



Mossgate Primary School
Physical Education Overview
And
Progression Document 2020/21

Mossgate Primary School's Physical Education Curriculum – Guidance Information

This document's *intention* is to set out the PE Curriculum offer at Mossgate Primary School. Our tailored curriculum is designed to provide our children with the skills and values needed to develop not only their physical ability but also the values they hold as sports men and women. With the skills and values *implemented* across the curriculum, through its design and delivery, we strive to ensure that when children leave Mossgate, they are physically literate and have a set of core values, which will have a long lasting *impact* upon the way they apply themselves within physical exercise, recreation, sport, mental wellbeing, health, nutrition and the wider aspects of life.

Each year group has designed a Curriculum Overview, which is tailored to fit their own year group Curriculum Map. We have used, and are still using, the 'Lancashire Professional Development Service' and the 'Primary PE Passport' App to support the mapping of this. The 'Primary PE Passport' App is used also to assess the children using individual 'PE Passports' which allow teachers and the PE lead to track children within each year group to ensure provision fits the needs of individual children.

The Curriculum Overview outlines the aims of each unit and the values which will be a focus within these units. Once a unit has been delivered, the value taught in that specific unit, will be referred to in future units to ensure it is embedded. As evidenced in the explanatory table on page three, values can be shown in a multitude of ways through our British Values – therefore this table is to be used as a guide to support teachers in evidencing when children have shown the PE Character Values. These values run in alignment with when they will be taught within the classroom (see [Values and Expectations 2019](#) document). Alongside the values, staff will focus also on the Characteristics of Learning (see [Learning Characteristics Staff Handbook](#) document) highlighting in lessons when these have been shown, collating evidence for each child.



An Explanation of Character Values in Physical Education:

British Values	PE Character Values	Physical Education at Mossgate provides:	Possible Evidence
Democracy	Respect Tolerance Acceptance Cooperation Friendship Excellence Determination	A set of values that permeates all subjects, including PE. Our pupils are taught about the need for different roles and different responsibilities, including team work and decision making. A pupil voice for PE & School Sport within lessons and through our Mossgate PE Committee	Our pupils know how to behave in PE in a way that is acceptable socially. Our pupils understand and accept the roles of captain, vice-captain, team players, coaches and volunteers. Our pupils can work individually and in teams and make informed choices. Our pupils are fully engaged in all lessons The extra-curricular programme is inclusive and activities are well attended.
The Rule of Law	Courtesy Respect Honesty Acceptance Trust Courage Determination	Our pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. Our pupils learn to work individually and in groups. There is an established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship. Competition against oneself is encouraged in addition to competition against others.	Our pupils can play within the rules in any activity. Our pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. Our pupils adhere to and understand the rules of safety. All our pupils can solve problems on their own or with others. Our pupils demonstrate good social skills. Our pupils know and adhere to the rules and social etiquettes related to any type of competition
Individual Liberty	Respect Honesty Equality Responsibility Acceptance Inspiration Trust Evaluation	PE at Mossgate recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Our pupils are taught safely and about safety. There is a buddy and mentoring system in PE.	Our pupils respect individual differences and are confident to express their opinions and respect others' views. Our pupils are able to make judgements about their own and others' performances. Our pupils feel safe in curricular and extra-curricular activities and during off site visits. Our pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together.
Mutual Respect and Tolerance	Tolerance Acceptance Equality Respect Responsibility	Our pupils are taught about historical, cultural and religious differences, through a variety of PE activities The culture in PE respects cultural differences. Our pupils are taught about the environment and different activity contexts. There are appropriate rewards and sanctions in PE for inappropriate behaviour. The school engages in competition and encourages competition within and across the community.	Our pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities. Our pupils avoid stereotyping groups – linked to PSHEC Our pupils can articulate their own beliefs. Our pupils respect PE equipment and school buildings/facilities. Our pupils respect the countryside and venues during off site visits. Our pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. All our pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.

The Intent of Our Developmental Approach:

Using our tailored curriculum design and Key Learning (see *Key Learning section*), the intention of our Mossgate approach is to provide each child with the skills and opportunities to meet the National Curriculum end of key stage statements. Our intent is shown below:

Early Years – The intent in our Foundation Stage is to focus on developing gross and fine motor skills. To do this we use the ‘Lancashire 5 Fundamental Movement Skills’ resource to support Foundation teachers in understanding the 5 key Fundamental Movement Skills (FMS). The teachers use this to plan targeted lessons alongside which they provide Physical Development Stations within outside provision to allow children to develop these skills further. We feel that these 5 skills along with opportunities to develop a wider range of physical skills will ensure they are ready for KS1 PE.

Start of Key Stage 1 - To begin with we carry out a baseline assessment of 10 Fundamental Movement Skills (FMS) for each child. The intent is for the teacher to adapt their PE curriculum offer, using the baseline assessment, focusing on the fundamental movement skills the children are less confident in.

