

PHYSICAL EDUCATION PROGRESSION DOCUMENT

PE



Intent:

Our PE curriculum is mapped to include coverage of the National Curriculum and provides a range of experiences for our pupils through an enhanced curriculum. Our curriculum is designed to challenge, engage and motivate with the ultimate goal that our learners progress and become successful, confident individuals, who make a positive contribution to our community and society - both now and in the future.

PE lessons in our school are planned and delivered to allow for all children to participate regardless of social or cultural differences. The lessons are designed to expose children to a wide variety of different sports/sporting activities that they would not necessarily have to opportunity to do outside of school. Children who excel in these sports or show interest are supported and directed to clubs outside of school and those available in school through club links that are made throughout the year.

At Ayesome we want all children to have access to physical activity and we want all children to find an activity that they want to be involved in. Through entries in to different levels of inter and intra-school competition, we aim to allow all children to participate in some level of competitive sport and team competition in order to make them ready for their transition secondary school.

By the end of their time at Ayesome we want all children to be able to confidently swim at least 25m and understand safety in water techniques. For this reason, every child in school is taken swimming twice in KS2.

Implementation:

Planning in all areas is designed to meet and develop on the requirements of the national curriculum, ensuring breadth and depth of learning for all children in the school. Planned sessions and overviews are available to all staff to ensure that everyone is aware of the curriculum being delivered. CPD sessions are made available to staff to ensure consistency with delivery. Planning is carefully considered to allow progression across each year group. Opportunities for children to recap and re visit objectives are planned in to ensure that learning is embedded.

Aims - The National Curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, engage in competitive sports and activities and lead healthy, active lives.

KS1 - In KS1 pupils should be taught how to master basic movement, participate in team games- developing simple tactics for attacking and defending and perform dances using simple movement patterns.

KS2 - In KS2 pupils should be taught how to travel and catch in isolation and combination, play competitive games and apply basic principles and evaluate their previous performances and demonstrate improvement to achieve their personal best.

Swimming and water safety - In KS2 pupils will be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres and perform safe self-rescue in different water-based situations. Children in both LKS2 and UKS2 will be given the opportunity to attend swimming sessions to ensure that children are given the best chance to reach the required standard by the time that they leave the school.

Impact:



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By the end of each key stage, pupils are expected to develop their confidence and master the skills taught in order to perform a variety of sports with an increased level of knowledge. Pupils leave us with a secure understanding of the academic content of our national curriculum; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; with a clear understanding of how to make positive contributions to the local community and able to endeavour to be the best that they can be.

The planned progression between year groups means that children are able to use skills previously taught to help them to develop the new skills that they are learning. Lessons are planned to be suitably challenging for all pupils regardless of their level. They are also designed to allow all children to experience success and a sense of achievement.

Cultural capital in Physical Education at Ayesome Primary School:

At Ayesome Primary school we aim to ensure that physical activity is available to all pupils. As a school we have links with local sporting clubs who lead sessions in dance and gymnastics for children who it may not be able to access this outside of school. In KS2 children have the opportunity to take part in weekly wheelchair basketball sessions that allow children of all abilities and backgrounds to be active.

Our sporting lunchtime clubs and after school clubs are planned and delivered after consultation with children about what they would like and what would appeal to them. Less active children are identified and offered the chance to participate in physical activity in lunchtime and after school.

Sports clubs and training sessions are also made available to children during the school day to accommodate children who are unable to attend after school due to other commitments.

As a school, we enter a variety of sporting competitions for children of different sporting abilities and ages and this allows all children to have access to competitive sport.

