p> <p>To respond to instructions with more than one step</p>	<p>To ask questions to find out <u>more</u></p> <p>To begin to understand <u>humour</u></p> <p>To understand a range of complex sentence structures</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p>	<p>To understand questions such as who, what, where, <u>when</u>, why and how</p>	<p>To have conversations with adults and peers with <u>back and forth</u> exchanges</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
<b>Self-Regulation</b>	<p>To recognise different emotions</p> <p>To understand how people show <u>emotions</u></p>	<p>To talk about how they are <u>feeling</u></p> <p>To begin to consider the feelings of <u>others</u></p> <p>To adapt behaviour</p>	<p>To focus during longer whole class lessons</p> <p>To follow two- step instructions</p>	<p>To identify and moderate their own feelings socially and <u>emotionally</u></p>	<p>To control their emotions using a range of techniques</p> <p>To set a target and reflect on progress throughout</p>	<p>To maintain focus during extended whole class teaching</p> <p>To follow instructions of three steps or more</p>	<p>Show an understanding of their own feelings and those of <u>others</u>, and begin to regulate their behaviour</p>

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	To focus during short whole class activities  To follow one- step instructions	to a range of situations		To consider the feelings and needs of others			accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
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<p><b>Managing Self</b></p>	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To get changed for P.E with <u>support</u></p> <p>To explore different areas within the Year R environment</p> <p>To use the toilet independently</p>	<p>To develop class rules and understand the need to have <u>rules</u></p> <p>To put P.E kit on independently</p> <p>To have confidence to try new activities</p>	<p>To begin to show resilience and perseverance in the face of <u>challenge</u></p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To practise doing up buckles</p>	<p>To develop independence when dressing and undressing for activities such as P.E and Forest Fridays</p>	<p>To identify and name healthy <u>foods</u></p> <p>To manage own basic needs independently</p>	<p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance in the face of challenge</p> <p>To show a 'can do' <u>attitude</u></p> <p>To put uniform on and do up zippers, <u>buttons</u> and buckles with minimal support</p>	<p>Be confident to try new activities and show independence, <u>resilience</u> and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the <u>toilet</u> and understanding</p>
							<p>the importance of healthy food choices.</p>

<p><b>Building Relationships</b></p>	<p>To seek support of adults when needed</p> <p>To gain confidence to speak to peers and adults</p>	<p>To play with children who are playing with the same <u>activity</u></p> <p>To begin to develop <u>friendships</u></p> <p>To have positive relationships with all staff that they work closely with.</p>	<p>To begin to work as a group with <u>support</u></p> <p>To use taught strategies to support turn taking</p>	<p>To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school</p>	<p>To have confidence to communicate with adults around the <u>school</u></p> <p>To have strong friendships</p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
<p><b>Gross Motor Skills</b></p>	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take <u>turns</u></p> <p>To work co-operatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump and to hop</p> <p>To explore different ways to travel using equipment</p>	<p>To roll and track a <u>ball</u></p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a <u>partner</u></p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use <u>apparatus</u></p> <p>To jump and land safely from a <u>height</u></p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p>	<p>To use counting to help to stay in time with the music when copying and creating <u>actions</u></p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To explore movement using a prop with control and co- ordination</p> <p>To move with</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging <u>games</u></p> <p>To learn to play against an <u>opponent</u></p> <p>To play by the rules and develop <u>coordination</u></p> <p>To explore striking a ball and keeping</p>	<p>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, <u>skipping</u> and climbing.</p>

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				through apparatus To create short sequences linking actions together	To move with control and co-ordination, expressing ideas through movement	ball and keeping score To work cooperatively as a	
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				and including apparatus	To move with control and co-ordination, copying, <u>linking</u> and repeating actions To remember and repeat actions, exploring pathways	team	
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					exploring pathways and shapes		
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Shape, Space and Measure	To match objects	To recognise and name square and rectangle	To order objects by height and length	To recognise 9 o'clock and 10 o'clock	To measure capacity	To add money	There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure
	To sort objects	To recognise 5p	To order the days of the week	To recognise 10p	To describe the properties of 3D shapes	To recognise the time to o'clock	
	To compare capacity, length, height, size.	To recognise 4 o'clock and 5 o'clock	To measure height using cubes	To begin to name 3D shapes	To make pictures with shape arrangements	To finish a repeating pattern	
	To finish a repeating pattern of 2 objects or colours		To measure time	To explore the properties of 3D shapes		To make patterns using shapes	
	To recognise and		To recognise 6 o'clock, 7 o'clock and 8 o'clock			To name and describe 2D and 3D	

	name circle and triangle		To begin to name 3D shapes			shapes	
	To recognise 1p and 2p		To explore the properties of 3D shapes				
	To recognise 1 o'clock, 2 o'clock and 3 o'clock						

Creating with Materials	Drawing	Mechanisms (DT)	Painting and Printing	Food (DT)	Collage and Textiles	Structures (DT)	Safely use and explore a variety of materials tools and techniques, experimenting
	To draw portraits of themselves.	To use a needle and thread to make a Poppy.	To use stylofoam to make a leaf print.	To follow a simple recipe to make a	To know which prime colours you	To use junk modelling to create a	
	To name colours						