During Key Stage 1 – The intent during KS1 is to develop the 10 FMS, in particular the ones assessed as being not as strong whilst also teaching the children how to apply these skills within chosen contexts. Children will develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks from the Lancashire Planning. The learning the children receive through the different categories of games leads to playing in an intra school games competition at the end of each unit for ‘all children’ which is modified to suit the focus of the Key Learning.

End of Key Stage 1 – The intent at the end of KS1 is to test the children’s 10 Fundamental Movement Skills again. This will indicate the impact on their performance of their FMS and which skills they have mastered. This information will be shared with the Year 3 teacher using the Primary PE App.

Lower Key Stage 2 – The intent at Year 3 and 4 in games is to develop our children’s attacking skills through a range of different sports and activities, delivered through using uneven sides, i.e. 3v1 and 4v2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games. i.e. Invasion games, Net/Wall, Target and Striking and Fielding. The learning the children receive through the different categories of games leads to playing in an intra school games competition at the end of each unit for ‘all children’ which is modified to suit the focus of the Key Learning. The intent at Year 3 and 4 in dance and gymnastics is to develop children’s performance and sequencing skills. All the skills are applied through the relevant Core tasks which are linked to age expectations. Children also take part in intra-house competitions to allow them to refine and demonstrate taught techniques within a competitive environment.

Upper Key Stage 2 – The intent at Year 5 and 6 in games is to continue to develop children’s attacking skills when they are working as a team, developing their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5v3, 5v4, 4v4, 5v5 etc. The learning the children receive through the different categories of games leads to playing in an intra school games competition at the end of each unit for ‘all children’ and for some children moving into inter school competitions. The intent at Year 5 and 6 in dance and gymnastics is to develop children’s performance and composing of longer sequences of movements with a partner and group. All the skills are applied through the relevant Core tasks, which are linked to age expectations. Children also take part in intra-house competitions to allow them to refine and demonstrate taught techniques within a competitive environment.

Progression through our PE Curriculum:

This progression document section of this document has been designed in collaboration with all stake holders to ensure we all have a clear understanding of our Mossgate PE Curriculum's implementation and impact. Furthermore, it outlines our long and medium term thinking and planning, including the rationale for our content choices and curriculum sequencing.

Through using the Lancashire PE Scheme of Work and our own thoughts and beliefs of what should be offered through our PE curriculum, we have designed our own tailored progression documents, which show progression in skills and knowledge. We have used these alongside our own year group curriculum maps and whole school curriculum map, to develop a curriculum sequence to best fit the needs of the children in our school community. As our curriculum is based on a skill based curriculum, the particular content choices (which sport to teach the skills through) is determined by the teacher based on the starting points and ability of the children. Through our curriculum offer, we have identified the 'content' which we believe is most beneficial and aim to ensure that our content is taught in a logical progression, systematically and explicitly so all our pupils acquire the intended knowledge and skills.

Our Progression Documents Are Split into the Following Areas:

<p>Aim of 'Activity Area'</p>	<p>This shows the activity: Invasion Games and will provide a statement for the overriding aim for each year group. This explains what the children will focus on with regards skills and understanding leading to our end goal.</p>
<p>Performance of Skills – Progression</p>	<p>The performance of skills progression explains the level at which the skills performed will be at or will indicate the progression of HOW the child performs the skill.</p>
<p>Developing Physical Skills</p>	<p>These are the FMS or sport specific skills the children will learn through a particular sport.</p>
<p>Application of Skills</p>	<p>This is where children will apply the physical skills taught within a context. There is a clear progression of how they apply their skills through the year groups and each key stage. In addition, this shows the knowledge that children will need, to apply the skills they learn in each year group.</p>
<p>Character Education (Character Values)</p>	<p>These identify the character values that we want to develop through our PE Curriculum. These values are taken from our PSHEC curriculum, our six key school values and Olympic and Paralympic values to further develop and support the personal development of our children.</p>

Key Stage 1: Progression of Knowledge and Skills through Games

	Year 1			Year 2		
Aim of Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games. They will have the opportunity to play one against one, one against two and one against three.			Children will improve and apply their basic FMS in games. They will play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.		
Performance of Skills – Progression	Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> • Travelling skills • Sending skills • Receiving skills 			Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> • Travelling skills • Sending skills • Receiving skills 		
Developing Physical Skills	<ul style="list-style-type: none"> • Side gallop • Underarm throw • Running 	<ul style="list-style-type: none"> • Rolling a ball • Bounce a ball • Catch a ball • Running 	<ul style="list-style-type: none"> • Overarm throw • Running 	<ul style="list-style-type: none"> • Underarm throw • Catching • Running • Dodging 	<ul style="list-style-type: none"> • Throw • Catch • Strike a ball • Side gallop • Running 	<ul style="list-style-type: none"> • Strike a ball off a tee • Strike with a drop feed • Catch • Overarm throw
Application of Skills	<p>The ‘Ten Point Hoops’ core task involves children scoring points by throwing beanbags to a choice of two targets. Working in pairs, the children set up an area for their game. The pupils stand on either side of the line, one as an attacker and the other as a defender.</p> <p>Knowledge – to use a simple tactic i.e. pretend to throw one way then throw another</p>	<p>The aim of the game is to score points by sliding a beanbag or rolling a ball over the opponent’s line. Alternatively, you can throw a ball over the line for the opposition to catch. The game is played one against one, or two against two.</p> <p>Knowledge – to use a simple tactic i.e. look one way and roll the ball the other</p>	<p>The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags.</p> <p>Knowledge – to use a simple tactic i.e. throw away from the cones (fielders)</p>	<p>The ‘Piggy in the Middle’ core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupils work in groups of four, with three attackers and one defender.</p> <p>Knowledge – to use a simple tactic i.e. move into a space to receive a ball. To pass a ball to a player in space.</p>	<p>The aim is to score points by throwing or hitting a ball over a line/net so that it bounces twice, with the first bounce in the court area. Play the game two against two – each pair should have one player with a racket and one without.</p> <p>Knowledge – to throw the ball into space away from opponent</p>	<p>The aim is for the batter, to hit a ball into a field, and then run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base.</p> <p>Knowledge – to use a simple tactic i.e. Strike the ball away from cones/fielders.</p>

Key Stage 2: Progression of Knowledge and Skills through Invasion Games

	Year 3	Year 4	Year 5	Year 6
<p>Aim of Invasion Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from KS1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.</p>	<p>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They play small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p>	<p>Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They play uneven-sided games leading to 5v4 or 4v3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.</p>	<p>Children will improve their defending and attacking play. They start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p>
<p>Performance of Skills – Progression</p>	<p>↪ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.</p>	<p>↪ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>↪ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p>	<p>↪ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>
<p>Developing Physical Skills</p>	<p>Invasion Games skills through: ↪ Three touch ball (netball) – running, dodging, chest pass, bounce pass and catching a ball. ↪ Three touch ball (rugby) – running, dodging, swing pass, and catching a ball</p>	<p>Invasion Games skills through: ↪ On the Attack (basketball) – running, chest pass, bounce pass, dribbling a ball ↪ On the Attack (rugby) – running, dodging, swing pass, catching a ball</p>	<p>Invasion Games skills through: ↪ Year 5 core task (netball) – running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. ↪ Year 5 core task (rugby) – running, dodging, swing pass, catching a ball, kicking a ball. ↪ Year 5 core task (hockey) – running, push pass, dribbling, receiving a pass, shooting</p>	<p>Invasion Games skills through: ↪ Calling the Shots (netball) – running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. ↪ Calling the Shots (rugby) – running, dodging, swing pass, catching a ball, kicking a ball.</p>
<p>Application of Skills</p>	<p>Develop simple attacking skills in 3v1 invasion games. The Three Touch Ball core task involves children trying to score as many goals as possible by passing a ball (netball and rugby ball) at least three times before throwing it into a hoop. Knowledge – to know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion game.</p>	<p>Develop attacking skills in a 4v2 invasion game. ↪ The 'On the Attack' core task involves children working in groups of six, the children create a playing area with two goals at one end and three at the other and play 4v2. Knowledge – to know to move into space to receive a ball. To feint or disguise a pass to outwit a defender.</p>	<p>Collaborate as a team and develop defending skills through modified versions of 5v3 or 5v4 invasion games. ↪ The Year 5 core task's aim is to beat the opposition by scoring more goals. Play the game initially 5v3 then 5v4. Knowledge – attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass Defending Tactic – to close down space</p>	<p>Apply attacking and defending skills through modified versions of 4v4 or 5v5 invasion games. The 'Calling the Shots' core task involves children setting up a 4v4 invasion game based on mini-versions of invasion games. Knowledge – Attacking tactics – to use a range of passes. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players. Defending Tactic – to close down space. To intercept a pass.</p>

Key Stage 1: Progression of Knowledge and Skills through Dance

	Year 1	Year 2
<p>Aim of Dance In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	<p>Children will explore basic body actions, e.g jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	<p>Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used. Children will learn how to use different parts of the body to imitate and lead movements. They will also create short dances individually and also create and perform with a partner.</p>
<p>Performance of Skills – Progression</p>	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level. • Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements • Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities
<p>Developing Physical Skills</p>	<p>Body Actions</p> <ul style="list-style-type: none"> • Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds and objects) – <i>travel, turn, jump, gesture, stillness</i> • Copy simple movement patterns • Show and tell using body actions to explore moods, ideas and feelings • Vary speed, strength, energy and tension of their movements 	<p>Body Actions</p> <ul style="list-style-type: none"> • Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds and objects) – <i>travel, turn, jump, gesture, stillness</i> • Copy simple movement patterns • Show and tell using body actions to explore moods, ideas and feelings • Vary speed, strength, energy and tension of their movements
<p>Application of Skills</p>	<p>Choose movements to make their own simple dance phrase with beginning, middle and ending:</p> <ul style="list-style-type: none"> • Practice and repeat these short dance phrases so they can be performed in a controlled way • Choose and link actions that express a mood, idea or feeling <p>Lancashire Units - Three Little Pigs</p>	<p>Choose movements to make their own simple dance phrase with beginning, middle and ending:</p> <ul style="list-style-type: none"> • Practice and repeat these short dance phrases so they can be performed in a controlled way • Choose and link actions that express a mood, idea or feeling • Remember and repeat movements showing greater control, coordination and spatial awareness <p>Lancashire Units - Once Upon a Giant</p>

