

Policy & Procedure



Physical Education (PE) Policy 2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Summer 2020 **and will be reviewed again in Summer 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

Physical Education Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society



Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Curriculum Intent for PE

It is our intention that our PE curriculum is broad, rich and engaging, offering a variety of activities to enhance skills in physical education whilst also allowing our children to become physically literate. We strive to develop the physical, social and emotional wellbeing of our

pupils, to ensure they leave primary school with a positive attitude towards PE and keeping active and healthy lifestyles. At Chellaston Junior School, we understand physical education to be a vital part of a child's educational development, and as a result we encourage positive and inclusive participation for all in physical education. We hope that this will enable our children to build self-esteem, teamwork skills, and positive values and attitudes in P.E. Additionally, we hope to spark a lifelong passion within our pupils for keeping active and healthy.

Aims:

- to provide an atmosphere which promotes enjoyment, self-esteem and self-confidence through perseverance and a sense of achievement.
- to develop the importance of fair play through sportsmanship.
- to provide equal opportunities for all children to participate and reach their full potential (taking into account children with special educational or physical needs).
- to develop each child's ability to plan, create, evaluate and improve movement sequences/actions in a variety of physical activities.
- to teach children to evaluate how well they and others perform according to criteria given by the teacher, themselves and others.
- to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- to promote children's awareness of the need for physical exercise to promote and maintain a healthy well-being.
- to teach children awareness of basic safety practices.
- to develop pupils' social skills by promoting activities which involve co-operation, collaboration, responsibility, personal commitment, loyalty and teamwork.
- Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport.
- Through the Government Funding for PE & School Sport, the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

Teaching Strategies

All children have two 50 minute sessions timetabled per week of physical activity; this takes the form of an hour 'Games' lesson where Games, Athletics and Outdoor and Adventurous Activities are taught throughout the year and an hour 'P.E.' lesson where Dance, Gymnastics and Health related fitness are taught throughout the year.

Key Stage Two - Programme of Study

- Pupils should be taught six areas of activity. During each year of the key stage pupils should be taught Games, Gymnastic Activities and Dance. At points during the Key

Stage pupils should be taught Athletic Activities, Outdoor and Adventurous Activities and Swimming.

- Throughout the Key Stage, pupils should be taught how to sustain energetic activity over appropriate periods of time in a range of physical activities.

| AREAS OF ACTIVITY | PUPILS SHOULD BE TAUGHT |
|--|---|
| 1. GAMES | <p>a. to understand and play small-sided games and simplified versions of recognised competitive team and individual games, covering the following types - invasion, e.g. mini-soccer, netball, striking/fielding, e.g. rounders, small-sided cricket, net/wall, e.g. short tennis</p> <p>b. common skills and principles, including attack and defence, invasion, striking/fielding, net and target games</p> <p>c. to improve the skills of sending, receiving, striking and travelling with a ball in the above games.</p> |
| 2. GYMNASTIC ACTIVITIES | <p>a. different means of turning, rolling, jumping, climbing, balancing and travelling on hands and feet, and how to adapt, practise and refine these actions, both on floor and apparatus</p> <p>b. to emphasise changes of shape, speed and direction through gymnastic actions</p> <p>c. to practise, refine and repeat a longer series of actions, making increasingly complex movement sequences, both on the floor and using apparatus</p> |
| 3. DANCE | <p>a. to compose and control their movements by varying shape, size, direction, level, speed, tension and continuity</p> <p>b. a number of dance forms from different times and places, including some traditional dances of the British Isles</p> <p>c. to express feelings, moods and ideas, to respond to music, and to create simple characters and narratives in response to a range of stimuli, through dance.</p> |
| 4. ATHLETICS | <p>a. to develop and refine basic techniques in running, e.g. over short distances, over longer distances, in relays, throwing, e.g. for accuracy/distance, and jumping, e.g. for height/distance using a variety of equipment</p> <p>b. to measure, compare and improve their own performance.</p> |
| 5. OUTDOOR AND ADVENTUROUS ACTIVITIES | <p>a. to perform outdoor and adventurous activities in one or more different environment(s) e.g. playground, school grounds, parks, woodland, seashore</p> <p>b. challenges of a physical and problem-solving nature, e.g. negotiating obstacle courses, using suitable equipment e.g. gymnastic or adventure play apparatus, whilst working individually</p> |

| | |
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| | <p>and with others.</p> <p>c. the skills necessary for the activities undertaken.</p> |
| 6. SWIMMING | <p>At Chellaston Junior School, we provide all children swimming instruction in Year 4. In particular, they are taught to:</p> <p>a. to swim unaided, competently, proficiently and safely, for at least 25 metres</p> <p>b. to develop confidence in water, and how to float and adopt support positions</p> <p>c. a variety of means of propulsion using arms / legs, and how to develop effective strokes on the front and the back (for example, front crawl, backstroke and breaststroke).</p> <p>d. the principles and skills of water safety and survival</p> <p>e. specifically at CJS, children are taught to perform safe self-rescue in different water-based situations.</p> |

The foundation for planning in PE and Games is through the skills outlined in the Programmes of Study from the National Curriculum and supported with planning resources from the Derby City SSP. The ASA Swimming Programme for swimming is also followed. The pupils are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate.
- Develop flexibility, strength, technique, control and balance.
- 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.