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PE in EYFS:



<p>Early Learning Goal:</p>	<p>Gross Motor Skills 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.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>		
<p>Success Criteria:</p>	<p>2 Year Old:</p> <ul style="list-style-type: none"> •Runs safely on whole foot. •Can kick a large ball •Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. 	<p>Nursery:</p> <ul style="list-style-type: none"> • Can catch a large ball • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 	<p>Reception:</p> <ul style="list-style-type: none"> •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Jumps off an object and lands appropriately. •Travels with confidence and skill around, under, over and through balancing and climbing equipment.
<p>Vocabulary:</p>	<p>Kick, ball, jump, stop, hands, feet, ground,</p>	<p>Catch, hands, feet, roll, shuffle, slither, crawling, jump, run, skip, hop. Positional/directional language – forward backward, left/right. Kick, ball, jump, stop, hands, feet, ground.</p>	<p>Balance, first, next, under, over, through. Catch, hands, feet, roll, shuffle, slither, crawling, jump, run, skip, hop. Positional/directional language – forward backward, left/right. Kick, ball, jump, stop, hands, feet, ground,</p>

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	Healthy lifestyle (Mind and body)	Games	Invasion Games:	Striking and fielding:	Athletics:	Gymnastics:	Dance:	Swimming:
Year 1	Daily Mile - completed by all children in KS1 and KS2 – children encouraged to walk, jog, run and beat their personal best: termly events planned to celebrate	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	master basic movements including running, jumping, throwing and catching	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	developing balance, agility and co-ordination, and begin to apply these in a range of activities	perform dances using simple movement patterns.	
Year 2	Daily Mile - completed by all children in KS1 and KS2 – children encouraged to walk, jog, run and beat their personal best: termly events planned to celebrate	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	master basic movements including running, jumping, throwing and catching	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	developing balance, agility and co-ordination, and begin to apply these in a range of activities	perform dances using simple movement patterns.	
	Healthy lifestyle (Mind and body)		Invasion Games:	Striking and fielding:	Athletics:	Gymnastics:	Dance:	Swimming:
Year 3:	Daily Mile - completed by all children in KS1 and KS2 – children encouraged to walk, jog, run and beat their personal best: termly events planned to celebrate		play competitive games, modified where appropriate [for example, badminton,	play competitive games, modified where appropriate [for example, badminton,	use running, jumping, throwing and catching in isolation and in combination	develop flexibility, strength, technique, control and balance [for example, through	perform dances using a range of movement patterns	swim competently, confidently and proficiently over a distance of at least 25 metres

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	<p>Skipping – this is promoted across KS2 during break times.</p> <p>PE team are working to upskill all TAs and HLTAs to promote positive, active attitudes.</p>	<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
Year 4:	<p>Daily Mile - completed by all children in KS1 and KS2 – children encouraged to walk, jog, run and beat their personal best: termly events planned to celebrate</p> <p>Skipping – this is promoted across KS2 during break times.</p> <p>PE team are working to upskill all TAs and HLTAs to promote positive, active attitudes.</p>	<p>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</p>	<p>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</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	

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<p>Year 5:</p>	<p>Daily Mile - completed by all children in KS1 and KS2 – children encouraged to walk, jog, run and beat their personal best: termly events planned to celebrate</p> <p>Skipping – this is promoted across KS2 during break times.</p> <p>PE team are working to upskill all TAs and HLTAs to promote positive, active attitudes.</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>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</p>	<p>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</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<p>Year 6:</p>	<p>Daily Mile - completed by all children in KS1 and KS2 – children encouraged to walk, jog, run and beat their personal best: termly events planned to celebrate</p> <p>Skipping – this is promoted across KS2 during break times.</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>compare their performances with previous ones and</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>perform dances using a range of movement patterns</p> <p>compare their performances with previous</p>	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for</p>	

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	PE team are working to upskill all TAs and HLTAs to promote positive, active attitudes.	hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	demonstrate improvement to achieve their personal best.	compare their performances with previous ones and demonstrate improvement to achieve their personal best.	ones and demonstrate improvement to achieve their personal best.	example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
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KS3 PE:

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to:

- ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- ♣ perform dances using advanced dance techniques within a range of dance styles and forms
- ♣ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- ♣ take part in competitive sports and activities outside school through community links or sports clubs.

GCSE PE:

GCSE study in physical education should be broad, coherent and practical, encourage students to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.



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GCSE specifications in physical education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Careers utilising PE skills:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer