



Progression in Physical Education at Harry Hotspur CE Primary School



PHYSICAL EDUCATION

National Curriculum Expectations

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

- The national curriculum for computing aims to ensure that all pupils:
 - develop competence to excel in a broad range of physical activities
 - are physically active for sustained periods of time
 - engage in competitive sports and activities
 - lead healthy, active lives.



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Statutory and Non-Statutory Frameworks:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Development Matters:</p> <p>PSED</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. <p>PD</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding 	<p>Development Matters:</p> <p>PSED</p> <ul style="list-style-type: none"> Manage their own needs. - personal hygiene Know and talk about the different factors that support overall health and wellbeing: - regular physical activity <p>PD</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing 	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>National Curriculum</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				



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<p>(scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none">• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For	<ul style="list-style-type: none">• Progress towards a more fluent style of moving, with developing control and grace.• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Combine different movements with ease and fluency.• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.• Develop overall body strength, balance, coordination and agility <p>EAD</p>	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none">○ 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.
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example, choosing a spade to enlarge a small hole they dug with a trowel.

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

EAD

- Respond to what they have heard, expressing their thoughts and feelings.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.



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Statutory Framework for the early years foundation stage

ELG:

PSED

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.
- Work and play cooperatively and take turns with others.

PD

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

EAD

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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

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



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Physical Education at St Michael's CE Primary School

St Michael's CE Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development. We aim to provide a PE curriculum which aids children's increasing self-confidence in their ability and resilience in participating in competitive sports and respecting the rules of each discipline. All children are encouraged to join clubs and extend their interest and involvement in sport and fitness are taught, how to take responsibility for having a healthy and fit body, and begin to understand those factors which affect health and fitness.



Big Ideas

Skills-pupils learn to excel in a broad range of physical activities

Activity-pupils are physically active for sustained periods of time

Competition-pupils engage in competitive sports and activities

Being healthy-pupils lead healthy, active lives

'Physically educated persons should be defined as those who have learned to arrange their lives in such a way that the physical activities they freely engage in make a distinctive contribution to their wider flourishing.'

James MacAllister (Stirling University)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of techniques

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff

Support

For staff:

- National Curriculum
- Subject associations – [AFPE](#)
- Rising Stars – [Champions](#) Sport and fitness
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans



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| | | <ul style="list-style-type: none"> • Opportunities are provided for revisiting content or applying learning at greater depth. | <ul style="list-style-type: none"> • Texts / resources chosen which are accessible • Children requiring support do not miss the same lesson every week |
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Long term plan over a 2-year cycle:

September 2024 then 2026

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Multi-skills		Dance		Gymnastics	
KS1	1.1 Multi-skills <i>Boot camp</i>	2.2 Ugly bug ball dance <i>Might movers (running)</i>	1.3 Groovy gymnastics <i>Skip to the beat</i>	2.4 Brilliant ball skills <i>Gymfit circuits</i>	1.5 Throwing and catching <i>Cool core (strength)</i>	2.6 Active Athletics <i>Fitness frenzy</i>
LKS2	3.1 Multiskills <i>Boot camp</i>	4.2 Dynamic dance <i>Might movers (boxercise)</i>	3.3 Groovy gymnastics <i>Skip to the beat</i>	4.4 Striking and fielding <i>Gymfit circuits</i>	3.5 Throwing and catching <i>Cool core (strength)</i>	4.6 Young Olympians <i>Fitness frenzy</i>
UKS2	5.1 Invaders <i>Boot camp</i>	6.2 Dynamic dance <i>Might movers (boxercise)</i>	5.3 Gym sequences <i>Step to the beat</i>	6.4 Striking and fielding <i>Gymfit circuits</i>	5.5 Nimble nets <i>Cool core (Pilates)</i>	6.6 Young Olympians <i>Fitness frenzy</i>

September 2023 then 2025

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Multi-skills		Dance		Gymnastics	
KS1	2.1 Multi-skills <i>Boot camp</i>	1.2 Story time dance	2.3 Groovy gymnastics	1.4 Brilliant ball skills	2.5 Throwing and catching	1.6 Active Athletics