Chellaston Junior School use the Derby City SSP planning and resources to ensure progression and differentiation. This resource uses the principle of STEP for adjusting lesson activities for differentiation.

- S = change the space available
- T = change the time allowed
- E = change the equipment, e.g. softer or larger balls, different sized bats
- P = change the people, e.g. size of the groups

Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge. For the small number of children who may need the provision, activities may be selected from key stage 1. High achievers identified by staff may be given opportunities to access activities from key stage 3.

Entitlement

It is the aim of Chellaston Junior School to provide a P.E./Games Curriculum that is accessible to all pupils regardless of sex, age, disability or ethnicity and that responds to their diverse

needs. The great majority of pupils will follow the programme of study for key stage 2 in ways appropriate to their abilities and which allows them to work, progress and be challenged at their own level.

Chellaston Junior School provides children with the opportunity to take part in a variety of Sports Clubs. These extra curricular activities are very important in promoting physical exercise and a healthy lifestyle as well as giving the children opportunities to develop their skills and take part in a variety of competitive matches with other groups and schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons.

Progression and Continuity

See 'Progression of Skills' (Appendix 2)

Assessment, Reporting and Recording

Children's work and progress is ongoing and is monitored by the teacher through observation in lessons. Teachers assess each child throughout the unit in line with the skills stated on the unit assessment sheet helping them to inform their planning and teaching. This is then added to the PE assessment grid on sharepoint then passed up to the new class teacher for the new academic year. Formal teacher assessment is reported to parents at the end of each academic year. Separate formal assessment and recording of pupils' achievements also takes place for Year 4 swimming records.

Links across the Curriculum

Opportunities to link Physical Education to other curriculum areas will be identified, where appropriate, by the working party, as well as year groups and individual teachers when planning a series of lessons. For example, the effects on the heart after exercise linked to science, collecting, analysing and interpreting data to evaluate performance and identify priorities for improvement. Where possible, ICT will be used to enhance and evaluate elements of lessons.

Resources

The resources for Physical Education are kept in the Games Shed, the PE store in hall and also with the PE Subject Leader(s). The Derby SSP resources are with the P.E. Co-Ordinator. The Derby SSP resource videos and images are stored on sharepoint. Yoga mats for physical literacy are stored in the HUB.

Health & Safety - in accordance with the Health and Safety and Behaviour Policies and the *Safe Practice: In Physical Education, School Sport and Physical Activity* (2016) – Association for PE (AfPE) and to ensure safe practice, pupils should be taught:



- to respond readily and safely to instructions.
- to recognise and respond to relevant laws, codes, etiquette and safety procedures for different activities.
- about the safety aspects of wearing the correct kit, regarding clothing, footwear and jewellery.
- how to lift, carry, place and use equipment safely.
- to warm-up for and recover from exercise.

Equipment and provision

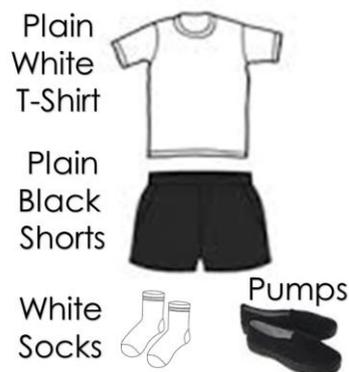
- Appropriate safety checks are annually carried out on all Physical Education equipment and outdoor areas (areas being the school hall with large apparatus, general P.E. resources, the school field, the playground, The MUGA and the trim trail).
- Teachers are responsible for checking the area and equipment to be used for physical activity before the children use it. Missing, faulty or broken equipment should be reported to the P.E. Co-Ordinator as soon as possible. Children are not allowed in PE store or Games shed without supervision and are always supervised when moving larger pieces of equipment such as gymnastic apparatus.
- These safety check details are kept in the school office. Risk assessments are also completed for matches / sporting fixtures and are in the risk assessment folder (kept in the School Office)
- **PE mats – based upon AfPE information** – “Mats should be used to cope with planned and foreseen landings....used where it is expected that children will need to cushion deliberate landings. Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off the apparatus...” Consequently, mats are to be used for safe planned landing and not for apparatus work where it may encourage unnecessary risk and possible injury.