Key Stage 2: Progression of Knowledge and Skills through Dance Activities

	Year 3	Year 4	Year 5	Year 6
<p>Aim of Dance Activities In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	<p>Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects including some traditional, social and/or historical dances – link to Stone Age. They work with a partner and in small groups developing their ability to create, perform and appreciate dance.</p>	<p>Children focus on creating characters and narrative through movement and gesture. They gain inspiration from Greek Myths, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.</p>	<p>Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.</p>	<p>Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.</p>
<p>Progression of Performance of Skills</p>	<p>• Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control</p>	<p>• Perform dances clearly and fluently and show sensitivity to the dance idea and accompaniment</p>	<p>• Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance</p>	<p>• Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively</p>
<p>Developing Performing Skills</p>	<p>• To perform dances expressively, using a range of performance skills • To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups • To perform more complex dance phrases that communicates character and narrative • To perform in a whole class performance</p>			
<p>Application of Skills - Composing</p>	<p>• To create movement using a stimulus • To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group • To create and link dance phrases using a simple dance structure or motif • To use simple choreographic principles to create motifs • To compose dances by using, adapting and developing steps, formations and patterning from different dance styles • To explore, improvise and combine movement ideas fluently and effectively</p>			
<p>Appreciation</p>	<p>• To talk about how they might improve their dances • To describe and evaluate some of the compositional features of dances performed with a partner and in a group • To understand how a dance is formed and performed • To evaluate, refine and develop their own and others' work</p>			

Key Stage 1: Progression of Knowledge and Skills through Gymnastics

	Year 1	Year 2
<p>Aim of Gymnastics In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, e.g. <i>two jumps or two rolls</i>.</p> <p>In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. <i>a roll, jump and a shape</i>. They then transfer what they learn on the floor to apparatus.</p> <p>In gymnastics as a whole children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>
<p>Performance of Skills – Progression</p>	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level in: Travelling skills • Perform body actions with some control and coordination 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills • Perform body actions with some control and coordination
<p>Developing Physical Skills</p>	<ul style="list-style-type: none"> • Shape – wide, thin • Travelling – feet-jog, skip, gallop, hop, walk, forwards, backwards • Travelling – hand and feet – Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey etc • Balancing – front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder • Jumping and landing – 2-2 for height • Rolling – rocking on back, pencil, egg rolls • Apparatus 	<ul style="list-style-type: none"> • Shape – wide, thin, dish, arch, tuck • Travelling – feet-jog, skip, gallop, hop, walk, forwards, backwards • Travelling – hand and feet – Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey etc • Balancing – front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder • Jumping and landing • Rolling – rocking on back, pencil, egg rolls, dish roll, teddy/circle roll, forward roll • Apparatus
<p>Application of Skills</p>	<p>The 'Making Shapes' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling, or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus.</p>	<p>The 'Families of Actions' core task involves children knowing how to create a gymnastic sequence on floor, mats and apparatus of four actions by linking a roll, a balance, a jump and travel. The children develop a sequence on the floor and mats before transferring it to apparatus. They link the four actions together smoothly, choosing one action from each of the families of actions.</p> <p>The balance focus is large body parts – side, back, tummy, hips and shoulders.</p>

Key Stage 2: Progression of Knowledge and Skills through Gymnastics

	Year 3	Year 4	Year 5	Year 6
Aim of Gymnastics In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	Children will focus on improving the quality of their movement e.g. by stretching fingers and pointing toes to help them produce extension. They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly.	Children will learn to develop their skills with control and precision and combine these skills to create a sequence for competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	Children will develop a wider range of compositional principles e.g. <i>how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus</i> , to develop sequences that show an awareness of audience. Children will plan and perform a sequence with a partner. They will choose their own apparatus and design a simple layout.
Performance of Skills – Progression	↪ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	↪ Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control	↪ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	↪ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Physical Skills	↪ Travel – i.e. feet & hands and feet ↪ Balance - i.e. small body parts ↪ Jump – i.e. 2 foot jump and land ↪ Rolling – basic rolls ↪ Apparatus	↪ Travel – i.e. feet & hands and feet ↪ Balance - i.e. large body parts, dish and arch, one foot balance ↪ Jump – i.e. different shapes when jumping. Jump ¼ and ½ turn ↪ Rolling – basic rolls ↪ Apparatus	↪ Travel – i.e. feet & hands and feet ↪ Balance - i.e. partner balance (counter balance) ↪ Jump – different ways of jumping and landing with shape ↪ Rolling – basic rolls ↪ Apparatus	↪ Travel – i.e. feet & hands and feet ↪ Balance - i.e. partner and group balance (counter balance) ↪ Jump – different ways of jumping and landing with shape ↪ Rolling – basic rolls ↪ Apparatus
Application of Skills	The 'Balancing Act' core task involves children creating a gymnastic sequence with six actions on the floor, mats and apparatus. The children will develop a sequence on the floor and mats, before transferring it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and a change in direction.	Create a sequence of six skills, which must include one roll, one jump and one balance. The 'Partner Work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.	The 'Acrobatic Gymnastics' core task involves children creating and performing a paired sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counter-balance) and up to six other actions.	The 'Group Dynamics' core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastics actions and compositional principles. The children develop their sequence on floor and mats before adapting it to incorporate apparatus.