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<p>To experiment with mixing <u>colours</u></p> <p>To create simple representations of people and objects</p> <p>To draw and <u>colour</u> with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (<u>Glue Stick</u>)</p> <p>To know how to work safely and <u>hygienically</u></p>	<p>To use <u>colours</u> for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA</u>)</p> <p>To know how to work safely and <u>hygienically</u></p> <p>To use non-statutory measures (<u>spoons, cups</u>)</p> <p>To use some cooking techniques (<u>spreading, cutting, threading, coring</u>) – <u>Sandwiches, Fruit Kebab</u></p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA, Masking Tape, Tape</u>)</p> <p>To know how to work safely and <u>hygienically</u></p> <p>To use non-statutory measures (<u>spoons, cups</u>)</p> <p>To use some cooking techniques (<u>spreading, cutting, threading, coring, mixing</u>) <u>Sandwiches, Fruit Kebab, Biscuits</u></p>	<p>sweet treat.</p> <p>To use natural objects to make a piece of art (<u>Andy Goldsworthy</u>)</p> <p>To share creations and talk about the <u>process</u></p> <p>To explore different techniques for joining materials (<u>Glue Stick, PVA, Masking Tape, Split Pins</u>)</p> <p>To make props and costumes for different role play <u>scenarios</u></p> <p>To know how to work safely</p>	<p>mix together to make secondary <u>colours</u></p> <p>To plan what they are going to make (<u>cooking, wood work, construction,</u></p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To create observational drawings</p> <p>To know how to work safely and <u>hygienically</u></p>	<p>structure.</p> <p>To know how to join <u>materials</u> together.</p> <p>To know some similarities and differences between materials</p> <p>To learn about and compare <u>artists</u> <u>?????????</u></p> <p>To explore, use and refine a variety of artistic effects to express their ideas and <u>feeling</u></p> <p>To share creations, talk about process and evaluate their <u>work</u></p>	<p>with <u>colour, design, texture, form and function.</u> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
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	<p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting)</p>		<p>To use tools to cut and join <u>wood</u></p> <p>To know the names of tools</p>	<p>and <u>hygienically</u></p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some</p>		<p>To adapt work where necessary.</p> <p>To use non-statutory measures (spoons, cups)</p>	
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	<p>– Sandwiches</p> <p>To use different construction materials</p>			<p>cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p> <p>Sandwiches,</p> <p>Fruit Kebab, Biscuits, Salads</p> <p>To use tools to cut and join wood using different nails and <u>screws</u></p> <p>To know the names of tools</p>			
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<p><b>Being Imaginative and Expressive</b></p>	To sing and perform nursery <u>rhymes</u>	To perform a song in the Christmas Play	To join in with whole school singing assemblies	To perform songs at the Easter Concert	To move in time to music	To listen to poems and create their <u>own</u>	<p>Invent, <u>adapt</u> and <u>recount</u> narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, <u>poems</u> and stories with others and (when appropriate) try to move in time with music.</p>
	To join in with whole school singing assemblies	To learn and perform a poem/ <u>song</u> at the Christmas concert. To join in with whole school singing assemblies	To create musical patterns using untuned instruments	To join in with whole school singing assemblies	To learn dance routines	To join in with whole school singing assemblies	
	To experiment with different instruments and their sounds	To pitch match	To begin to create costumes and resources for role <u>play</u>	To associate genres of music with characters and stories	To join in with whole school singing workshops.	To create own compositions using tuned instruments	
	To talk about whether the like or dislike a piece of <u>music</u>	To sing the melodic shape of familiar songs	To join in with whole school singing workshops.	To create costumes and resources for role play	To act out well know <u>stories</u>	To invent their won narratives, making costumes and resources	
	To create musical patterns using body percussion	To begin to build up a repertoire of <u>songs</u>		To join in with whole school singing	To follow a musical pattern to play tuned <u>instruments</u>	To join in with whole school singing workshops.	

YEAR C (2022-23)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Early Learning Goal
THEME	Over the hills and far away	Lest we forget	From Crewkerne to the rainforest	Sweet like Chocolate	Reduce, Reuse, Recycle	Pyramids, Mummies and Tombs	

<p><b>Gross Motor Skills</b></p>	<p>To move safely in a space</p> <p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p>	<p>To balance.</p> <p>To run and stop.</p> <p>To change direction.</p> <p>To jump.</p> <p>To hop.</p> <p>To explore different ways to travel using equipment.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore traveling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p>	<p>To roll and track a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To dribble using hands.</p> <p>To throw and catch with a partner.</p> <p>To dribble a ball using feet.</p> <p>To kick a ball to a target.</p>	<p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To learn to play against an opponent.</p> <p>To play by the rules and develop coordination.</p> <p>To explore striking a ball and keeping score.</p> <p>To work cooperatively as a team.</p>	<p>To use counting to help to stay in time with the music when copying and creating actions.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To explore movement using a prop with control and co-ordination.</p> <p>To move with control and co-ordination, expressing ideas through movement.</p> <p>To move with control and co-ordination, copying, linking and repeating actions.</p> <p>To remember and repeat actions, exploring pathways and shapes.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p><b>Real PE Lesson</b></p>	<p><u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg</p>	<p><u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance; Seated</p>	<p><u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance</p>	<p><u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner</p>	<p><u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response</p>	<p><u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work</p>	

## PE and the National Curriculum: Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

## **PE and the National Curriculum: Key Stage Two**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, 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.