Clothing / changing

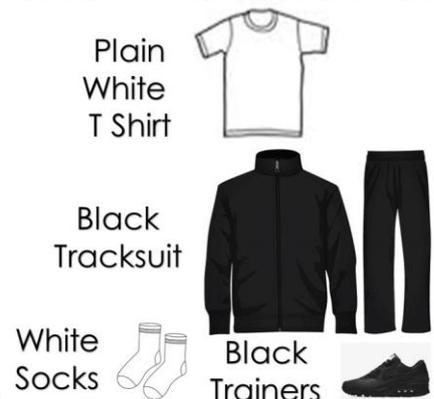
- Changing for P.E. is an integral part of Physical Education lessons. Pupils should change into the appropriate clothing prior to the lesson and afterwards. This should be achieved with the minimum of fuss in a short time limit. **In years five**

and six, girls and boys should get changed in separate areas (eg the classroom is split by a curtain). It is also recognised that children of a particular religion (eg girls who are Muslims) may need to get changed separately from all others. Provision in the form of a separate room nearby will be made in these circumstances.

INDOOR PE KIT



OUTDOOR GAMES KIT



- For P.E. out of doors, a child is encouraged to wear clothing suitable to the weather and ground conditions. Staff, like the children, should also dress appropriately for P.E. This would set a good example for the children to follow.

*Spare kit is available for emergency use.

Jewellery

Under no circumstance can jewellery be worn for any PE or swimming lesson (unless for agreed religious beliefs e.g. bands worn on the wrist for followers of Sikhism). Jewellery, including earrings must be removed.

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is enough to warrant this.

Swimming

- All children will wear appropriate swimming kit for lessons – boys to wear trunks or swimming shorts and girls to wear a one-piece swimming costume (bikinis are not appropriate).
- Goggles can be worn with parental consent on the school letter concerning the wearing of goggles.
- Children with verrucas must wear a verruca sock to prevent infection of others.
- All children will wear swimming hats. All hair must be tied back.

The Chellaston Junior School Parents' Information Booklet is very clear on the requirements for school sports kit, footwear and jewellery to ensure safety in P.E./Games lessons. It is important that children adhere to these and staff ensure that these safety issues are met.

Adults other than teachers (AOTTs)

Where outside agencies / helpers are used to deliver P.E. / extra curricular clubs, we ensure the adults are suitably DBS checked with a supporting adult on site.

Staff Competency to teach PE

- I. Chellaston Junior School may employ the services of Sports Coaches to deliver some PE sessions. HLTAs and other support staff, trained to Level 5 specialism in PE may deliver PE lessons.

- II. By far the highest number of accidents are reported in PE and the proportion of instances of litigation arising from PE incidents are also far higher than in any other subject. This is inevitable given the risk factor inherent in most PE activities, some greater than others.
- III. Therefore, the school is extremely careful before devolving the responsibility of teaching and managing PE lessons to a range of support staff.
- IV. The *Safe Practice: In Physical Education, School Sport and Physical Activity (2016)* Education guidance state that anyone teaching physical education 'needs to be competent' – i.e. to have the skills, knowledge, understanding and expertise necessary to plan, deliver and evaluate the pupils' work in a context of appropriate challenge and a safe working environment.

Teachers always maintain overall responsibility for pupils' learning and well-being (including welfare, health and safety). The PE subject leaders determine the teaching and learning activities to be undertaken and what support and guidance support staff or agency coaches should have.

Where someone other than a teacher is undertaking 'specified work', (as in the Education (Specified Work and Registration (England) Regulations 2003)), the head teacher has to satisfy himself as to a person's skills, expertise and experience. That person may then be subject to a system of supervision as referred to above. The Head teacher would also consult the Higher Level Teaching Assistant (HLTA) standards.

The HLTA, and other, standards are intended to re-assure teachers, employers and parents about the quality of contribution to pupils' learning that support staff or agency coaches can be expected to make. They set out what support staff and agency coaches should know, understand and be able to do.

At Chellaston Junior School, **Support staff and agency coaches** will be assessed on their suitability to work with children in any given subject. They will be judged on the following competences (**based on the HLTA Standards**) to determine the eventual level of supervision required:

a) Quality of relationships:

- Value, care for and respect all children
- Promote positive pupil values
- Present an appropriate role model – e.g. use of language, dress, fair play, equality
- Promote high expectations
- Seek to promote the ethos of the school
- Work well with the school teaching staff and parents/carers

b) knowledge of the pupils:

Identify and respond to individual:

- levels of confidence
- ability
- special educational needs

- medical needs
- behaviour
- age/development stage

c) Pupil management:

- Share the aims of the session with pupils
- Ensure that instructions are understood
- Use regular and approved practice
- Match pupils' confidence, strength and ability in pair and group tasks
- Maximise participation
- Have strategies for effective pupil control and motivation
- Apply the school's standard procedures and routines – e.g. child protection, emergency action, jewellery, handling and carrying equipment.

d) Knowledge of teaching and learning in the activities:

- Understand where and how their work fulfils or complements the relevant National Curriculum Programme of Study and/or wider curriculum
- Demonstrate the appropriate level of expertise to enable pupil learning to take place in the activity/ies being delivered
- Demonstrate an understanding of the overall needs of the age group with whom s/he is working

Use:

- Appropriate teaching methods
- Suitable space for the group
- Differentiated equipment
- Differentiated practice
- Effective progression
- Knowledge of how pupils learn
- Knowledge and application of rules of sports

e) Observation, analysis and assessment skills:

- Provide a safe working and learning environment
- Identify faults in pupils' work and establish strategies for improvement
- Modify teaching approach in response to pupil response
- Provide feedback to pupils, teachers and parents/carers
- Contribute to assessment of pupils' achievements in relation to national curriculum

All teachers and appropriate member of school staff should be able to judge competence in:

- a. relationships
- b. knowledge of the pupils and
- c. pupil management

It is important to note that there is a separate policy relating to school sports visits (Educational Visits Policy)

See also: Appendix 1: **Chellaston Junior School ROLES AND RESPONSIBILITIES WHEN SUPPORT STAFF (including Sports Coaches) LEAD SCHOOL GROUPS OFF-SITE**

The role of the curriculum leader(s)

- The P.E. leader(s) will take an overview of P.E. within the school. This means they will monitor the subject through scrutiny of planning and, where appropriate, conduct lesson observations. The P.E. leader will also monitor the resources within the school and will also be available for more technical advice regarding equipment and skills to be taught.
- All staff should partake in professional development to ensure secure subject knowledge and to be aware of all health and safety aspects and developments.
- Together with the Senior Leadership Team, the P.E. leader should ensure that opportunities for staff development are investigated and where possible, be made available to other staff members.
- Together with the Senior Leadership Team, the P.E. leader should scrutinise provision and the quality of P.E. within the school and take action to improve it where required.
- Together with the Head teacher, draw up an annual action plan for the effective spending of the PE & Sports Premium Funding.
- Evaluate the effectiveness and impact of the sports premium funding on an annual basis to help set priorities for the coming year.

Monitoring and Evaluation

It is the role of the Subject Leader for PE and The Health and Wellbeing Learning Team to monitor standards and progress in PE and Games. The impact of our PE offer is measured through our comprehensive monitoring cycle, which includes learning walks, governor involvement, pupil voice, planning scrutiny and curriculum intent reviews. Upon review, the subject team will agree and formulate an action plan for improvement. Each year, we review the impact of the spending of the Sport Premium money and its sustainability which will then inform our next year's spending and how PE can be improved further. Relevant information will be kept in the PE Folder.

The Subject Leader for PE also collaborates with other schools at the Derby SSP conferences and network meetings in order to share ideas on curriculum monitoring and development to raise standards.

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1:

Chellaston Junior School ROLES AND RESPONSIBILITIES WHEN SUPPORT STAFF (including Sports Coaches) LEAD SCHOOL GROUPS OFF-SITE

| THE HEAD TEACHER WILL ... | THE PE SUBJECT LEADERS WILL... | THE HLTA or SPORTS COACH WILL ... |
|--|---|--|
| <p>i. check whether the school policies allow support staff to take a lead role in escorting classes off-site without a teacher being present;</p> <p>ii. designate a qualified teacher to supervise and direct the work of the support staff;</p> <p>iii. check any school insurance, disclosure or qualification requirements are met;</p> <p>iv. meet any required adult – pupil ratios;</p> <p>v. ensure that contingency plans exist in the event of an emergency;</p> <p>vi. ensure a risk assessment is carried out to check that the support staff have a clear understanding of their role/s and have appropriate:</p> <ul style="list-style-type: none"> • confidence to lead the activity; • leadership skills; • organised skills; • control and discipline; • communication skills – with the staff and the pupils; • competence/expertise/experience and/or qualifications to match the demands of the pupils, the demands of the activity or activities to be delivered and the ability to fulfil the tasks delegated to them; • knowledge of the limits of their role and responsibility; • knowledge of the school's emergency procedures <p>vii. confirm the support staff's suitability to work with children,</p> <p>viii. check all support staff apply the school's ethos, procedures and standards appropriately,</p> <p>ix. monitor that individual and/or joint planning of the work with a designated teacher occurs regularly,</p> <p>x. provide appropriate professional development opportunities for school support staff.</p> | <p>i. brief on – or provide – all necessary documentation relating to school procedures and standards – such as that relating to safeguarding children, physical contact (supporting) in PESS, accident and emergency procedures, rewards and sanctions, confidentiality,</p> <p>ii. provide any relevant schemes/units of work,</p> <p>iii. provide lesson plans or ensure joint planning opportunities or monitor any prepared planning provided by the support staff,</p> <p>iv. be the first point of contact with pupils' parents,</p> <p>v. provide clear roles and responsibilities to each individual adult escorting the group,</p> <p>vi. check that any large groups are sub-divided with each child designated to the care of a nominated adult,</p> <p>vii. ensure all support staff carry a list of the group and emergency contact information should it be needed,</p> <p>viii. ensure the support staff have the facility to contact school or a designated teacher in an emergency,</p> <p>ix. instruct the support staff to communicate relevant information about the group to other adults assuming some responsibility for any of the group – for example, the number in the group is given to a specialist swimming teacher or lifeguard as the group enters the poolside,</p> <p>x. check the support staff's level of competency, compatible with safe and effective practice,</p> <p>xi. ensure that a trained first aider accompanies the event or ensure that first aid provision is available at the venue/event.</p> <p>xii. evaluate the event with the support staff as soon as possible after its conclusion,</p> <p>xiii. regularly and systematically monitor and review the quality of provision by the support staff.</p> | <p>i. be clear as to the role and level of responsibility they are assuming,</p> <p>ii. tell the PE Subject Leaders (and/or teacher) if they lack the confidence to lead the group off-site or be involved in the specific activity – eg. have a fear of water if asked to escort a group to a swimming pool,</p> <p>iii. sub-divide the group, allocating the supervision of specific children to specific support staff, for the duration of the event – and ensure each child knows and recognises the adult to whom they are designated,</p> <p>iv. be deployed throughout the group to ensure safety and effective management – eg. at different positions on a coach or walking a group along the road,</p> <p>v. regularly count the number in the group – leaving the school gate, onto the coach, after crossing any roads, on arrival, into the work area, during the session, at the end of the session, commencing the return journey, completion of the return journey,</p> <p>vi. check that the work area (pool, field, beach, museum etc) is clear of any obvious hazards that could harm the pupils,</p> <p>vii. exhibit good discipline and control at all times,</p> <p>viii. regularly change their supervisory/observation position,</p> <p>ix. constantly scan the group and work area,</p> <p>x. inform any specialist staff (eg. swimming teacher, lifeguard, outdoor centre staff etc) of numbers in the group, illnesses, abilities and other relevant group information,</p> <p>xi. carry emergency contact information and group lists at all times,</p> <p>xii. have planned how to deal with any illness that arises during the event – who administers first aid, who manages the rest of the group, who goes to hospital with a child if necessary,</p> <p>xiii. know and apply any contingency plan in the event of accident, condition of work area or inclement weather,</p> <p>xiv. evaluate the event with other accompanying adults and the head teacher/designated teacher after the event.</p> |