Key Stage 1: Progression of Knowledge and Skills through Athletics

	Year 1	Year 2
<p>Aim of Athletics In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	<p>Children will explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>	<p>Children will explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>
<p>Performance of Skills – Progression</p>	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level 	<ul style="list-style-type: none"> • Perform fundamental movement skills at a developing level and start to master some basic movements
<p>Developing Physical Skills</p>	<ul style="list-style-type: none"> • Running • Hopping • Rolling a ball • Underhand throw • Jumping 	<ul style="list-style-type: none"> • Running • Underarm throw • Overarm throw • Push throw • Jumping for distance
<p>Application of Skills</p>	<p>The 'honey Pot' core task involves children running in different directions to pick up objects as quickly as they can. The children work in pairs. Each pair has a hoop (their honey pot) with five objects in it. Other objects are spread around the playing area, along with cones to act as obstacles. Each pair decides who is going to be the Bee and who is going to be the Queen. The Bee's job is to run around collecting one object at a time for their honey pot. These can be picked up from the playing area and other people's hoops. The Queen sits in the honey pot and makes sur that other children only take one object. The Bees have two minutes to get as many objects as possible into their honey pot, after which they count how many objects they have collected and record the number on their score sheets. They then leave five objects in their honey pot, scatter the rest around the playing area, swap roles and carry out the task again.</p>	<p>The 'Colour Match' core task involves children throwing different pieces of equipment as accurately as possible in order to hit targets. The children work in groups of three and take it in turns to be the thrower, scorer and collector. Each group has three different-coloured targets (e.g. hoops, skipping ropes or markers) set at different distances and selects 10 pieces of equipment (e.g. quoits, balls of different sizes, bean bags) in colours to match the targets. The thrower tries to throw each object to the target of the same colour (e.g. red beanbag to red hoop). The scorer counts how many times the thrower succeeds in hitting the target. The collector gathers up the equipment ready for the next person to have a go. Each child has two turns at being the thrower.</p>

Key Stage 2: Progression of Knowledge and Skills through Athletics

	Year 3/4	Year 5/6
Aim of Athletics In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length.
Progression of Performance Skills	↪ Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	↪ Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills	↪ Throwing – push, pull and sling ↪ Hop, step and jump ↪ Combination of jumping actions	↪ Throwing – push, pull, sling and heave ↪ Jumping and landing in different ways ↪ Running for short and long distances ↪ Passing a baton in a relay
Application of Skills	<p>Take Aim The 'Take Aim' core task involves children trying to score as many points as possible by throwing different pieces of equipment at targets using sling, push and pull throws.</p> <p>Furthest Five The 'Furthest Five' core task involves children using a run-up and performing the five basic jumps consecutively to reach the furthest distance possible. The children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump.</p> <p>Pass the Baton The 'Pass the Baton' core task involves children running in a relay and trying to complete as many laps of the track as possible in three minutes. The children work in teams of four. Having considered each other's strengths and weaknesses, they decide how to divide the time or distance between them in order to achieve as many laps as possible in three minutes (e.g. each team member could run for two laps, each could run for 45 seconds, or some team members could run longer/further than others). They keep a record of the number of laps they complete and aim to beat their score the next time they perform the core task.</p>	<p>Three Run Core Task The 'Three Run Challenge' core task involves children selecting ways of running as far as possible in three different times: ↪ 5 seconds ↪ 30 seconds ↪ 2 minutes</p> <p>Three jumps Core Task The 'Three Jump Challenge' core task involves children selecting and performing three consecutive jumps with the aim of travelling as far as possible. The children work in groups of three: one child jumps; another marks measures and records the distance jumped; and the third observes and comments on the jumper's technique.</p> <p>Three Throws Core Task The 'Three Throws' core task involves children trying to score as many points as possible by throwing different pieces of equipment for distance using three different types of throws, sling, push and pull throws. The children work in groups of three: one child throws; another marks measures and records the distance thrown with each type of throw; and the third observes and comments on the thrower's technique.</p>