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

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

# Whole School Programme of Study

## KS1 – Year C

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wren</b>	Lesson 1	Dance	Games	Gymnastics	Games	Yoga	Games
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance; Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
<b>Robin</b>	Lesson 1	Dance	Games	Gymnastics	Games	Yoga	Games
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance; Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
<b>Owl</b>	Lesson 1	Yoga	Swimming	Dance	Games	Gymnastics	Games
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
<b>Starling</b>	Lesson 1	Swimming	Yoga	Dance	Games	Gymnastics	Tennis
	Lesson 2 - Year 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work

## KS2 – Year C

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<b>Starling</b>	Lesson 1	Swimming	Yoga	Dance	Tag Rugby	Gymnastics	Tennis
	Lesson 2 – Yr 3	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Coordination: Ball Skills	<u>Real PE: Unit 4</u> Coordination: Sending and Receiving and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Agility: Reaction/Response and Static Balance: Floor Work	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Stance
<b>Wagtail</b>	Lesson 1	Dance	Tag Rugby	Swimming	Yoga	Gymnastics	Tennis
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Coordination: Ball Skills	<u>Real PE: Unit 4</u> Coordination: Sending and Receiving and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Agility: Reaction/Response and Static Balance: Floor Work	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Stance
<b>Chaffinch</b>	Lesson 1	Tag Rugby	Dance	Yoga	Swimming	Gymnastics	Tennis
	Lesson 2 – Yr 4	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Coordination: Ball Skills	<u>Real PE: Unit 4</u> Coordination: Sending and Receiving and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Agility: Reaction/Response and Static Balance: Floor Work	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Stance
	Lesson 2 – Yr 5	<u>Real PE: Unit 1</u> Coordination: Ball Skills and Agility: Reaction/ Response	<u>Real PE: Unit 2</u> Dynamic Balance: On a Line and Counter Balance: With a Partner	<u>Real PE: Unit 3</u> Static Balance: Seated and Static Balance: Floor Work	<u>Real PE: Unit 4</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: One Leg	<u>Real PE: Unit 5</u> Static Balance: Stance and Coordination: Footwork	<u>Real PE: Unit 6</u> Coordination: Sending and Receiving and Agility: Ball Chasing
<b>Woodpecker</b>	Lesson 1	Tag Rugby	Dance	Gymnastics	Tennis	Swimming	Yoga
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Ball Skills and Agility: Reaction/ Response	<u>Real PE: Unit 2</u> Dynamic Balance: On a Line and Counter Balance: With a Partner	<u>Real PE: Unit 3</u> Static Balance: Seated and Static Balance: Floor Work	<u>Real PE: Unit 4</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: One Leg	<u>Real PE: Unit 5</u> Static Balance: Stance and Coordination: Footwork	<u>Real PE: Unit 6</u> Coordination: Sending and Receiving and Agility: Ball Chasing

## Reasoning Behind our PE Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
EYFS & KS1	Real PE: Unit 1 Coordination and Static Balance	<p>It improves children's personal skills. They will begin by working on simple tasks with help in EYFS and by the end of year 2 they will be able to try several times if they don't succeed at first and ask for help when appropriate.</p> <p>It works on two of the 12 fundamental movement skills – coordination: footwork and static balance: one leg. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	<p><i>Christian Values:</i> Courage, Aspiration/Hope</p>
EYFS & KS1	Real PE: Unit 2 Dynamic Balance to Agility and Static Balance	<p>It improves children's social skills. They will begin by playing with others, taking turns and sharing with help in EYFS and by the end of year 2 they will be able to help, praise and encourage others in their learning.</p> <p>It works on two of the 12 fundamental movement skills – dynamic balance to agility: jumping and landing and static balance: seated. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	<p>Compassion, Forgiveness, Love, Trust, Respect, Aspiration/Hope</p>

EYFS & KS1	Real PE: Unit 3 Dynamic Balance and Static Agility	<p>It improves children's cognitive skills. They will begin by following simple instructions in EYFS and by the end of year 2 they will begin to order instructions, movements and skills. With help, they will be able to recognise similarities and differences in performance and explain why someone is working or performing well.</p> <p>It works on two of the 12 fundamental movement skills – dynamic balance: on a line and static balance: stance. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Aspiration/Hope, Respect
EYFS & KS1	Real PE: Unit 4 Coordination and Counter Balance	<p>It improves children's creative skills. They will begin by observing and copying others in EYFS and by the end of year 2 they will begin to compare movements and skills with those of others and select and link movements together to fit a theme.</p> <p>It works on two of the 12 fundamental movement skills – coordination: ball skills and counter balance: with a partner. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Aspiration/Hope, Respect, Trust, Compassion
EYFS & KS1	Real PE: Unit 5 Coordination and Agility	<p>It improves children's physical skills. They will begin by moving confidently in different ways working in EYFS and by the end of year 2 they will be able to perform a range of skills with some control and consistency. They will be able to</p>	Courage, Aspiration/Hope, Trust