Progression of Skills in PE at CJS:

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---|---|--|---|
| Gymnastics | <ul style="list-style-type: none"> - Understand the success criteria for log, tuck and circle rolls. - Work effectively in a partnership. - Attempt to perform a linking sequence with a partner. - Begin to understand how to link actions into rolls. - Continue to develop positive partner working relationships. - Attempt to perform a linking sequence with fluency. - Attempt to explain the success criteria for balances. - Know the difference between a matching and mirrored balance. - Begin to understand the key components for the gymnastic jumps. -Explore different ways of using the apparatus to develop gym balance. | <ul style="list-style-type: none"> - Identify the success criteria for log, tuck and circle rolls. - Work effectively in a partnership. -Confidently perform a linking sequence with a partner. - Know how to link actions into rolls. - Continue to develop positive partner working relationships. - Perform a linking sequence with fluency. - Can explain the success criteria for balances. - Identify the difference between a matching and mirrored balance. - Understand the key components for the gymnastic jumps. -Explore different ways of using the apparatus to develop gym balance. | <ul style="list-style-type: none"> -Develop the log, tuck and circle rolls with linking sequences. -Define the difference between symmetry and asymmetry. -Develop gym skills to enhance body control. -Show creativity when designing a sequence, -Analyse own or partners skills. -Explore a range of progressive partner balances. -Understand how to work safely with gymnastic apparatus. - Explain what makes a successful jump. -Understand the key elements of a warm-up. -Create, perform and review a sequence. -Work collaboratively as a group. -Create perform and review a sequence incorporating apparatus. | <ul style="list-style-type: none"> - Develop the log, tuck and circle rolls with linking sequences with fluency and control. -Explain the difference between symmetry and asymmetry. -Develop gym skills to enhance body control. -Sequences must show creativity. -Analyse own or partners skills. -Demonstrate a range of progressive partner balances. -Know how to work safely with gymnastic apparatus. - Know the success criteria for different gymnastic jumps. -Lead own warm up which includes key elements of a warm-up. -Create, perform and review a sequence with fluent linking sequence and good control. -Work collaboratively as a group. -Create and perform a fluent linking sequence in a small group using apparatus. |
| Dance | <ul style="list-style-type: none"> -Begin to understand and attempt to perform some of the basic jive steps. -Demonstrate dynamic bounce and swing. -Explore trust with partner work in dance. -Know and understand the term pathways. -Begin to identify different pathways. -Develop a phrase of dance using changes of direction. -To know and understand the term re-ordering. -Know and understand the term formation. -Begin to perform a dance showing co-ordination, timing and style. -Evaluate own and peers performance. | <ul style="list-style-type: none"> -To know and perform some basic steps. -Demonstrate dynamic bounce and swing. -Explore trust with partner work in dance. -Know and understand the term pathways. -identify different pathways. -Develop a phrase of dance using changes of direction. -To know and understand the term re-ordering in dance. -Develop a phrase using re-ordering. -Demonstrate the use of formation in dance. -Perform a dance showing co-ordination, timing and style. -Evaluate own and peers performance. | <ul style="list-style-type: none"> -Learn a technical phrase with accuracy and precision. -select and apply appropriate dynamics. -To know and understand the term re-ordering and attempt to demonstrate. -Attempt to evaluate own and peers phrase focusing on fluidity and performance qualities. -Know and understand the term formation, begin to demonstrate. -Select and apply a variety of formations. -Select and apply actions that represent a stimulus. -Perform actions with control, accuracy and extension. -Demonstrate the use of unison and cannon. -Give valuable feedback to peers on choice of actions and performance. | <ul style="list-style-type: none"> -Perform a technical phrase with control and extension. -select and apply appropriate dynamics. -To know and understand the term re-ordering, demonstrate with fluidity. -Evaluate own and peers phrase focusing on fluidity and performance qualities. -Know and understand the term formation, demonstrate confidently. -Select and apply a variety of formations. -Select and apply actions that represent a stimulus. -Perform actions with control, accuracy and extension. -Confidently demonstrate the use of unison and cannon. -Give valuable feedback to peers on choice of actions and performance. |
| Swimming (Lessons in Y4) | <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres unaided, - Swim front crawl, backstroke and breaststroke to show effective propulsion. - Perform a safe self-rescue in different water based situations. - Choose, use and adapt skills for a range of swimming tasks. - Swim for a prolonged period of time e.g. five minutes maintaining good technique across a range of strokes. - Identify strengths and weaknesses of own performance. | | | |

Progression of skills in PE

| | Year 3 | Year 4 | Year 5 | | Year 6 | |
|-----------------------|---|---|--|--|---|---|
| Invasion Games | <ul style="list-style-type: none"> -Identify and perform a range of fundamental movement skills. -Begin to describe simple tactics used in the game to keep possession. -Begin to demonstrate accurate throwing and catching. -Describe the elements of successful passing. -Begin to demonstrate accuracy and control when passing. -Use good teamwork skills when playing a game. -Develop receiving skills. -Begin to identify space when playing in a game. -Explore how to get free from an opponent. -Explore fast, quick movement when trying to get past an opponent. -Begin to show effective communication with team mates. Explore different ways to defend. Demonstrate spatial awareness when moving. | <ul style="list-style-type: none"> Identify and perform a range of fundamental movement skills. -Describe simple tactics used in the game to keep possession -Show accurate throwing and catching. -Describe the elements of successful passing. -Show accuracy and control when passing. -Use good teamwork skills when playing a game. Develop receiving skills. -Identify space when playing in a game. -Show how to get free from an opponent. -Show fast, quick movement when trying to get past an opponent. -To show effective communication with team mates. -Show different ways to defend. -Demonstrate spatial awareness when moving. | <p>Tag Rugby:</p> <ul style="list-style-type: none"> -Understand the importance of dodging when trying to get free from a defender. -To know how to pass the ball with accuracy. -Begin to attempt to work as a team when attacking. -Attempt to pass with accuracy when under pressure. -Apply a range of tactics when playing in defence and attack. -Evaluate others work and make suggestions to improve. -Understand the pass back rule. -Show good sportsmanship when playing against each other. -Show a pulse raising activity and stretches within a warm up. | <p>Basketball:</p> <ul style="list-style-type: none"> -Identify the different fundamental movement skills used in basketball. -Know how to dribble using the correct technique. -Know the different passes used in basketball. -Begin to understand the dribbling and passing rule. -Keep possession of the ball when dribbling. -Invent own dribbling drills using previous knowledge. -Use "man to man" marking to improve defence in a game situation. -Describe how a foul is caused. -Show control when shooting the ball. -Deliver a warm-up activity. -Identify what skills are needed to improve play. | <p>Tag Rugby:</p> <ul style="list-style-type: none"> -Identify the fundamental movement skills used for dodging. -Perform a variety of dodges to lose defenders. -Pass the ball with control, looking at the person before releasing the ball. -Communicate as a team. -Choose skills and tactics as a team to suit the game. -Show controlled passes when under pressure. -Evaluate others work and make suggestions to improve. -Understand the pass back rule. -Show spatial awareness when running with the ball. -Perform passes accurately on both sides of the body. -Show good sportsmanship when playing against each other. -Show a pulse raising activity and stretches within a warm up. | <p>Basketball:</p> <ul style="list-style-type: none"> -Identify and explore the different fundamental movement skills used in basketball. -Show some control of the ball when dribbling. -Name at least 2 of the passes used in basketball. -Show control when performing the different passes. -Explain the dribbling and passing rule. -Keep possession of the ball when under pressure. -Invent own dribbling drills using previous knowledge and understand how to make activity easier or harder. -Use "man to man" marking to improve defence in a game situation. -Understand how a foul is caused. -Describe the BEEF technique when shooting and show control. -Identify what skills are needed to improve their play. -Show a pulse raising activity and stretches within the warm-up. -Suggest different ways techniques or tactics could be improved. |

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| Invasion Games (Cont...) | | | <p>Netball:</p> <ul style="list-style-type: none"> -Know the different passes used in netball. -Explore the areas of a netball court. -Understand the footwork rule. -Identify and develop the fundamental movement skills used in netball. -Know the positions of a high five netball team. -Understand the roles of the different positions. -Know different ways of dodging. -Understand the importance of being able to dodge effectively. -Identify fundamental movement skills used when attacking in netball. -Apply attacking skills to keep possession of the ball. -Apply a range of tactics when defending. -Watch others and suggest improvements. -Communicate with each other to plan tactics. -Show good sportsmanship when playing against each other. | <p>Football:</p> <ul style="list-style-type: none"> -know how to dribble using different parts of the foot. -Understand the importance of space when dribbling. -Make short controlled passes. -Identify strengths and weaknesses when passing. -know how to shoot using the correct technique. -Learn how to close down the space when defending. -Use a range of tactics in attack and defence. -Show good sportsmanship when playing as a team. -Make changes to improve performance. -Use a range of tactics in attack and defence. -Deliver a warm-up activity. | <p>Netball:</p> <ul style="list-style-type: none"> -Perform the three different types of passes with some control. -Show the different areas of the netball court. -Select the correct pass in a game situation. -Describe the footwork rule. -Perform correct footwork most of the time. -Perform the fundamental movement skills used in netball with good control. -Explain the roles of at least 2 positions of a high five netball team. -Mark opposite players, staying close to them. -Perform a type of dodge successfully. -Explain why it is important to dodge when playing netball. -Identify fundamental movement skills used when attacking in netball. -Apply attacking skills to keep possession of the ball in a competitive situation. -Show some understanding of how to defend in the game of netball. -Watch others and suggest improvements. -Communicate with each other to plan tactics. -Show good sportsmanship when playing against each other. | <p>Football:</p> <ul style="list-style-type: none"> -Keep control of the ball when dribbling -Keep the ball close to the body when dribbling. -Show awareness of space when moving with the ball. -Pass with accuracy when under pressure. -Communicate with partner. -Identify strengths and weaknesses when passing and make changes that could improve passing technique. -Describe the key points of the shooting technique. -Show power and accuracy when shooting. -Play effectively in a team. -Show a low balanced position with their heads up ready to react to attackers. -Show good sportsmanship when playing as a team. -Show a pulse raising activity and stretches within the warm-up. |

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| Net & Wall Games | <ul style="list-style-type: none"> -Begin to demonstrate the correct stance for the ready position. -Understand the importance of power when sending over a range of distances. -Discuss simple tactics when trying to score a point -Begin to push a ball with some degree of accuracy when working with a partner. -Demonstrate a range of fundamental skills. -Attempt to show good ball control when attempting to return it. -Attempt to maintain control during a rally with a partner. -Begin to identify how to change the speed of the ball when playing in a game. -Attempt to control the direction of the volley with good racket control. -Evaluate others work using simple criteria. -Show awareness of opponents and team mates when playing games. -To know when to mark a player and when to mark the space. -Watch others and give ideas of how to improve skills | <ul style="list-style-type: none"> -Demonstrate the correct stance for the ready position. -Understand the importance of power when sending over a range of distances. -Discuss simple tactics when trying to score a point -Push a ball with accuracy when working with a partner. Demonstrate a range of fundamental skills. -Show good ball control when attempting to return it. -Maintain control during a rally with a partner. -Know how to change the speed of the ball when playing in a game. -Control the direction of the volley with good racket control. -Evaluate others work using simple criteria. -Show awareness of opponents and team mates when playing games. -To know when to mark a player and when to mark the space. -Watch others and give ideas of how to improve skills | <ul style="list-style-type: none"> -Begin to show the ready position when waiting for the ball. -Know how to send a ball with the correct power. - Perform a range of fundamental movement skills. -Attempt to use a racket with the correct technique. -Understand how to perform a forehand shot. -Understand how to perform a backhand shot. -Know where to stand in order to receive the ball successfully. -know what a volley shot is. -Understand when to use a volley shot. -Learn simple scoring rules. -Identify others strengths and weaknesses and suggest ways for them to improve. -Evaluate and recognise own success. -Show good sportsmanship when playing against each other. | <ul style="list-style-type: none"> -Show the ready position when waiting for the ball. -Change power of the ball when sending over a range of distances. -Perform a range of fundamental movement skills with control. -Show correct grip when holding the racket. -Perform the forehand shot with some control. -Show correct grip of racket when performing the backhand. -Understand when to use a backhand shot. -Recover to the middle after all shots. -Describe key points of the volley shot. -Show good rally position when playing in a rally. -Apply simple scoring rules when playing in a game. -Identify others strengths and weaknesses and suggest ways for them to improve. -Evaluate and recognise own success. -Describe what makes own performance effective. -Show good sportsmanship when playing against each other. |

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| Outdoor Adventurous Activities | <ul style="list-style-type: none"> -Begin to explore a range of orienteering and problem solving activities. - Attempt to lead simple OAA related warm ups and cool downs Understand why OAA is good for your well-being. - Select and use simple tactics and strategies to overcome problems and challenges Co-operate effectively to work as a team. - Show strength, speed and stamina in OAA activities. -Effectively apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting) | <ul style="list-style-type: none"> -Explore a range of orienteering and problem solving activities. - Lead simple OAA related warm ups and cool downs Understand why OAA is good for your well-being. - Select and use simple tactics and strategies to overcome problems and challenges Co-operate effectively to work as a team. - Show strength, speed and stamina in OAA activities. -Effectively apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting) | <ul style="list-style-type: none"> -Explore a range of orienteering and problem solving activities. -Attempt different ways of communicating, collaborating and competing with each other. -Begin to develop an understanding of how to improve in a variety of outdoor and adventurous activities. -Demonstrate strength, speed and stamina in OAA activities. -Confidently apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting) | <ul style="list-style-type: none"> -Explore a range of orienteering and problem solving activities. -Explore different ways of communicating, collaborating and competing with each other. -Develop an understanding of how to improve in a variety of outdoor and adventurous activities. -Demonstrate good strength, speed and stamina in OAA activities. -Confidently apply techniques to support yourself and others when undertaking OAA activities (balance, counter-balance, timing, spotting) |

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| Striking & Fielding | <ul style="list-style-type: none"> - Perform basic fundamental movement skills with control. -Begin to understand how to send underarm and receive a ball with control. -Begin to throw forwards, straight direction. -Select the correct type to suit the needs of the game. -Begin to develop a range of fielding skills. -Explore simple striking skills. -Make contact with ball, using a variety of equipment. -Devise own rules and scoring system. -Show awareness of space. | <ul style="list-style-type: none"> - Perform basic fundamental movement skills with control. -Know how to send underarm and receive a ball with control. -To throw forwards, straight direction. -Select the correct type to suit the needs of the game. -Develop a range of fielding skills. -Show simple striking skills. -Make contact with ball, using a variety of equipment. -Devise own rules and scoring system. -Show awareness of space. | <p>Cricket:</p> <ul style="list-style-type: none"> -Identify the fundamental movement skills used in cricket. -Explore a range of techniques when throwing. -Begin to show reaction skills to stop the ball from touching the floor. -Attempt to perform the correct side on body position when batting. -Begin to follow through the batting strike to target. -Begin to apply striking into competitive games with accuracy. -Attempt to hit a drop fed ball accurately. -Recognise own strengths and weaknesses when batting. -Know how to bowl using the correct technique. -Show some accuracy when performing the bowling action. -Understand how to differentiate bowling. -Begin to apply different bowling in a game. -Begin to demonstrate various ways of fielding the ball, long barrier and one handed pick up. -Evaluate and recognise own success. -Show good sportsmanship when playing against each other. | <p>Cricket:</p> <ul style="list-style-type: none"> -Explore the different fundamental movement skills used in cricket. -Know when to change the height and speed of the ball when throwing. -Show good reaction skills to stop the ball from touching the floor. -Perform the correct side on body position when batting. -Follow through the batting strike to target. -Apply striking into competitive games with accuracy. -To hit a drop fed ball accurately. -Show more confidence when batting. -Identify practices that could improve performance. -Hold a ball using the correct bowling grip. -Show good control when performing the bowling action. -Identify strengths and weaknesses in other bowlers. -Use different speeds when bowling. -Show simple bowling in four wicket cricket. -Communicate with each other when batting. -Show various ways of fielding the ball, long barrier and one handed pick up. -Communicate with each other to plan tactics. -Describe what made own performance effective. -Show good sportsmanship when playing against each other. |
| | | | <p>Rounders:</p> <ul style="list-style-type: none"> -Identify the fundamental movement skills used in rounders. -Develop throwing and catching skills. -Begin to understand the role of backstop. -Begin to show the correct body position when bowling. -Attempt bowling at the correct height. -Know the different areas of a rounders pitch. -Begin to demonstrate accuracy when hitting towards targets. -Use simple batting tactics, to hit into open space. -Begin to make quick decisions when fielding. -Know how to perform the long barrier technique. -Evaluate strengths and weaknesses when fielding. -Begin to understand where to send the ball when fielding in different positions. -Apply knowledge of rules in a game situation. | <p>Rounders</p> <ul style="list-style-type: none"> -Perform the different fundamental movement skills with control. -Throw and catch successfully when under pressure. -Understand the role of backstop. -Show the correct body position when bowling. -Demonstrate bowling at the correct height. -Describe at least 2 simple bowling rules. -Successfully hit a ball with differentiated equipment. -Know the different areas of a rounders pitch. -Work as a team when playing in a small sided game. -Demonstrate accuracy when hitting towards targets. |