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		<i>Might movers (running)</i>	<i>Skip to the beat</i>	<i>Gymfit circuits</i>	<i>Cool core (strength)</i>	<i>Fitness frenzy</i>
LKS2	4.1 Invaders <i>Boot camp</i>	3.2 African dance <i>Might movers (running)</i>	4.3 Gym sequences <i>Step to the beat</i>	3.4 Brilliant ball skills <i>Gymfit circuits</i>	4.5 Nimble nets <i>Cool core (Pilates)</i>	3.6 Active Athletics <i>Fitness frenzy</i>
UKS2	6.1 Invaders <i>Boot camp</i>	5.2 Dynamic dance <i>Might movers (boxercise)</i>	6.3 Gym sequences <i>Step to the beat</i>	5.4 Striking and fielding <i>Gymfit circuits</i>	6.5 Nimble nets <i>Cool core (Pilates)</i>	5.6 Young Olympians <i>Fitness frenzy</i>



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Dance	<p>Increasingly being able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <ul style="list-style-type: none"> -use of soft fabric to throw and catch -move to a rhythm of an instrument -play musical statues -copy movements <p>Start taking part in some dance/ movement group activities which they make up for themselves, or in teams.</p> <ul style="list-style-type: none"> -Develop the overall body strength, coordination, balance and agility needed to engage in dance, sports and gymnastics. 	<ul style="list-style-type: none"> -Confident to explore space within their dances and movements Recognise that dances can have themes and stories -Perform basic body actions along with music -Use different parts of the body, combine arm and leg actions -Perform with an awareness of body shape required -Remember and repeat simple movement patterns -Move with control and show spatial awareness -With help, compose a basic movement phrase -Work with a partner -Engage with the class to perform marching sequence and canon 	<ul style="list-style-type: none"> -Select movements that show a clear understanding of the theme/ story/ idea of the dance Show confidence to perform in front of others -Show some sense of dynamic, expressive and rhythmic qualities in their own dance -Use different parts of the body in isolation and combination -Perform with control and balance and demonstrating coordination -Explore and use basic choreography including levels, speed changes, unison and canon -Move with imagination responding the music -Perform with expression -Attempt to work as part of a group 	<ul style="list-style-type: none"> -Contribute ideas to the structure of the dance -Describe using appropriate language the features of dances performed by others -Attempt to perform with a sense of dynamics -Competently include props and other ideas in their dance -Attempt short pieces of improvised dance responding to the structure/theme of the dance -Share and create short dance phrases with a partner and in small groups -Perform movements with increased control -Express moods and feelings throughout the dance piece -Can decide with others which floor 	<ul style="list-style-type: none"> -Respond sensitively to professional work -Refine, repeat and remember short dance phrases -Perform with increasing musicality with control and confidence -Perform dances with consistency Show rhythm and style when performing as an individual and with others -Dance using a variety of formations confidently -Show sensitivity to a dance idea/theme or story -Showing self-control and maturity to perform a partner/ group contact work 	<ul style="list-style-type: none"> -Confidently participate in dances from different cultures/parts of the world -Perform different styles of dance clearly and fluently -Refine & improve dances adapting them to include use of space rhythm & expression -Adapt their skills to meet the demands of a range of dance styles -Incorporate levels and flight into movement patterns and dances -Create and use compositional ideas confidently such as pathways, step patterns and unison -Recognise and comment on dances suggesting ways to improve -Work collaboratively in groups to compose short dances 	<ul style="list-style-type: none"> -Interpret different stimuli with imagination and flair -Identify in others and self where good performance qualities are achieved -Warm up and cool down independently -Work creatively and imaginatively on their own, in pairs and in a group to create simple dances -Use recognised dance actions and adapt to create motifs and movement patterns -Communicate the artistic intention of a dance clearly, fluently, musically and with control -Practise and refine coordination skills through activities such as live aural setting / freeze frame -When working in groups/pairs take the lead suggesting ideas and refining actions of others -Use facial expression to communicate



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			to perform a dance -Able to comment on ideas and emotions and how they can be portrayed through dance	patterns/pathways to follow			emotion and a further narrative
Gymnastics	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs or climb up apparatus (outdoors and in the hall), using alternate feet. -Develop the overall body strength, coordination, balance and agility needed to engage in dance, sports and gymnastics. -Confidently and safely use a range of apparatus (outdoors and in the hall) to develop body strength, coordination and agility. 	<ul style="list-style-type: none"> -Use words such as rolling, traveling, balancing, climbing -Decide which supporting concepts and actions to add to their sequence -Safely move and carry basic gym equipment such as mats and benches -Recognise like actions and link them together -Perform simple gymnastic actions and shapes -Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping -Make their body tense, relaxed, stretched and curled -Perform in unison and canon -Move on, off and over object with 	<ul style="list-style-type: none"> -Comment on aspects of own and others performances -Perform with control and consistency basic actions at different speeds and on different levels -Create and perform a simple sequence -Show contrasts in gymnastics shapes and actions -Work to improve flexibility and strength -Attempt to use rhythm whilst performing a sequence -Use core strength to link gymnastic elements e.g. back support and half twist -Remember and repeat sequences 	<ul style="list-style-type: none"> -Modify actions independently using different pathways, directions and shapes -Identify similarities and differences in sequences -Perform sequences with contrasting actions -Show strength and flexibility to shapes and actions being performed -Remember and repeat sequences -Adapt basic sequences to include some apparatus -Develop body management over a range of floor exercises -Comment on others gymnastics sequences describing what they did well 	<ul style="list-style-type: none"> -Decide on ways to improve a piece of work using compositional elements and implement changes -Apply a broader range of more challenging skills executed with precision -Perform actions such as balance, body shapes and flight with control -Develop an increased range of body actions and shapes to use in longer, more complex sequences -Identify 'core muscles' and use them to improve quality of shapes and actions -Show smooth transitions and flow in sequences 	<ul style="list-style-type: none"> -Selects a component for improvement and use guidance from others to do so -Explain the significance of a warm up and how it relates to gymnastics activity -Create longer and more complex sequences and adapt their performances -Follow, copy and repeat others actions -Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions -Attempt to perform more complex skills in isolation such as round-off -Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls 	<ul style="list-style-type: none"> -Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria -Perform increasingly complex sequences -Compose and practise actions and relate to music -Experience flight on and off of apparatus -Show clarity, fluency, accuracy and consistency in their movements -Lead group warm up demonstrating the importance of strength and flexibility -Work independently and in small groups to make up sequences to perform to an audience -use the climbing frame safely



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Swimming		<ul style="list-style-type: none"> confidence including the climbing frame -Communicate with a partner to create short sequence 	<ul style="list-style-type: none"> -Reflect on own performance and use scoring system to judge performance -Develop character and maturity to work in close proximity with others -use the climbing frame safely 	<ul style="list-style-type: none"> -Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle -use the climbing frame safely 	<ul style="list-style-type: none"> -Adapt actions and sequences to work with partners and small groups -At key points, compare their performances to previous ones -use the climbing frame safely 	<ul style="list-style-type: none"> -Work responsibly in trust exercises and when counterbalancing -Perform symmetry and asymmetry individually, in pairs and as a group -use the climbing frame safely 	
				<ul style="list-style-type: none"> -Propel themselves over longer distances using swimming aids -Move with more confidence in water including submerging themselves fully -Enter and exit the water independently -Float and regain to standing confidently -Push and glide and transition from glide to stroke -Attempt skill of sculling and use to propel themselves -Apply basic arm and leg action to 'doggy paddle' -Swim a short distance between 5 and 20 metres unaided using one consistent stroke -Begin to use basic swimming techniques including correct arm and leg action -Attempt to use basic breathing patterns when swimming -Enter and exit the water in a variety of ways -Work in collaboration to perform group challenges such as group floats -Submerge, sink, roll and rotate underwater 	<ul style="list-style-type: none"> -Swim over greater distance of 10 and 20 metres with confidence in shallow water -Bring control and fluency to at least two recognised strokes -Compete as part of a team -Implement good breathing technique to allow for smooth stroke patterns -Have attempted personal survival techniques as an individual and a group with success -Link lengths together with turns and attempt a tumble turn in isolation and during stroke -Surface dive and travel to the bottom of the pool to collect objects -Work up to crouching dive -Perform safe self-rescue in different water-based situations. -Swim competently, confidently and proficiently over a distance of at least 25 metres -Work in pairs to refine stroke technique and suggest ways they can improve 		