		<p>perform a sequence a movements with some changes in level, direction or speed.</p> <p>It works on two of the 12 fundamental movement skills – coordination: sending and receiving and agility: reaction and response. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	
EYFS & KS1	Real PE: Unit 6 Agility and Static Balance	<p>It improves children’s fitness skills. They will begin by being aware of the changes they feel when they exercise in EYFS and by the end of year 2 they will be able to say how their body feels before, during and after exercise. They will be able to use equipment appropriately and move and land safely.</p> <p>It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Hope/Aspiration, Respect

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
KS2	Real PE: Unit 1 Coordination and Static Balance	<p>It improves children’s personal skills. They will begin by knowing where they are with their learning and begin to challenge themselves in year 3 and by the end of year 6 they will be able to cope well and react positively when things become difficult. They will be able to persevere with a task and improve their performance through regular practice.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – coordination: ball skills and agility: reaction/ response.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	<p><b><i>Christian Values:</i></b></p> <p>Courage, Aspiration/Hope</p>
KS2	Real PE: Unit 2 Dynamic Balance to Agility and Static Balance	<p>It improves children’s social skills. They will begin in year 3 by showing patience and support towards others, listening carefully to them about their work. They will be happy to show and tell others about their ideas. By the end of year 6 they will be able to cooperate well with others and give helpful feedback. They will help organise roles and responsibilities and be able to guide a small group through a task.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p>	<p>Compassion, Forgiveness, Love, Trust, Respect, Aspiration/Hope</p>

		<p>Year 5/6: It works on two of the 12 fundamental movement skills – dynamic balance: on a line and counter balance: with a partner.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	
KS2	Real PE: Unit 3 Dynamic Balance and Static Agility	<p>It improves children’s cognitive skills. They will begin in year 3 by understanding simple tactics of attacking and defending. They will be able to explain what they are doing well and begin to identify areas for improvement. By the end of year 6 they will be able to understand ways (criteria) to judge performance and identify specific parts to continue to work upon. They will be able to use their awareness of space and others to make good decisions.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – static balance: seated and static balance: floor work.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Aspiration/Hope, Respect
KS2	Real PE: Unit 4 Coordination	<p>It improves children’s creative skills. They will begin in year 3 by making up their own rules and versions of activities. They will be able to respond differently to a variety of tasks or music and will be able to recognise similarities and difference in movements and expression. By the end of year 6 they will be able to link</p>	Aspiration/Hope, Respect, Trust, Compassion

	and Counter Balance	<p>actions and develop sequences of movements that express their own ideas. They will be able to change tactics, rules or tasks to make activities more fun or challenging.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – dynamic balance to agility: jumping and landing and static balance: one leg.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	
KS2	Real PE: Unit 5 Coordination and Agility	<p>It improves children’s physical skills. They will begin by performing and repeating longer sequences with clear shapes and control movement. They will be able to select and apply a range of skills with good control and consistency in year 3. By the end of year 6 they will be able to perform a variety of movements and skills with good body tension. They will be able to link actions together so that they flow in running, jumping and throwing activities.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – static balance: stance and coordination: footwork.</p>	Courage, Aspiration/Hope, Trust

		Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.	
KS2	Real PE: Unit 6 Agility and Static Balance	<p>It improves children's fitness skills. They will begin by describing how and why their body changes during and after exercise. They will be able to explain why they need to warm up and cool down in year 3. By the end of year 6 they will be able to describe the basic fitness components and explain how often and how long they should exercise to be healthy. They will be able to record and monitor how hard they are working.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – coordination: sending and receiving and agility: ball chasing.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Hope/Aspiration, Respect

# PE Vocabulary

EYFS	KS1	KS2
<b>Games</b>		
ball throw catch kick game team point racket move bounce safe stop equipment healthy	hit shoot shot goal pass co-ordination defence tackle tactics underarm overarm agility attack teamwork fair rules warm up cool down exercise fitness cooperation  respect forgiveness hope aspiration trust compassion courage	competitive batting bowling fielding dribble strike cross serve opposition control release possession sportsmanship aim target accuracy technique distance hand/eye coordination sending receiving reaction response footwork call opponent bounce pass chest pass dodging.  respect forgiveness hope cooperation aspiration trust compassion courage
<b>Gymnastics</b>		
balance equipment shape space move watch copy	static balance travelling climbing sequence repeat control warm up cool down high low stretch flexible roll turn spin	counterbalance plan speed level direction self-assessment improve criteria evaluate combination sequence perform symmetrical

Dance		
dance movement music watch copy	sequence repeat perform patterns timing movement control mood feelings accuracy roll turn spin	choreograph rehearse unison repetition improvise expression rhythm beat tempo refine style performance compose routine levels evaluate audience
Athletics		
run go space safe jump throw	speed direction race lane exercise fitness ordinal language	relay baton foul hurdles combination sequence transition fast medium slow sprint jog pace power aim accuracy target performance control dynamic balance
Swimming		
	aids strokes underwater enter exit safe	freestyle backstroke front crawl distance

# Progression in PE

	Sports and Games	Fundamental Movement Skills
EYFS	<p><b>GYMNASTICS –</b> I can copy individual and whole body movements with some control and co-ordination.</p> <p>I can link individual and whole body movements together.</p> <p>I can recognise and negotiate space and I can handle small and/or low apparatus safely.</p> <p><b>GAMES –</b> I can stop a ball with some control.</p> <p>I can send a ball in the direction of another person.</p> <p>I can often control a ball on my own.</p> <p>I can move with a ball in space safely.</p> <p><b>DANCE –</b> I can copy steps and actions with some control and coordination.</p>	<p><u>Static Balance: 1 Leg:</u> On both legs, stand still for 10 seconds.</p> <p><u>Static Balance: Seated:</u></p> <ul style="list-style-type: none"> <li>- Balance with both hands/ feet down.</li> <li>- Balance with 1 hand/ 2 feet down.</li> <li>- Balance with 2 hands/ 1 foot down.</li> <li>- Balance with 1 hand/ 1 foot down.</li> <li>- Balance with 1 hand or 1 foot down.</li> <li>- Balance with no hands or feet down.</li> </ul> <p><u>Static Balance: Floor Work:</u></p> <ul style="list-style-type: none"> <li>- Hold mini-front support position.</li> <li>- Reach round and point to ceiling with either hand in mini-front support.</li> </ul> <p><u>Static Balance: Stance:</u></p> <ul style="list-style-type: none"> <li>- Stand on line with good stance for 10 seconds.</li> </ul> <p><u>Dynamic Balance: On a Line:</u></p> <ul style="list-style-type: none"> <li>- Walk forwards with fluidity and minimum wobble.</li> <li>- Walk backwards with fluidity and minimum wobble.</li> </ul> <p><u>Dynamic Balance: Landing and Jumping:</u></p> <ul style="list-style-type: none"> <li>- Jump from 2 feet to 2 feet forwards, backwards and side to-side.</li> </ul> <p><u>Counter Balance: In Pairs:</u></p> <ul style="list-style-type: none"> <li>- Sit holding hands with toes touching, lean in together then apart.</li> <li>- Sit holding 1 hand with toes touching, lean in together then apart.</li> <li>- Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</li> </ul> <p><u>Coordination: Sending and Receiving:</u></p> <ul style="list-style-type: none"> <li>- Roll large ball and collect the rebound.</li> <li>- Roll small ball and collect the rebound.</li> </ul>

	<p>I can link individual and whole body movements together.</p> <p>I can watch others work and choose actions.</p> <p>I can recognise how to move in space.</p> <p>HEALTHY LIFESTYLES –</p> <p>I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>I can get changed for PE independently.</p> <p>EVALUATING AND IMPROVING PERFORMANCE –</p> <p>I can watch others work and, with support, begin to talk about this using modelled, relevant vocabulary.</p>	<p>- Throw large ball and catch the rebound with 2 hands.</p> <p><u>Coordination: Ball Skills:</u></p> <ul style="list-style-type: none"> <li>- Sit and roll a ball along the floor around body using 2 hands.</li> <li>- Sit and roll a ball along the floor around body using 1 hand (right and left).</li> <li>- Sit and roll a ball down legs and around upper body using 2 hands.</li> <li>- Stand and roll a ball up and down legs and round upper body using 2 hands.</li> </ul> <p><u>Coordination: Footwork:</u></p> <ul style="list-style-type: none"> <li>- Side-step in both directions.</li> <li>- Gallop, leading with either foot.</li> <li>- Hop on either foot.</li> <li>- Skip.</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>- Roll a ball, chase and collect it in balanced position facing opposite direction.</li> <li>- Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</li> </ul> <p><u>Agility: Reaction and Response:</u></p> <p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> <li>- React and catch large ball dropped from shoulder height after 2 bounces.</li> <li>- React and catch large ball dropped from shoulder height after 1 bounce.</li> </ul>
<p>KS1</p>	<p>GAMES -</p> <p>I have mastered 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.</p> <p>I participate in team games, developing simple tactics for attacking and defending.</p> <p>DANCE -</p> <p>I can perform dances using simple movement patterns.</p>	<p><u>Static Balance: 1 Leg:</u></p> <p>On both legs:</p> <ul style="list-style-type: none"> <li>- Stand still for 30 seconds.</li> <li>- Complete 5 mini-squats.</li> </ul> <p><u>Static Balance: Seated:</u></p> <ul style="list-style-type: none"> <li>- Pick up a cone from one side, swap hands and place it on the other side. - Return the cone to the opposite side.</li> </ul> <p><u>Static Balance: Floor Work:</u></p> <ul style="list-style-type: none"> <li>- Place cone on back and take it off with other hand in minifront support. - - Hold mini-back support position.</li> <li>- Place cone on tummy and take it off with other hand in miniback support.</li> </ul> <p><u>Static Balance: Stance:</u></p> <ul style="list-style-type: none"> <li>- Stand on low beam with good stance for 10 seconds.</li> </ul>

	<p style="text-align: center;"><b>HEALTHY LIFESTYLES –</b></p> <p>I can say how my body feels before, during and after exercise.</p> <p>I am aware of why exercise is important for good health.</p> <p><b>EVALUATING AND IMPROVING PERFORMANCE –</b></p> <p>I can begin to order instructions, movements and skills.</p> <p>With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.</p> <p>I can name some things I am good at.</p> <p style="text-align: center;"><b>GYMNASTICS –</b></p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p><u>Dynamic Balance: On a Line:</u></p> <ul style="list-style-type: none"> <li>- Walk fluidly, lifting knees to 90°.</li> <li>- Walk fluidly, lifting heels to bottom.</li> </ul> <p><u>Dynamic Balance: Landing and Jumping:</u></p> <ul style="list-style-type: none"> <li>- Jump from 2 feet to 2 feet with quarter turn in both directions.</li> <li>- Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</li> </ul> <p><u>Counter Balance: In Pairs:</u></p> <ul style="list-style-type: none"> <li>- Hold on and, with a long base, lean back, hold balance and then move back together.</li> <li>- Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</li> </ul> <p><u>Coordination: Sending and Receiving:</u></p> <ul style="list-style-type: none"> <li>- Throw tennis ball, catch rebound with same hand after 1 bounce.</li> <li>- Throw tennis ball, catch rebound with same hand without a bounce.</li> <li>- Throw tennis ball, catch rebound with other hand after 1 bounce.</li> <li>- Throw tennis ball, catch rebound with other hand without a bounce.</li> <li>- Strike large, soft ball along ground with hand 5 times in a rally.</li> </ul> <p><u>Coordination: Ball Skills:</u></p> <ul style="list-style-type: none"> <li>- Sit and roll a ball up and down legs and round upper body using 1 hand.</li> <li>- Stand and roll a ball up and down legs and round upper body using 1 hand.</li> </ul> <p><u>Coordination: Footwork:</u></p> <ul style="list-style-type: none"> <li>- Combine side-steps with 180° front pivots off either foot.</li> <li>- Combine side-steps with 180° reverse pivots off either foot.</li> <li>- Skip with knee and opposite elbow at 90° angle.</li> <li>- Hopscotch forwards and backwards, hopping on the same leg (right and left).</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>- Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.</li> <li>- Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</li> </ul> <p><u>Agility: Reaction and Response:</u></p> <p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> <li>- React and catch tennis ball dropped from shoulder height after 1 bounce.</li> </ul>
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<p>KS2</p>	<p><b>GAMES -</b> I can use running, jumping, throwing and catching in isolation and in combination.</p> <p>I can play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p><b>GYMNASTICS -</b> I have developed flexibility, strength, technique, control and balance.</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p><b>DANCE -</b> I can perform dances using a range of movement patterns.</p> <p><b>OUTDOOR AND ADVENTUROUS -</b> I can take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>EVALUATING AND IMPROVING PERFORMANCE –</b> I can compare my performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p>	<p><u>Static Balance: 1 Leg:</u> On both legs: - Stand still on uneven surface for 30 seconds. - Stand still on uneven surface for 30 seconds with eyes closed. - Complete 10 squats into ankle extensions. - Complete 5 squats with eyes closed.</p> <p><u>Static Balance: Seated:</u> - Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). - Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). - Hold a V-shape with straight arms and legs for 10 seconds.</p> <p><u>Static Balance: Floor Work:</u> - Transfer tennis ball on and off back in a front support. - Transfer cone on and off tummy in back support. - Transfer tennis ball on and off tummy in back support.</p> <p><u>Static Balance: Stance:</u> - Raise alternate knees to opposite elbow 5 times. - Catch large ball thrown at knee height and above head. - Catch large ball thrown away from body. - Catch small ball thrown close to and away from body.</p> <p><u>Dynamic Balance: On a Line:</u> - Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. - Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). - Lunge walk forwards, bringing opposite elbow up to a 90° angle. - Complete all red challenges with eyes closed.</p> <p><u>Dynamic Balance: Landing and Jumping:</u> - Jump 2 feet to 2 feet forwards, backwards and side-to-side. - Hop forward and backwards, freezing on landing. - Jump 1 foot to other forwards and backwards, freezing on landing. - Hop sideways, raising knee and freezing on landing. - Jump 1 foot to other sideways, raising knee and freeze on landing.</p>
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	<p style="text-align: center;"><b>SWIMMING -</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p style="text-align: center;"><b>HEALTHY LIFESTYLES -</b></p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>	<p><u>Counter Balance: In Pairs:</u></p> <ul style="list-style-type: none"> <li>- Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.</li> <li>- Stand on 1 leg while holding on to partner's opposite foot.</li> </ul> <p><u>Coordination: Sending and Receiving:</u></p> <ul style="list-style-type: none"> <li>- Alternately throw and catch 2 tennis balls against a wall.</li> <li>- Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</li> <li>- Throw 2 tennis balls against a wall in a circuit, in both directions.</li> </ul> <p><u>Coordination: Ball Skills:</u></p> <p>In 20 seconds or less:</p> <ul style="list-style-type: none"> <li>- Stand with legs apart and move ball in figure of 8 around both legs 12 times.</li> <li>- Move ball around waist into figure of 8 around both legs 10 times.</li> <li>- Move ball around waist and then around alternate legs 12 times.</li> <li>- Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</li> </ul> <p><u>Coordination: Footwork:</u></p> <ul style="list-style-type: none"> <li>- Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</li> <li>- Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</li> <li>- Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</li> </ul> <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> <li>- Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</li> <li>- Perform above challenge with tennis ball.</li> <li>- Roll and chase large ball, stopping it with head in front support position facing opposite direction.</li> </ul> <p><u>Agility: Reaction and Response:</u></p> <p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> <li>- React and step across body, bring hand across body and catch tennis ball after 1 bounce.</li> </ul>
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## KS1 Progression of Skills

	Year 1	Year 2	Lower KS2
Health and Fitness	To have observed some changes in my body when I exercise	To explain how my body feels before, during and after exercise	To describe how my body changes before and after exercise
	To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food	To describe the healthy lifestyle components and explain how often and how long I should exercise to be healthy
	To join in with warm up activities and stretches	To know it is important to warm up before exercise	To explain why we need to warm up and cool down
	To follow instructions, practise safely and work on simple tasks by myself	To use equipment appropriately and move and land safely	To identify possible dangers when planning an activity

	Year 1	Year 2	Lower KS2
Physical Skills	To perform a single skill or movement with some control	To perform a range of skills with some control and consistency	To perform a variety of movements and skills with control and good body tension
	To make create shapes and movement exploring different levels and speeds	To perform a sequence of movements with some changes in level, direction or speed	To perform and repeat longer sequences with clear shapes and controlled movement
	To perform a small range of skills and link two movements together	To begin to order instructions, movements and skills	To link actions together so that they flow in running, jumping and throwing activities
	To copy skills I have been shown	To copy skills I have been shown with some accuracy	To use the range of skills I have been shown for the correct context
	To choose which actions to make	To express an idea through my performance	To link actions and develop sequences of movements that express my own ideas

	Year 1	Year 2	Lower KS2
Cognitive Skills	To show some awareness of the appropriate action to perform at points in an activity	To know some tactics that apply to an activity	To understand the simple tactics of attacking and defending
			To use my awareness of space and others to make good decisions
	To work hard in my learning	To recognise similarities and differences in performance and I can explain why someone is working or performing well	To explain what I am doing well and begin to identify areas for improvement
	To explore and describe different movements		To give my opinions on a performance
	To name some things I am good at	To begin to compare my movements and skills with those of others	To refine performances using advice from others
	To copy actions	To copy skills and actions I have been shown	To use models to improve my own performance
	To try again with the help of others	To try several times if at first I don't succeed and I ask for help when appropriate.	To react positively when things become difficult and persevere with a task and improve my performance
To understand and follow simple rules	To follow simple rules to a game	To follow the rules of the game and play fairly	

*'Roots to Grow and Wings to Fly'*

Social Skills	Year 1	Year 2	Lower KS2
	To give and receive praise	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work
	To work sensibly with others, taking turns and sharing	To pick a group to work with based upon how well we work together	To cooperate well with others and give helpful feedback To help organise roles and responsibilities and guide a small group through a task

Personal Skills	Year 1	Year 2	Lower KS2
	To follow instructions	To try several times if at first they don't succeed	To know where they are with their learning
	To practice safely To work on simple tasks by themselves	To ask for help when appropriate	To begin challenging themselves

Creative Skills	Year 1	Year 2	Lower KS2
	To explore and describe different movements	To begin to compare their movements and skills with those of others	To make up their own rules and versions of activities
	I can observe and copy others	To select and link movements together to fit a theme	To respond differently to a variety of tasks or music Recognise similarities and differences in movements and expression

## KS2 Progression of Skills

	Year 2	Lower KS2	Upper KS2
Health and fitness	To explain how my body feels before, during and after exercise	To describe how my body changes before and after exercise	To evaluate an activity in terms of its physical benefits to me
	To describe the importance for humans of exercise and eating the right amounts of different food (RSHE)	To describe the fitness components and explain how often and how long I should exercise to be healthy	To recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions (RSHE)
	To know it is important to warm up before exercise	To explain why we need to warm up and cool down	To self-select and perform appropriate warm up and cool down activities
	To use equipment appropriately and move and land safely.	To identify possible dangers when planning an activity	To manage risks in my activity and environment

	Year 2	Lower KS2	Upper KS2
Physical skills	To perform a range of skills with some control and consistency	To perform a variety of movements and skills with control and good body tension	To perform in a skilled and controlled way with good tension in familiar and new activities
	To perform a sequence of movements with some changes in level, direction or speed	To perform and repeat longer sequences with clear shapes and controlled movement	To innovate and create sequences of movement that show skill and control
	To begin to order instructions, movements and skills	To link actions together so that they flow in running, jumping and throwing activities	To use combinations of skills confidently and effectively in sport specific contexts
	To copy skills I have been shown with some accuracy	To use the range of skills I have been shown for the correct context	To effectively transfer skills and movements across a range of activities and sports
	To express an idea through my performance	To link actions and develop sequences of movements that express my own ideas	To use variety and creativity to engage an audience

	Year 2	Lower KS2	Upper KS2
Social skills	To listen, help, praise and encourage others in their learning	To show patience and support others, listening to them about our work	To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
		To cooperate well with others and give helpful feedback	To give receive sensitive and balanced feedback to improve others
	To pick a group to work with based upon how well we work together	To help organise roles and responsibilities and guide a small group through a task	To involve others and motivate those around me to perform better

