



Stanhope Primary School

Progression of Knowledge and Skills in P.E.



P.E.

Subject

Intent

At Stanhope Primary School, it is our intent that all pupils, regardless of background and ability, have access to a broad and balanced physical education curriculum. Through the delivery of learning opportunities that inspire all children to succeed, it is our intent that:

- Children are taught and can apply the fundamental skills and movements in each lesson.
- They are physically active in each lesson and are motivated to reach their optimum physical and emotional development.
- They understand the values of teamwork and can collaborate effectively with others in a fair and cooperative manner.
- Pupils can practise and deploy their skills in a range of sports and activities, both individually and in teams, and be able to adapt these in different situations.
- Pupils have access to a wide range of sports within school, delivered by highly trained staff and external sports coaches.
- Children are offered access to a range of after-school sports clubs, including those activities not delivered through the national curriculum.
- The teaching of physical education is effectively differentiated according to pupils' needs, with equal opportunities in terms of resources, facilities and access to extra-curricular activities.
- Pupils observe their own and others' work, arriving at reasoned judgements to improve performance.
- Pupils become highly-skilled young leaders, organising individual and team sports within the school, and promoting sporting attitudes in others.
- Children are at the forefront of all lessons and have a voice in how the PE curriculum is both shaped and delivered.
- All pupils participate in competitive sport, both inside and out of the school, ensuring they do their best and display the skills of sportsmanship and self-discipline. In light of any Covid-19 restrictions, pupils will be able participate in virtual and class competitions.
- Pupils have a clear understanding of the importance of leading a healthy and active lifestyle and are aware of how a balanced diet and regular exercise contribute towards this.
- Sports Premium Funding through STSSN is spent effectively to develop a lasting legacy for PE and sport in the school.
- All children should aspire to leave primary school being able to swim at least 25m.
- Staff feel confident delivering the PE national curriculum and are provided regular CPD opportunities and the chance to work alongside expert sports coaches.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and skills objectives - Dance	<p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds.</p> <p>Perform a wide variety of dance actions both similar and contrasting.</p> <p>Copy, repeat, and perform simple movement patterns.</p> <p>Count and move to beats of 8.</p> <p>Copy and repeat movement patterns.</p>	<p>Respond to a range of stimuli and types of music.</p> <p>Explore space, direction, levels and speeds.</p> <p>Experiment creating actions and performing movements with different body parts.</p> <p>Able to build simple movement patterns from given actions.</p> <p>Compose and link actions to make simple</p>	<p>Describe and explain how performers can transition and link shapes and balances.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Challenge themselves to move imaginatively responding to music.</p> <p>Work as part of a group to create and perform short movement sequences to music.</p>	<p>Practise different sections of a dance aiming to put together a performance.</p> <p>Perform using facial expressions.</p> <p>Perform with a prop.</p> <p>National Curriculum Focus: Develop and perform simple routines.</p> <p>Perform to an audience.</p>	<p>Work to include freeze frames in routines.</p> <p>Practise and perform a variety of different formations in dance.</p> <p>Develop a dance to perform as a group with a set starting position.</p> <p>National Curriculum Focus: Perform routines to audiences.</p> <p>Perform using a range of movement patterns and set phrases.</p> <p>Work collaboratively in</p>	<p>Perform different styles of dance fluently and clearly.</p> <p>Refine & improve dances adapting them to include use of space rhythm & expression.</p> <p>Worked collaboratively in groups to compose simple dances.</p> <p>Recognise and comment on dances suggesting ideas for improvement.</p> <p>National Curriculum Focus: Perform</p>	<p>Work collaboratively to include more complex compositional ideas.</p> <p>Develop motifs and incorporate into self-composed dances as individuals, pairs & groups.</p> <p>Talk about different styles of dance with understanding, using appropriate language & terminology.</p> <p>National Curriculum Focus: Work collaboratively with a</p>

	<p>Work as an individual, in partners, and as a group.</p> <p>National Curriculum Focus: To accurately replicate basic dance movements and enjoy participating in a broad range of activities.</p>	<p>movement phrases.</p> <p>Respond appropriately to supporting concepts such as canon and levels.</p> <p>National Curriculum Focus: Extend coordination, flexibility and balance.</p> <p>Perform short, simple movement patterns.</p> <p>Watch others and say what they liked about a performance.</p> <p>Become increasingly confident in simple body actions and shapes.</p> <p>Choose and develop simple actions independently and apply to movement patterns.</p>	<p>Perform using more sophisticated formations as well as an individual.</p> <p>Explore relationships through different dance formations.</p> <p>Explain the importance of emotion and feeling in dance.</p> <p>Use the stimuli to copy, repeat and create dance actions and motifs.</p> <p>National Curriculum Focus: Become increasingly competent and confidence in fundamental basic ABC in relation to dance activity.</p> <p>Develop and perform simple movement patterns.</p> <p>Develop competence. To perform a simple movement pattern (motif) in a given formation.</p>		<p>groups.</p>	<p>routines to audiences.</p> <p>Perform in a variety of dance styles.</p> <p>Work collaboratively in groups.</p>	<p>partner and in small groups to perform more complex dances.</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best.</p> <p>Develop flexibility, balance, strength and control in a range of dances.</p>
<p>Knowledge and skills objectives - Gymnastics</p>	<p>To develop confidence in fundamental movements.</p> <p>To experience jumping, sliding, rolling, moving over, under and on apparatus.</p> <p>To develop coordination and gross motor skills.</p> <p>To develop confidence in fundamental movements.</p> <p>To learn and refine a variety of shapes, jumps, balances and rolls.</p> <p>To link simple balance, jump and travel actions.</p> <p>National Curriculum Focus: Develop basic movements such as jumping, changing direction, moving at</p>	<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link.</p> <p>To perform a variety of basic gymnastics actions showing control</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns</p> <p>To perform longer movement phrases and link with confidence</p> <p>National Curriculum</p>	<p>Describe and explain how performers can transition and link gymnastic elements.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Challenge themselves to develop strength and flexibility.</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring.</p> <p>Develop body management through a range of floor exercises.</p> <p>Use core strength to link recognized gymnastics elements, e.g., back support and</p>	<p>Modify actions independently using different pathways, directions and shapes.</p> <p>Consolidate and improve quality of movements and gymnastics actions.</p> <p>Relate strength and flexibility to the actions and movements they are performing.</p> <p>To use basic compositional ideas to improve sequence work—unison.</p> <p>Identify similarities and differences in sequences</p> <p>Develop body management over a range of floor exercises</p> <p>Attempt to bring</p>	<p>To become increasingly competent and confident to perform skills more consistently</p> <p>Able to perform in time with a partner and group.</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Develop an increased range of body actions and shapes to include in a sequence.</p> <p>Define muscles groups needed to support the core of their body.</p> <p>Refine taking weight on small and large body parts, for example hand and shoulder.</p>	<p>Take responsibility in own warm up including remembering and repeating a variety of stretches.</p> <p>Perform more complex actions, shapes and balances with consistency.</p> <p>Use information given by others to improve performance.</p> <p>Remember and repeat longer sequences with more difficult actions.</p> <p>National Curriculum Focus: Apply a range of complex actions to make sequence.</p> <p>Make improvements in own performance from feedback.</p> <p>Demonstrate an</p>	<p>Lead group warm up showing understanding of need for strength and flexibility.</p> <p>Demonstrate accuracy, consistency and clarity of movement.</p> <p>Work independently and in small groups to make up own sequences.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Experience flight on and off of high apparatus.</p> <p>Perform increasingly complex sequences.</p> <p>Combine own ideas with others to build</p>

	<p>speed and balancing. Accurately replicate basic movements and enjoy participating in a broad range of activities.</p>	<p>Focus: Mastering basic movements and developing agility, balance and co-ordination (ABCs). To extend performance in movement patterns and sequences.</p>	<p>half twist. Attempt to use rhythm whilst performing a sequence. National Curriculum Focus: Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity. Develop and perform simple Become increasingly competent and confident in fundamental ABC in relation to gymnastic activity. Develop and perform simple sequences.</p>	<p>explosive moves in to floor work through jumps and leaps Show increasing flexibility in shapes and balances National Curriculum Focus: Devise simple sequences using compositional ideas. Master basic movements including leaping, jumping, balancing and stretching. Work collaboratively to adapt, change and improve individual sequence. Perform with control and confidence a range of basic actions Develop a broader range of new actions Work individually to improve a sequence</p>	<p>National Curriculum Focus: Develop strength and Stamina through sustained periods of rigorous activity. Practice and implement runs, leaps, jumps and locomotion in more complex sequences. Work collaboratively to perform with a partner. Perform with control and confidence a range of basic actions. Develop a broader range of new actions. Work individually to improve a sequence.</p>	<p>understanding of how to improve strength and flexibility in starter activity.</p>	<p>sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions. National Curriculum Focus: Work collaboratively with a partner and in small groups to perform. Compare performance with previous performances and demonstrate improvement to achieve personal best. Develop flexibility, balance, strength and control. Enjoy communicating and collaborating during group work. Perform for sustained periods of time demonstrating strength and stamina. Recognise their own success by reflecting upon and evaluating performance.</p>
<p>Knowledge and skills objectives – Attack, Shoot, Defend</p>		<p>To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and co-ordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games.</p>	<p>Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics Recognise good quality in self and others To work with others to build basic attacking</p>				

