



St Mary's Bentworth CE Primary School PE Progression

Our curriculum is purposeful and relevant, where pupils receive at least twice weekly lessons alongside opportunities to be active throughout the school day and after school. For example, children regularly run the 'Daily Mile' and use the wide range of climbing frames, apparatus and other equipment within the school grounds at play and lunchtimes. PE is embedded within each year group's curriculum, ensuring that our pupils develop subject specific skills, knowledge and understanding as well as making links between topics and their learning in other subjects. Staff receive high quality development opportunities from the PE leader to confidently deliver challenging PE lessons. Our rigorous assessment processes ensure that all children are supported and challenged appropriately throughout their PE learning journey. Extra provision, sometimes in additional year groups, is provided to enable children to achieve key skills, as in swimming. Our judicious use of the Sports Premium enables to ensure that the curriculum is broad and rich.

By the end of Key Stage 1

By the end of Key Stage 1, our pupils will have developed fundamental movement skills, become increasingly competent and confident and accessed a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Our pupils are 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

By the end of Key Stage 2

By the end of Key Stage 2, our pupils will have continued 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 will have communicated, collaborated and competed with each other. They will have developed an understanding of how to improve in different physical activities and sports and learned how to evaluate and recognise their own success.

Our pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate. For example, cricket, football, hockey, netball, rounders, rugby 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

- 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

'Greater Depth' is achieved through a focus on ACE – tasks enable pupils to Apply, Connect and Explain & Evaluate

Apply:	Pupils apply skills, knowledge and understanding from their current, and previous, learning independently and in new contexts.
Connect:	Pupils make clear, strong and appropriate links between their skills, knowledge and understanding and the new context.
Explain & Evaluate:	Pupils are able to explore and critically evaluate the outcomes when independently combining the use of taught skills and equipment in their physical activities, both as in individual and within a group/team.

Oak Class: Year R/1

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of children's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Movement Skills

Develop throwing and catching skills.
Jump off equipment with confidence – star, tuck, pencil.
Develop stamina for running.
Perform different rolls – pencil, log, teddy bear.
Explore and copy a range of movements.
Explore how to change movements through speed and space.
Travel over, under and through objects with control.
Select actions using different movements of the body, for different purposes (focused learning activities and through recreational play).

Dance

Be able to copy a range of movements.
Perform dances using simple movement patterns.

Competitive Games

Participate in team games

Ash Class: Year 2/3

<p><u>Movement Skills</u> Refine throwing and catching skills. Jump off equipment with control – star, tuck, pencil, straddle, pike. Improve stamina for running. Perform different rolls – pencil, log, teddy bear, tuck, forward and backwards rolls (Mr Day). Explore and perform a range of travelling and balance skills with control. Understand how to change movement through use of space (agility and co-ordination) Confidently perform fundamental movement skills in isolation and with control. Link simple skills together to make purposeful sequences of movement.</p>	<p><u>Dance</u> Perform dances using movement patterns. Begin to link actions.</p>
<p><u>Communication</u> Describe what they can do well and what they must do to get better. Be able to work with others to create different ideas. Be able to comment and describe how their bodies feel during and after physical activity.</p>	<p><u>Competitive Games</u> Develop basic attacking and defending skills. Know that rules are important within competition for safety and fairness. Describe what they can do well and where they need to make improvements.</p>
<p><u>Swimming (Year 3 only)</u></p>	

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

Lime Class: Year 4/5

Movement Skills

Continue to refine **throwing and catching skills**.
Develop and refine travelling skills through the use of a combination of space, direction and speed.
Jump off a variety of equipment with control – star, tuck, pencil, straddle, pike.
Perform different rolls with control– pencil, log, teddy bear, tuck.
Develop and challenge stability skills (**flexibility, strength, control, balance**) through changes to effort and relationships.
Be able to select and apply a range of skills to suit the demands of the activity with confidence, control and accuracy.

Communication

Develop an increased understanding of strategy in competitive and challenging contexts.
Respond positively in any role they undertake with safety, fairness and cooperation.
Know how to plan and review their work, recognising strengths/ weaknesses and modify their work to make improvements.

Dance

Perform dances using a range of movement patterns.
Be able to modify movements based on aesthetic quality and creativity when sequencing actions.
Be able to use appropriate vocabulary and language when comparing and discussing performance.

Competitive Games

Refine **basic attacking and defending skills**.
Use movement skills of running, jumping, throwing and catching with confidence in game situations.
Be able to understand **simple tactics** through game play in order to be successful.
Be able to watch, describe and suggest improvements.

Understand the reasons why rules are applied to activities and be able to cope with the demands of competition.
 Be able to **work collaboratively**, leading and responding in various roles.
 Be aware of the importance of fair play and respect underpinning the values of sport and activity, encouraging others to achieve.
 Be able to use appropriate vocabulary and language when comparing and discussing performance.

Outdoor and Adventurous Activities

Take part in outdoor and adventurous activity challenges individually.

Elder Class: Year 6

Movement Skills

Be able to competently apply a broad range of travel, stability (**flexibility, strength, control, balance**) and object control skills in specific challenging contexts.
 Be able to **confidently adapt and modify skills through a range of sequences of movements** (space, effort and relationships) in order to create original pieces of work.

Dance

Confidently perform dances using a range of movement patterns.
 Be able to **analyse performance**, understand what it is they are trying to achieve and communicate this through subject specific language.
 Be able to **collaborate with others effectively** in order to meet a shared goal.
 Know what makes a performance effective and apply this knowledge to improve their own and others work.

Communication

Be able to use their initiative to make effective decisions which advance their own/other's learning/gameplay (**tactics**).
 Demonstrate independence and organisation within their learning showing awareness of health and safe practice.

Competitive Games

Confidently use **basic attacking and defending skills.**
 Use **movement skills of running, jumping, throwing and catching with confidence and accuracy in game situations.**
 Be able to apply a variety of strategies and techniques into complex competitive situations.
 Model fair play and respectful attitudes that underpin the values of sport and activity.

	Know what makes a performance effective and apply this knowledge to improve their own and others work.
<u>Outdoor and Adventurous Activities</u> Take part in outdoor and adventurous activity challenges both individually and within a team.	<u>Swimming (children who did not achieve level in Year 3 only)</u> 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.