## ‘Roots to Grow and Wings to Fly’

	Year 2	Lower KS2	Upper KS2
Cognitive skills	To know some tactics that apply to an activity	To understand the simple tactics of attacking and defending	To recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents
		To use my awareness of space and others to make good decisions	To read and react to different game situations as they develop
	To recognise similarities and differences in performance and explain why someone is working or performing well	To explain what I am doing well and begin to identify areas for improvement	To recognise my strengths and weaknesses and set myself appropriate targets
		To give my opinions on a performance	To compare different performances saying why they are successful and how the can be improved
	To begin to compare my movements and skills with those of others	To refine performances using advice from others	To accept critical feedback and make changes
	To copy skills and actions I have been shown	To use models to improve my own performance	To independently models and advice from different sources to improve my performance
	To try several times if at first I don't succeed and ask for help when appropriate	To react positively when things become difficult and persevere with a task and improve my performance	To know when to keep trying and when to alter my approach in order to achieve my goal
	To follow simple rules to a game	To follow the rules of the game and play fairly	To show good attitude and sportsmanship

	Year 2	Lower KS2	Upper KS2
Creative Skills	To begin to compare their movements and skills with those of others	To make up their own rules and versions of activities	They can link actions and develop sequences of movements that express their own ideas.
	To select and link movements together to fit a theme	To respond differently to a variety of tasks or music	They can change tactics, rules or tasks to make activities more fun or challenging.
		Recognise similarities and differences in movements and expression	

	Year 2	Lower KS2	Upper KS2
Personal Skills	To try several times if at first they don't succeed	To know where they are with their learning	They cope well and react positively when things become difficult.
	To ask for help when appropriate	To begin challenging themselves	They can persevere with a task and improve their performance through regular practice.

## What will PE look like in the classroom?

PE is taught at St. Bartholomew's Primary School as an area of learning in its own right as well as integrated where possible with other curriculum areas. All children in KS1 and KS2 access at least 2 hours of physical activity a week through two high quality PE lessons. Children in EYFS will access at least 2 hours of physical activity a week through one high quality PE lesson, further opportunities within continuous provision and further adult led activities (e.g. Sticky Kids).

Real PE is used for planning and delivery, ensuring consistence, continuity and progression based on the whole-school learning grid. Lessons are blocked into units. These units provide varied experiences developed upon as children move up through the school. When using REAL PE planning, clear differentiation is already incorporated. The principle of STEP will be used to ensure effective differentiation within other PE lessons.

S – change the **s**pace available

T – change the **t**ime allowed/the task

E – change the **e**quipment

P – change the **p**eople

## **Assessment**

Children will be assessed informally during every PE lesson. Formal observations of the children will be made at the end of every half term. Children's fundamental movement skills (agility, balance and coordination) will be assessed alongside the children's attainment in the following 6 areas: Social, Personal, Creative, Cognitive, Physical and Health and Fitness.

Children's progress in swimming will be recorded at the end of each academic year so that children who are not on track to be able to swim confidently and proficiently over a distance of at least 25 metres can be targeted for intervention in year 6.

## **SEN**

All aspects of PE will be taught in such a way as to include all children regardless of their gender, race, ethnicity, religion, physical ability or individual needs.

The schools SEND policy extends into PE. All staff teaching PE will be aware of children's individual needs and differentiate tasks according to needs just as they would in any other subject, enabling all pupils to make good progress.

## Monitoring and review

### Impact

*Our intentions for PE at St. Bartholomew's are:*

- *Every pupil will reach at least age related expectations for Physical Education by the time they leave us in year 6,*
- *Every pupil will develop such a passion for Physical Education that they seek out and embrace the plethora of sporting opportunities provided here at St. Bartholomew's and, that are signposted further afield.*
- *Every pupil will lead a healthy lifestyle.*

These intentions will be measured through:

- **Assessment**
- Assessing the children's attainment of the fundamental skills (agility, balance and coordination).
- Assessing the children's attainment in the following 6 areas: Social, Personal, Creative, Cognitive, Physical and Health and Fitness. Children will be able to:
  - Personal
  - Cope well and react positively when things become difficult.
  - Persevere with a task and improve my performance through regular practice.
  - Social
  - Cooperate well with others and give helpful feedback.
  - Help organise roles and responsibilities and guide a small group through a task.
  - Physical
  - Perform a variety of movements and skills with good body tension.
  - Link actions together so that they flow in running, jumping and throwing activities.
  - Cognitive

- Understand ways (criteria) to judge performance and identify specific parts to continue to work upon.
- Use their awareness of space and others to make good decisions
- Creative
- Link actions and develop sequences of movements that express their own ideas.
- Change tactics, rules or tasks to make activities more fun or challenging.
- Health and Fitness
- Describe the basic fitness components and explain how often and how long they should exercise to be healthy.
- Be able to record and monitor how hard they are working.
- **Pupil Voice Interviews**
- At the end of every term, the sports council will interview randomly selected peers on their opinions of PE lessons. These interviews will then be fed back to the PE leader; allowing genuine opinions to be collected by the PE leader.
- Children will talk enthusiastically about various aspects of their PE lessons, talk confidently about why Physical Education is important and talk knowledgably about how to lead a healthy lifestyle.
- **Pupil Voice Questionnaires**
- At the end of each term, all children in KS1 and KS2 complete a questionnaire regarding extra-curricular PE.
- These will allow the PE leader to effectively plan which clubs and challenges should run next term and determine any equipment that needs to be bought. Therefore ensuring that all our children continue to seek out and embrace the plethora of sporting opportunities provided.
- **Evidencing the impact of the Primary PE and Sport Premium**
- **School Games Mark**
- **Healthy Schools Rating Scheme**
- **Governor Reports**