		<p>Preparing for, and explaining reasons why we enjoy, exercise.</p> <p>National Curriculum Focus: Develop fundamental movement skills in a variety of games.</p> <p>Engage in competitive situations with some attacking and defending skills.</p> <p>Become increasingly competent and confident with fundamental movement skills.</p> <p>Develop simple tactics in game situations.</p>	<p>play.</p> <p>National Curriculum Focus: Develop eye to foot co-ordination.</p> <p>Participate in increasingly challenging games situations.</p> <p>Apply agility, balance and co-ordination to a range of ball skills.</p> <p>Participate in increasingly challenging games situations.</p> <p>Participate in team games development simple tactics for attacking and defending.</p>				
<p>Knowledge and skills objectives – Hit, Catch, Run</p>		<p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects.</p> <p>Develop sending and receiving skills to benefit fielding as a team.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce the concept of simple tactics.</p> <p>National Curriculum Focus: Extend agility and co-ordination through throwing, catching and retrieving.</p> <p>Participate in simple hit, catch and run games.</p> <p>Score points through sending balls and running.</p>	<p>To developing hitting skills with a variety of bats</p> <p>Practice feeding/bowling skills</p> <p>Hit and run to score points in games</p> <p>Work on a variety of ways to score runs in different hit, catch, run games</p> <p>Work in teams to field</p> <p>Begin to play the role of wicket keeper or backstop</p> <p>National Curriculum Focus: Develop eye to hand coordination for hitting.</p> <p>Participate in striking and fielding game situations.</p>				
<p>Knowledge and skills objectives –</p>		<p>Pupils will begin to link running and jumping.</p> <p>To learn and refine a range of running which</p>	<p>Develop power, agility, coordination and balance over a variety of activities.</p>				

<p>Run, Jump Throw</p>		<p>includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. National Curriculum Focus: Engage in competitive activities against self and others. Master basic running, jumping and throwing skills.</p>	<p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. National Curriculum Focus: Develop agility in running. Participate in competitions for running, jumping and throwing.</p>				
<p>Knowledge and skills objectives – Send and Return</p>		<p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. National Curriculum Focus: Extend co-ordination for hitting. Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas.</p>	<p>Be able to track the path of ball over a net and move towards it. Begin to hit and return a ball using a variety of hand and racquet with some consistency. Play modified net/wall games throwing, catching and sending over a net. National Curriculum Focus: Participate in modified net/wall games. Combine isolated skills e.g. moving towards a ball to make contact. Compete against self and others to score points.</p>				
<p>Knowledge and skills objectives – Physical Literacy</p>	<p>Explore balance and managing own body including manipulating small objects. Able to stretch, reach, extend in a variety of ways and positions. Able to control body and perform specific movements on command. Explore a variety of rolling, sliding and slithering.</p>						

	<p>Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations.</p> <p>Participate in a variety of small group co-operative activities.</p> <p>Travel with some control and coordination.</p> <p>Change direction at speed through both choice and instructions.</p> <p>Perform actions demonstrating changes in speed.</p> <p>Stop, start, pause, prepare for and anticipate movement in a variety of situations.</p> <p>National Curriculum Focus: Developing balance, flexibility and body management.</p> <p>Gaining confidence in a variety of gross motor skills.</p> <p>Working with others.</p>						
<p style="text-align: center;">Athletics</p>				<p>Control movements and body actions in response to specific instructions.</p> <p>Demonstrate agility and speed.</p> <p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force.</p> <p>National Curriculum Focus: Compete against self and others developing simple technique.</p> <p>Master basic movements including running, throwing and</p>	<p>Using running, jumping and throwing workstations children investigate in small groups different ways of performing these activities.</p> <p>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p> <p>National Curriculum Focus: Compete against self and others developing simple technique.</p> <p>Master basic</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy.</p> <p>National Curriculum Focus: Master basic movements including running, throwing and jumping and identify ways to improve.</p> <p>Compete against self and others selecting</p>	<p>Become confident and expert in a range of techniques and recognise their own success.</p> <p>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</p> <p>Work in collaboration and demonstrate improvement when working with self and others.</p> <p>Accurately and confidently judge across a range of activities.</p> <p>National Curriculum Focus: Compete</p>

				<p>jumping.</p> <p>Work collaboratively and individually to help improve self and others</p>	<p>movements including running, throwing and jumping.</p> <p>Work collaboratively and individually to help improve self and others.</p>	<p>and applying simple techniques effectively.</p> <p>Work collaboratively and individually to help improve self and others.</p>	<p>developing fluency in skills and techniques individually and as part of a team.</p> <p>Work in collaboration to apply strategies for maximising speed and distance.</p> <p>Compare and contrast team and individual performances.</p>
<p>Basketball/ Dodgeball/ Handball/ Netball</p>				<p>Learn basic defensive techniques.</p> <p>To be able to perform basic netball/dodgeball skills such as passing and catching using recognized throws.</p> <p>To use space effectively to build attacking play.</p> <p>To implement the basic rules of netball/ dodgeball/ handball.</p> <p>National Curriculum Focus: Play in competitive, modified games.</p> <p>Develop simple tactics.</p> <p>Develop control in combining handball/ dodgeball/ netball skills.</p> <p>Work collaboratively to use basic tactics and strategies to attack.</p> <p>Master basic movements including running, throwing and catching.</p>	<p>Introduce bee netball positions.</p> <p>Acquire and apply basic shooting techniques.</p> <p>Demonstrate and implement some basic rules of high five.</p> <p>Develop netball skill such as marking and footwork.</p> <p>National Curriculum Focus: Play in competitive games developing stamina and endurance.</p> <p>Practise and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics for defending and attacking.</p>	<p>To confidently use specific basketball/ dodgeball skills in games for example: dribbling, blocking, shooting and keeping goal.</p> <p>To begin to play effectively in different positions on the pitch in both attack and defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>Use a wide range of basketball/ dodgeball rules consistently.</p> <p>National Curriculum Focus: Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>Work as a team to improve group tactics and game play.</p> <p>Play within the rules using screening to break down offensive play.</p> <p>Play within the rules using blocking skills for shots and passes.</p> <p>Develop defensive skills.</p> <p>National Curriculum Focus: Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to play using different tactics.</p> <p>Compare team's performance against others.</p>
<p>Tennis</p>				<p>To identify and describe some rules of tennis.</p> <p>To serve to begin a game.</p> <p>To explore forehand hitting.</p> <p>National Curriculum Focus: Play in</p>	<p>Explore different shots (forehand, backhand).</p> <p>Work to return serves.</p> <p>Positions in game play.</p> <p>National Curriculum Focus: Play competitively against others.</p>		<p>Develop backhand shots.</p> <p>Introduce the lob.</p> <p>Begin to use full tennis scoring systems.</p> <p>Continue developing doubles play and tactics to improve.</p>

				<p>competitive games developing simple tactics.</p> <p>Master basic movements including hitting, returning, moving to return.</p> <p>Work collaboratively to use basic tactics.</p>	<p>Work hard to challenge self to improve consistency of shots.</p> <p>Implement basic tactics.</p>		<p>National Curriculum Focus: Play competitively against others and work together with others in game play.</p> <p>Work hard to challenge self to improve consistency of shots including newly learnt shots.</p> <p>Implement basic tactics in game play and score games using appropriate scoring system.</p>
Cricket				<p>To develop the range of Cricket skills they can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>National Curriculum Focus: Play in competitive games developing stamina and endurance.</p> <p>Practice and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics and strategies for batting and fielding.</p>	<p>To develop the range of Cricket skills they can apply in a competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>National Curriculum Focus: Play in competitive games developing power, flexibility and cardiovascular endurance.</p> <p>Practice and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics and strategies for batting and fielding.</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.</p> <p>National Curriculum Focus: Play in competitive games developing power, flexibility and cardiovascular endurance.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>Apply with consistency standard cricket rules in a variety of different styles of games.</p> <p>Attempt a small range of recognised shots in isolation and in competitive scenarios.</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p> <p>National Curriculum Focus: Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to apply defensive and attacking tactics.</p> <p>Compare team performance against other team performances.</p>
Hockey				<p>To be able to consistently perform basic hockey skills such as dribbling and push pass.</p> <p>To implement the basic rules of hockey.</p> <p>To develop tactics and</p>			<p>To choose and implement a range of strategies and tactics to attack and defend.</p> <p>To combine and perform more complex skills at great speed.</p> <p>To recognise and</p>

					<p>apply them in competitive situations.</p> <p>To increase speed and endurance during game play.</p> <p>National Curriculum Focus: Play in competitive games developing stamina and endurance.</p> <p>Practise and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics for defending and attacking.</p>		<p>describe good individual and team performances.</p> <p>To suggest, plan and lead a warm up as a small group.</p> <p>National Curriculum Focus: Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to play in different formations.</p> <p>Compare team performance against other team performances.</p>
<p>Tag Rugby</p>				<p>To consistently perform basic tag rugby skills.</p> <p>Implement rules and develop tactics in competitive situations.</p> <p>To increase speed and develop endurance during game play.</p> <p>National Curriculum Focus: Developing stamina and speed in competitive games.</p> <p>Practice and use running and dynamic balance in games.</p> <p>Work as a team to use basic defending and attacking tactics in games.</p>	<p>To combine basic tag rugby skills such as catching and quickly passing in one movement.</p> <p>To be able to select and implement appropriate skills in a game situation.</p> <p>To begin to play effectively when attacking and defending.</p> <p>To increase the power of passes so the ball can be moved quickly over greater distance.</p> <p>National Curriculum Focus: Able to recognise where improvements could be made in their own work.</p> <p>Develop, select and combine more complex skills in competitive environments.</p> <p>Play in games developing strength and technique.</p>		<p>To choose and implement a range of strategies and tactics to attack and defend.</p> <p>To combine and perform more complex skills at speed.</p> <p>To observe, analyse and recognise good individual and team performances.</p> <p>To suggest, plan and lead a warm up as a small group.</p> <p>National Curriculum Focus: Play in competitive games developing fluency in skills and techniques.</p> <p>Working as a team implementing attacking and defending tactics.</p> <p>Compare team performances against other team performance.</p>

<p style="text-align: center;">Football</p>						<p>To play effectively in a variety of positions and formations on the pitch.</p> <p>Relate a greater number of attacking and defensive tactics to game play.</p> <p>Become more skilful when performing movements at speed.</p> <p>National Curriculum Focus: Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>Choose and implement a range of strategies to attack and defend.</p> <p>To perform a wider range of more complex skills.</p> <p>Recognise and describe good individual and team performances.</p> <p>Suggest, plan and lead simple drills for given skills.</p> <p>National Curriculum Focus: Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to play in different formations.</p> <p>Compare team performance against other team performances.</p>
<p style="text-align: center;">Rounders</p>						<p>Link together a range of skills and use in combination.</p> <p>Collaborate as a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance.</p> <p>National Curriculum Focus: Play in competitive games developing power, flexibility and cardiovascular endurance.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in</p>	<p>Apply consistently rounders rules in conditioned games.</p> <p>Play small sided games using standard rounders pitch layout.</p> <p>Use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p> <p>National Curriculum Focus: Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to apply defensive and attacking tactics.</p> <p>Compare team performance against other team performances.</p>

						game situations.	
OAA						<p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory.</p> <p>Develop and use trust to complete task and perform under pressure.</p> <p>National Curriculum Focus: Compare performance with previous performances.</p> <p>Apply a range of skills to complete a task.</p> <p>Practise using problem solving skills.</p>	<p>Use information given by others to complete tasks and work collaboratively</p> <p>Undertake more complex tasks</p> <p>Take responsibility for a role in a task</p> <p>Use knowledge of PE and physical activities to suggest design ideas & amendments to games</p> <p>National Curriculum Focus: Make improvements in own performance from feedback</p> <p>Use increasingly sophisticated problem solving skills</p>
Festivals/ Coaches/ Competitions	<p>Co-ordination Challenge Festival</p> <p>Multi Sport Festival</p> <p>Gym Festival</p> <p>Gymnastics Coach</p>	<p>Mini Tennis Festival</p> <p>Multi Skills Festival</p> <p>OAA Festival</p> <p>Gymnastics Coach</p> <p>Dance Coach</p> <p>Cricket Coach</p> <p>Tennis Coach</p>	<p>Mini Tennis Festival</p> <p>Multi Skills Festival</p> <p>Cricket Festival</p> <p>OAA Festival</p> <p>Gymnastics Coach</p> <p>Dance Coach</p> <p>Cricket Coach</p> <p>Tennis Coach</p>	<p>Cross Country</p> <p>Multi Skills Festival</p> <p>Mini Tennis</p> <p>OAA Festival</p> <p>Quad Kids Athletics</p> <p>Gymnastics Coach</p> <p>Athletics Coach</p> <p>Netball Coach</p> <p>Tennis Coach</p>	<p>Skipping Festival</p> <p>Cross Country</p> <p>Sportshall Athletics</p> <p>Mini Tennis</p> <p>OAA Festival</p> <p>Quad Kids Athletics</p> <p>Gymnastics Coach</p> <p>Athletics Coach</p> <p>Netball Coach</p> <p>Tennis Coach</p>	<p>Cross Country</p> <p>Sportshall Athletics</p> <p>Sportsability Festival</p> <p>Boccia</p> <p>Tag Rugby</p> <p>Quad Kids Athletics</p> <p>Orienteering</p> <p>Gymnastics Coach</p> <p>Dodgeball Coach</p> <p>Football Coach</p> <p>Dance Coach</p>	<p>Cross Country</p> <p>Sportshall Athletics</p> <p>Sportsability Festival</p> <p>Boccia</p> <p>Tag Rugby</p> <p>Quad Kids Athletics</p> <p>Orienteering</p> <p>Gymnastics Coach</p> <p>Dodgeball Coach</p> <p>Football Coach</p> <p>Dance Coach</p>

<p style="text-align: center;">More Able Challenge & End Points</p> <p style="text-align: center;">Mastery</p>	<p>EYFS Exceeding</p> <p>Moving and handling: Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <p>Health and self-care: Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>Years 1-6</p> <p>Pupils who excel in the PE curriculum objectives or are identified as having a specific talent or passion in Sports will be supported and encouraged to reach their potential and access the best support possible.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> • Encourage access to extracurricular Sports clubs ran by school and external providers • Signpost families to local area Sports talent development schemes, teams and charities • Provide opportunities for children to compete in local individual and team sports tournaments or competitions • Teach children about Sporting Events as well as local and national Sports Personalities in order to engage and inspire them • Teach children to have a secure knowledge of personal health, safety and hygiene that will support them to reach their potential
<p style="text-align: center;">End Points & Support for Least Able</p> <p style="text-align: center;">Children working below ARE</p>	<p>With support, pupils can:</p> <ul style="list-style-type: none"> • engage in a range of activities which will encourage movement and control • use a range of indoor and outdoor equipment • join in with a team game • access climbing equipment • follow instructions to stay safe 	<p>With (or without) specific support, pupils can:</p> <ul style="list-style-type: none"> • Engage in multi-skills, dance, gymnastics, ball skills, athletics and field games activities alongside their peers • Identify an aspect of physical education that they enjoy • Develop a basic understanding of the importance of staying healthy • Follow directions that will keep them safe <p>Children who are identified as working below ARE in PE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies such as OT and Physio.</p> <p>It is also important to recognise that children identified as having SEND may not always be least able in PE and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> • Teachers adapt, modify and/or alternative activities that offer an equivalent degree of challenge to the activities provided in the Champions Scheme to ensure all the pupils make progress. • Target specific support to children who may need to take part in certain activities or types of movement. • For some activities, 'parallel' activity may be provided for pupils with SEN and/or disabilities. • Record performances using IPADS and replay it to help improve performance. • Break movements and/or targeted activities down into smaller steps to ensure all children are the given best possible opportunity to succeed. • Give clear and concise instructions, modelling skills and activities to support children to understand expectations and process what they are being asked to do.

**SEND:
Engagement
Model**

**Children
working below
NC Level**

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

This model will be used alongside children's individual EHCP and Pupil Progress Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.