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Skills Progression	EFYS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
				-Attempt surface dive			
Athletics and fitness	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Revise and refine the fundamental movements they have already acquired in Nursery:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Develop the overall body strength, coordination, balance and agility needed to engage in 	<ul style="list-style-type: none"> -Suggest links between types of exercises e.g. training speed for different jumping activities -Demonstrate awareness for the need to improve and attempt to improve -Select correct skill for the situation -Can start and stop at speed, run in straight lines using a variety of speeds -Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. -Handle and throw a variety of different objects -Copy and repeat basic movements for extended periods of time developing stamina 	<ul style="list-style-type: none"> -Make choices about appropriate throws for different types of activity -Can identify areas of activities that need improvement e.g. power in throws to throw further -Develop power, agility, coordination and balance over a variety of activities -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops -Can negotiate obstacles showing increased control of body and limbs Use agility in running games -Apply skills in a variety of activities -Practise to improve skills 	<ul style="list-style-type: none"> -Take part in basic scoring of different events -Compete with others and record points -Link running and jumping activities with some fluency and consistency -Control movements and body actions in response to specific instructions -Jump for height and distance with control and balance -Run at different speeds according to event and instruction -Throw a variety of objects using different recognised throws -Throw more accurately and over greater distances -Run as part of a relay team 	<ul style="list-style-type: none"> -Decide on ways to improve, run, jumps and throws and implement changes -Show differences between sprinting and running speeds over a variety of distances -Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone -Perform a range of jumps with consistency, sometimes approaching jump with a run up -Compete in running, jumping and throwing activities and compare their own performance with previous -Work with others to score and record 	<ul style="list-style-type: none"> -Identify how they can change an activity -Distinguish between good and poor performances and suggest ways to improve self and others -Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes -Perform a range of jumps in different activities -Demonstrate a range of throwing actions using different equipment with some consistency and control -Able to run as part of a team in relay style events and demonstrate max effort pace -Compare own performance with previous ones and demonstrate 	<ul style="list-style-type: none"> -Accurately and confidently judge across a range of athletics activities -Record accurately scores given in variety events -Demonstrate accuracy and good technique when throwing for distance -Show good technique and control for jumping activities -Choose appropriate run up distance as an individual for athletic jumps -Use appropriate pace for different running distances -Demonstrate improvement when working with self and others -Use appropriate language to deliver a taught activity to their peers



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<p>dance, sports and gymnastics.</p> <ul style="list-style-type: none"> - combine different movements with ease and fluency: obstacle courses, changing speed/direction etc. 	<ul style="list-style-type: none"> -Demonstrate some core strength to hold a variety of shapes and positions -Move a variety of objects quickly showing a range of techniques -Developed agility and coordination skills to competently take part in a range of activities -Work partner to help improve their performance -Participate as part of a team to compete in running relays 	<ul style="list-style-type: none"> -Discuss thoughts and feelings around physical challenges and what it means to be a team player -Work cooperatively to complete running, jumping and throwing tasks -Consider others when playing games to respect their space and boundaries 	<p>Identify how to improve own and others work and be tactful</p>	<p>distance and times accurately</p> <ul style="list-style-type: none"> -Develop control in baton exchange and analyse as a team how to improve handover 	<p>improvement to achieve personal best</p>	
Attacking and defending invasion games	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Start practicing</p> <ul style="list-style-type: none"> -kicking a ball -aiming at a target -sharing equipment <p>Further develop and refine a range of ball skills including:</p> <ul style="list-style-type: none"> -throwing -catching (range of balls) -kicking -batting 	<ul style="list-style-type: none"> -Recognise rules and apply them in competitive and cooperative games -Make decisions about how to defend a target -Begin to engage in competitive activities -Roll, slide or throw a beanbag or ball with accuracy -Bounce a medium sized ball to self and attempt to bounce to others 	<ul style="list-style-type: none"> -Select and apply a small range of simple tactics -Begin to look for space to pass into or run to in order to receive -Select the more appropriate skill to move forwards to shoot -Can send a ball using feet -Can receive a ball using feet -Link combinations of skills e.g. dribbling and 	<p>Recognise when you need to defend</p> <ul style="list-style-type: none"> -Employ tactics to put pressure on opponents -Being aware and able to undertake the demands of different positions to support both attack and defence -Send and receive a ball with some consistency to keep possession -Sometimes move into space to receive the ball 	<ul style="list-style-type: none"> -Working with team mates to make it difficult for the opposition -Use tactics to perform defensively both as a team and as an individual -Play using recognised marking techniques of specific games e.g. hockey, tag rugby -Send and receive the ball with accuracy, controlling to score points/goals 	<ul style="list-style-type: none"> -Play in formations and execute 'set plays' in game situations -Explain the need for different tactics and attempt these in a game situation -Know and apply the rules consistently in a game situation -Able to combine basic skills such as dribbling and passing -Select and apply skills in game situation with some consistency e.g. dodging, pivoting, 	<ul style="list-style-type: none"> -Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking -Suggest, plan and lead a warm up or drill -Make quicker decisions in games (on and off the ball) -Use and apply boundary rules such as corners, self-pass and side line in relevant game



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<ul style="list-style-type: none"> -aiming -Introducing children to ball games with teams, rules and targets 	<ul style="list-style-type: none"> -Attempt to intercept and catch a thrown ball -Work in collaboration with others to attack and score points -Identify the things that they like about exercise both in and outside of school 	<ul style="list-style-type: none"> passing with hands in isolation and combination -Can send a ball using hands -Can receive a ball using hands -Can play in a variety of positions in both defence and attack -Work with a partner and in small groups to develop skills -Show awareness of teammates and opponents in games 	<ul style="list-style-type: none"> -Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football -Play using basic rules of recognised game e.g. hockey or football -Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball -Work as part of a team to attack towards a goal 	<ul style="list-style-type: none"> -Keep possession of the ball as an individual using skills such as dribbling and running with the ball -Show speed and endurance in a game situation -Move into space to help others and the ball over longer distances -Work as part of a team to attack and score in a defined area. In netball play within positional restrictions - Use and apply the basic rules of the game 	<ul style="list-style-type: none"> dribbling and running with the ball -Move balls over longer distances accurately, demonstrating power -Play in different positions with some success -Where appropriate mark goal side -Use appropriate language to explain their attacking and defensive play -Use specific learned skills to maintain possession during a game 	<ul style="list-style-type: none"> -Build upon set plays such as in tag rugby, some suggest improvements to play -Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games -Play in a variety of positions (attacking and defensive) -Consistently catch/stop and control a ball -Able to track and control a rebound from shot (penalty or open play) -Work collaboratively in a team to play and keep possession of the ball
Striking and fielding	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Introduce children to different balls (beach balls, balloons etc.) and bean bags -Develop the overall body strength, coordination, 	<ul style="list-style-type: none"> -Able to identify when a point has been scored and keep count of score -Can choose where to send the ball to maximise chance to score -Can make choices where to stand in the field to restrict runs scored -Catch a medium sized ball thrown 	<ul style="list-style-type: none"> -Make choices about where to hit the ball Make tactical decisions about where to position themselves in the field -Has developed hitting skills with a variety of bats -Practised bowling/feeding a 	<ul style="list-style-type: none"> -Adhere to some basic rules of recognised games such as rounders or cricket -Explain how fielders work together to restrict batters' runs -Apply simple tactics to choose where to hit the ball -Strike a ball with some consistency 	<ul style="list-style-type: none"> -With increasing consistency, choose where to direct a hit from a bowled ball -Use and apply the basic rules of the game -Apply speed and decision making to run safely between scoring markers e.g. stumps, posts 	<ul style="list-style-type: none"> -Recognise where increased flexibility and power is an advantage in striking and fielding the ball -In a game situation play using a range of simple tactics such as getting players out to restrict the attack -Use and apply the basic rules of the game fairly and consistently 	<ul style="list-style-type: none"> -Apply with consistency standard rules of (modified) games -Use a range of tactics for attacking and defending in the role of bowler, batter and fielder -In rounders use correctly the rules for running around bases



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Skills Progression	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	<p>balance and agility needed to engage in dance, sports and gymnastics. Further develop and refine a range of ball skills including:</p> <ul style="list-style-type: none"> -throwing -catching (range of balls) -kicking -batting and aiming -Introducing children to ball games with teams, rules and targets 	<p>over a short distance</p> <ul style="list-style-type: none"> -Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency -Track balls and other equipment sent to them, moving in line with the ball to collect it -Run between bases to score points -Retrieve and return a ball to a base -Use a range of sending skills to put ball into space -Able to self-feed ball to hit off hand and strike ball off cone -Work collaboratively to score runs showing encouragement and support -Show awareness of teammates fielding positions to restrict runs in a simple game scenario 	<p>ball to other players</p> <ul style="list-style-type: none"> -Run in a game to score points Attempted to play the role of wicket keeper or backstop -Makes attempts to catch balls coming towards player in games -Can work in small groups to field and bat -Display sportsmanship when competing against others 	<ul style="list-style-type: none"> -Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling -Play in simplified games -Bowl accurately -Show ready position to catch a ball -Strike a stationary ball (off tee) with some consistency -Strike a bowled ball with some consistency -Identify how to improve own and others work and be tactful -Field as a team to return the ball to the bowler/base effectively 	<ul style="list-style-type: none"> -Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop -Track and intercept the ball along the ground sometimes collecting with 1 hand -Bowling a recognised action with some consistency -In their local community can they identify locations in which they could play striking and fielding games 	<ul style="list-style-type: none"> -Choose where to hit the ball to maximise likelihood of scoring runs -Use a variety of shots in isolation and in a game situation -Throw with accuracy and consistency over short distances -Tracking flight of the ball to increase catching success Begin to employ specific bowling techniques such as overarm in cricket -Work collaboratively with others to both score runs and, in the field, to restrict runs 	<ul style="list-style-type: none"> -Strike a bowled ball and attempt a small range of shots -Attempt to track and catch high balls in isolation and game play -Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting -Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas -Work collaboratively in teams to compete against themselves and others
Net and wall games	<ul style="list-style-type: none"> -Introduce children to different balls (soft tennis balls etc.) and bean bags for balancing and throwing 	<ul style="list-style-type: none"> -Identify space to send a ball into -Can describe how they worked with their partner to send and receive 	<ul style="list-style-type: none"> -Decide on and play with dominant hand -Develop tactics to outwit your opponent so they 	<ul style="list-style-type: none"> -Keep count/score of a game -Can discuss the different type of shots that may be used in a variety 	<ul style="list-style-type: none"> -Choose ways to send the ball to make it difficult for opponent to return -Play the role of umpire to keep 	<ul style="list-style-type: none"> -Cooperate and collaborate with others to play in a sportsman like way -Recognise where they should stand on the 	<ul style="list-style-type: none"> -Make appropriate choices in games about the best shot to use -Apply tactics in games effectively



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	Further develop and refine a range of ball skills including: -throwing -catching -kicking -batting -aiming -Introducing children to ball games with teams, rules and targets.	-Able to send an object with increased confidence using hand or bat -Move towards a moving ball to return with hand or bat -Score points against opposition over a line/net Select and apply skills to win points -Chase, stop and control balls and other objects such as beanbags and hoops -Track balls and other equipment sent to them, moving in line with the ball to collect or return -Work with a partner to send and return an object and play in a simple rally -Play cooperatively in a game situation	cannot return the ball -Demonstrate basic sending skills in isolation and small games -Show agility to track the path of ball over a line/net and move towards it -Hit a ball using both hand and racquet with some consistency -Return a ball coming towards them using hand or racquet -Play in a modified game send and returning the ball over a line/net -Start a game using basic serving skills -Has developed hitting skills with a variety of bats	of situations -Serve to begin a game -Play a continuous game using throwing and catching or some simple hitting -Can play within boundaries -Use a small range of basic racquet skills -Move towards a ball/shuttle to return over a line/net -Play over a net -Work with a partner to play in a doubles game	score -Explore shots on both sides of the body and attempt with confidence -Use a small range of racquet/hand skills -Use basic defensive tactics to defend the court i.e. moving to different positions on the court - Work with a partner/ small groups to return a served ball/ shuttle -Play competitively with others and against others in modified games	court when playing on their own and with others -Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point -Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment -Apply some control when returning the ball/shuttle including foot placement, shot selection and aim -Can apply with some success, a range of techniques to win points -Demonstrate a variety of service shots in isolation and some game play - Play with others with some flow to the game, keeping track of their own scores -Suggest and lead warmups that prepare the body appropriately for net/wall activities	-Use forehand, backhand and overhead shots in isolation -Use forehand, backhand and overhead shots with more confidence in games -Start games with the appropriate serve -Begin to use full scoring systems -Develop doubles play further implement basic positioning tactics (team play for volleyball) -Use speaking and listening skills to umpire and play with peers without dispute



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Promoting SMSC and British Values in PE

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none">• The chance to reflect on performance is key in PE and games lessons. The children will reflect on their teamwork, participation and role.• It is crucial to abide by the rules for the activity children are participating in. We learn to respect the rules and enjoy our activity.• It is critical that children challenge themselves – this could be through increasing the difficulty of their activity or creating a new activity which progresses their learning.• In PE and games, we reflect, via self-assessment, peer assessment and teacher assessment, in a non-judgemental way so children can challenge themselves to their next steps.	<ul style="list-style-type: none">• In a range of different activities, the children will be faced with choices of what is right and wrong.• Children will be taught the rules of a sport/activity and we will discuss our right choices. We will discuss how making the correct choice is beneficial for both parties/teams. When you win, you win fairly.• If we are participating in a sport and a child makes the wrong choice we will discuss the consequences of their actions. For example, if someone is sent off their team will be without a player.	<ul style="list-style-type: none">• It is key that children have the opportunity to work with a range of children throughout lessons as well as outer school activities.• We will continuously mix children and ask children to resolve issues with an adult acting as a supervisory role. We will discuss how teams don't always get on but they need to adapt to work together and this is what creates a team.	<ul style="list-style-type: none">• We have the opportunity to participate in a number of different sporting activities.• In our Sports day all children participate in a range of different activities including some Paralympic activities.



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Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> • We will teach about the rules of the sport, the power of decision making and playing fairly. • Children will work in groups and we will model how they can fairly make decisions. • When we evaluate a performance child will have the opportunity to agree and disagree with what was said. • It is important that all children feel they have a voice however they will be taught to take positive criticism. 	<ul style="list-style-type: none"> • Children will be taught the rules of each activity they participate in. We will discuss the importance of the rules and why we should abide by them. • Although children will be taught the skills to a sport, they will be encouraged to be creative and imaginative throughout. 	<ul style="list-style-type: none"> • It is important as a sports person to express yourself freely 	<ul style="list-style-type: none"> • We will identify the importance of respect for all in their activity and how this achieves a more enjoyable experience. 	<ul style="list-style-type: none"> • Children will understand that tolerance is pivotal in teamwork. They will respect their team and also be tolerant of the different levels of skill and ability. The key to a good team is a respectful and happy team and the children will be taught to understand this. • Not only will they be taught to be tolerant of their team but they will also be respectful and tolerant of the other team. • All activities will be an enjoyable through respect of the rules and tolerance of others.