Key Stage 2: Progression of Knowledge and Skills through Striking/Fielding Games

	Year 3	Year 4	Year 5	Year 6
<p>Aim of Striking/Fielding games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.</p> <p>In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score.</p>	<p>Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.</p> <p>In striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score.</p> <p>When fielding, they try to prevent runs or points being scored.</p>	<p>Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.</p> <p>Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.</p>	<p>Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p> <p>Children will focus on developing their technique and using a wider range of shots, working in larger teams for some of the time. They will concentrate on developing their bowling technique and using tactics as a fielding team.</p>
<p>Progression of Performance Skills</p>	<p>Master fundamental movement skills from KS1 and start to develop sport specific skills and perform them with some accuracy</p>	<p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control</p>	<p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed</p>
<p>Developing Skills</p>	<ul style="list-style-type: none"> • Bowl underarm • Strike a ball off a tee • Catch a ball • Field a ball and return it quickly 	<ul style="list-style-type: none"> • Bowl underarm • Perform a straight drive • Catch a ball • Field a ball and return it quickly 	<ul style="list-style-type: none"> • Bowl underarm • Strike a ball off a tee • Strike a bowled ball • Field a ball and throw back overarm 	<ul style="list-style-type: none"> • Bowl overarm • Strike a bowled ball • Filed a ball and throw back overarm
<p>Application of Skills</p>	<p>Rounders Type Game The 'Run The Loop' core task involves a team of four batters trying to score points by striking the ball and running between bases, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately.</p> <p>Knowledge:</p> <p>Batters/Strikers hit the ball into the space away from the fielders</p> <p>Fielders – judge where the ball is going to be hit and try and intercept it</p>	<p>Cricket Type Game The 'Run The Loop' core task involves a team of four batters trying to score points by striking the ball and running between wickets, and a team of four fielders trying to retrieve, throw and catch the ball quickly and accurately.</p> <p>Knowledge:</p> <p>Batters/Strikers – run as quickly as they can and strike the ball into a space away from the fielders</p> <p>Fielders – judge where the ball is going to be hit and try and intercept it</p>	<p>Rounders Level 1 Competition The aim of the game is for a team to score as many runs as possible. Play the game 9v9. One team bats while the other team fields and bowls. The bowler bowls the ball underarm to the batter who hits the ball anywhere on the rounders pitch.</p> <p>Knowledge:</p> <p>Batters/Strikers –to run as quickly as possible to score. To strike the ball into space away from fielders.</p> <p>Fielders – retrieve the hit object as quickly as possible to limit the number of runs scored.</p>	<p>Cricket Level 1 Competition The aim of this game is for pairs to score as many runs as possible. Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl. Set a length for an innings.</p> <p>Knowledge:</p> <p>Batters – to run as quickly as possible to score. To strike the ball into space away from the fielders.</p> <p>Fielders – retrieve the hit object as quickly as possible to limit the number of runs scored.</p>

Key Stage 2: Progression of Knowledge and Skills through Net/Wall Games

	Year 3	Year 4	Year 5	Year 6
<p>Aim of Net/Wall games In net/wall games, players outwit their opponents by sending a ball (or other implement) towards a court or target area, which their opponent is defending.</p>	<p>Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent.</p> <p>The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	<p>Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent.</p> <p>The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	<p>Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>	<p>Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p>
<p>Progression of Performance Skills</p>	<p>Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.</p>	<p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence, and control.</p>	<p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>
<p>Developing Skills</p>	<ul style="list-style-type: none"> Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket 	<ul style="list-style-type: none"> Ready position Underarm throw Overarm throw Hold a racket Strike a ball with a racket 	<ul style="list-style-type: none"> Throwing a ball Hold a racket correctly Forehand Backhand Volley 	<ul style="list-style-type: none"> Throwing a ball Forehand Backhand Volley Underhand serve
<p>Application of Skills</p>	<p>Core Task 1 The aim of the game is to score points by throwing a ball into the opponent's court area by making it bounce twice.</p> <p>Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Put a gym mat on either side of the net, about 1m away from the net, and make the court a little larger than this. Use throwing and catching skills. Move on to introduce hitting the ball with a racket after it has bounced.</p> <p>Knowledge – to use a simple tactic i.e. directing the ball to a space to make it difficult for their opponent.</p>	<p>Core Task 2 The aim of the game is to score points by getting a small soft ball or beanbag to land in one of two targets.</p> <p>Play the game one against one. Use a high net on a long narrow court. Encourage the children to use short, low throws to try to hit the target at the front, and long, high throws to try to hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces. Later, a racket can be used to hit a ball or shuttlecock.</p> <p>Knowledge – to use a simple tactic i.e. choose a good place to stand when receiving the ball.</p>	<p>Core Task – The Long and Thin or Short and Fat' This task involves children using shots to strike a ball accurately at targets, moving their opponent around the court in order to create spaces in which to attack. They devise a scoring system and evaluate and adapt it as necessary. As they gain experience, they start to play more competitively, hitting the ball away from their opponent to try to prevent them from scoring.</p> <p>Knowledge – to use tactics effectively i.e. strike the ball with purpose, varying the speed. Strike the ball into spaces they can see.</p>	<p>Core Task 1 The aim of the game is to score points by hitting a ball into the opponent's court and the ball bouncing twice.</p> <p>Play the game one against one on a long, narrow court. Use a racket and a suitable ball.</p> <p>Core Task 2 This game is played in the same way as Task 1, but: raise the height of the net and make the court a little narrower and longer.</p> <p>Knowledge – to know the need for different tactics i.e. hit the ball with purpose, varying the speed, height and direction and position themselves well on court.</p>

Key Stage 2: Progression of Knowledge and Skills through Target and Creative Games

	Year 3	Year 4	Year 5	Year 6
<p>Aim of Target and Creative games The aim of Target and Creative games is to send an object, usually a ball, towards a target in an attempt to get the highest possible score by being closest. This requires accuracy and control.</p>	<p>This unit lays the foundation for children understanding how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.</p>	<p>In this unit the children will learn how to apply simple tactics in a range of target games using a range of equipment. The children will learn how to play the Paralympic sport of Boccia.</p>	<p>In this unit the children will learn how to apply simple tactics in a range of target games. The children will learn how to play the target game of dodgeball.</p>	<p>In this unit the children will apply their knowledge and understanding of invasion games from Year 5 and create their own games, which follows invasion games principles.</p>
<p>Progression of Performance Skills</p>	<p>Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy</p>	<p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy</p>	<p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control</p>	<p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed</p>
<p>Developing Skills</p>	<ul style="list-style-type: none"> ↳ Dodging ↳ Catching ↳ Underarm throw ↳ Rolling a ball ↳ Overhand throw 	<ul style="list-style-type: none"> ↳ Propelling a ball ↳ Rolling a ball ↳ Underarm throw 	<ul style="list-style-type: none"> ↳ One handed throw ↳ Catching ↳ Dodging 	<p>↳ A range of sending and receiving skills</p>
<p>Application of Skills</p>	<p>Creative Tag and Target Games Target - Core Task 1 The aim of the game is to score points by getting a soft ball to hit one of three targets. Position a target near the front and another towards the back of the area. Encourage the children to use throws to try to hit the target. The thrower gets one point for every target hit. The targets get a point if they catch the ball (look at the rules of dodgeball).</p>	<p>Boccia 12s is the official shortened version of Boccia developed by Boccia England. Team Boccia 12s consists of two teams of three players, the red side and the blue side, playing two ends: it can also be played between pairs (2v2) and two individuals.</p> <p>Knowledge – to apply tactics i.e. throw near to the jack, block the jack and knock the opponent’s ball out of the way or away from the jack.</p>	<p>Dive-into-Dodgeball is a game played using the 3 balls that are in play. The game is non-invasive as players must remain on their side of the court at all times during the match. Dive-into-Dodgeball uses soft balls and less players, which allows for players to have more time on the ball and more space.</p> <p>Knowledge – to apply tactics i.e. keeping a ball to defend with. Communicate with team mates so 2 or more children throw balls at one opponent.</p>	<p>The ‘Calling the Shots’ core task involves children setting up a 4v4, 5v4 or 5v5 invasion game based on mini-versions of invasion games. The children work in groups of eight, nine or ten. Together they select equipment to use for a 4v4 5v4 or 5v5 invasion game and agree rules and a method of scoring.</p> <p>Knowledge – to know a range of tactics without the ball, with the equipment and to know a range of defending tactics.</p>

Key Stage 2: Progression of Knowledge and Skills through Outdoor and Adventurous Activities

	Year 3	Year 4	Year 5	Year 6
Aim of Outdoor and Adventurous Activities In Outdoor and Adventurous Activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.	Children tackle part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups children will learn to use simple maps and follow simple trails.	Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.	Children develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team.	Children will take part in more complex orienteering events. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in their new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take initiative more often.
Progression of Performance Skills	Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension.	Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control.	Continue to develop specific skills and perform them with consistency, accuracy, confidence and control.	Continue to develop specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Skills	<ul style="list-style-type: none"> Orientate a map Use a control card Navigate a course safely 	<ul style="list-style-type: none"> Travel and balance safely when carrying out challenges Demonstrate team work skills during planning, doing and reviewing. 	<ul style="list-style-type: none"> Know how to keep the map 'set' or 'orientated' when they move around a simple course Know the eight points of a compass Record information accurately at the control marker Navigate to a control marker on a score event course 	<ul style="list-style-type: none"> To set a map using a compass To practice and refine thumbing the set map (orientated) To set a direction of travel from the map, using a compass. To follow instructions in order to complete an orienteering course
Application of Skills	To orientate a map and complete the Counting Cones Challenge. To know where they are on a map at all times using a variety of different routes.	To complete a series of challenges i.e. Crossing the Swamp, Millipede Carry, Shepherd and Sheep, Electric Fence and Hula Hula challenge	Working in pairs or small groups, complete an orienteering course (netball numbers/score orienteering) using a map.	Take part in different competitive orienteering activities, balancing, speed and accuracy (Sprint Races, Relay Race or Norwegian Event).
Residential Opportunities/Enhanced OAA Provision	<p>Residentials at Mossgate Primary are designed in collaboration with external providers to allow staff to be involved in their design and delivery, ensuring they meet the specific needs and learning objectives of our pupils. This in turn allows teachers to reinforce and build on these experiences back in school. We work in partnership with Bay Leadership Academy, Lakeside, Wastwater YHA and Borwick Hall to provide Outdoor Adventurous Activity as part of our curriculum.</p> <p>Children have the opportunity to take part in two residentials during their time in KS2:</p> <p>Year 4: Children in Year 4 have the opportunity to attend a residential to Wastwater (3 days).</p> <p>Year 6: Children in Year 6 have the opportunity to attend a residential to Lakeside (3 days).</p> <p>Year 3: Children in Year 3 have the opportunity to attend a day of climbing, a day of kayaking and a day of caving.</p>			

Key Stage 2: Progression of Knowledge and Skills through Swimming

	Beginners (non-swimmers and developing swimmers)		Developing and Competent Swimmers	
<p>Aim of Swimming In all Swimming activities, children have to keep afloat and propel themselves through water. Learning to swim enables them to take part in a range of water based activities.</p>	<p>In this unit, children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first, they use swimming aids and support – in time, some children will manage without these.</p>		<p>In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.</p>	
<p>Expectations</p>	<p>← In this unit children will learn how to swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure that they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled e.g. kick. They will explore freely how to move in and under water; recognise how the water affects their temperature and identify and describe the differences between different leg and arm actions.</p>		<p>← In this unit, children will learn to swim between 50 and 100 metres and keep swimming for 45 to 90 seconds: use three different strokes, swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water.</p> <p>← Children should know the dangers of water locally and nationally</p> <p>← Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble</p>	
<p>Questions to Consider for PE Premium Report</p>				
<p>What do we report on for the PE Premium?</p>	<p>What percentage of our current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25m?</p>	<p>What percentage of our current Year 6 cohort use a range of strokes effectively? For example: front crawl, backstroke and breaststroke.</p>	<p>What percentage of our current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>What should pupils know and be able to do?</p>	<p>← A continuous swim of more than 25metres, without touching the side of the pool or the pool floor. Part of the swim should be completed in deep water.</p> <p>← Strokes are as strong at the end of the swim as at the start.</p> <p>← Strokes are recognisable to an informed onlooker</p>	<p>← Children should be able to use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Swimming strokes do not have to be technically correct, but they need to be effective for the intended outcomes to be successfully achieved.</p>	<p>← Children should know the dangers of water locally and nationally</p> <p>← Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.</p>	

Reception/Foundation Stage Physical Education – Curriculum Map

	<p>The provision of Physical Education for the Foundation Stage follows a different format to that of the rest of the school. Below are the areas which are focused upon over the year, which allow for teaching of the Fundamental Movement Skills within taught lessons and outdoor provision. The timing and length of these units are determined by the ability of the children based on teacher assessment.</p>					
Aims of Unit	<i>To introduce children to the routines of a PE lesson. To develop their ability to listen and observe and show an awareness of space for themselves and others.</i>	<i>To move with confidence, travel in different ways with control and co-ordination.</i>	<i>To move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarise themselves with equipment and begin to work with a partner.</i>	<i>To roll a ball, control their bodies, copy and observe and estimate.</i>	<i>To bounce a ball - stationary and on the move, estimate, predict, control and improve co-ordination when using a range of small equipment.</i>	<i>To develop the under arm throw, throw towards a target and develop control and co-ordination.</i>
Learning Focus 1	Spatial Awareness 1	Basic Motor Skills 1	Co-ordination & Control 1	Sending & Aiming	Bouncing 1	Throwing
Character Values	Kindness	Respect	Courtesy	Honesty	Responsibility	Courage
Aims of Unit	<i>To introduce children to the routines of a PE lesson. To develop their ability to move confidently, change direction and speed avoiding collisions, and to stop quickly.</i>	<i>To jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.</i>	<i>To control a ball, steer a ball and use a small range of equipment.</i>	<i>To roll a ball, track a ball and work with a partner.</i>	<i>To bounce a ball, bounce on the move, work with a partner and develop spatial awareness.</i>	<i>To develop hand-eye co-ordination and control, spatial awareness and striking with different body parts.</i>
Learning Focus 2	Spatial Awareness 2	Basic Motor Skills 2	Co-ordination & Control 2	Tracking & Receiving	Bouncing 2	Striking
Character Values	Kindness	Respect	Courtesy	Honesty	Responsibility	Courage
Ongoing Gross Motor Provision (5 FMS)	<p>Within outdoor provision, stations are set-up to allow children to learn the 'Five Fundamental Movement Skills'. When children are competent and ready to be assessed, they are assessed to see whether they have achieved the objective. The stations change depending on the area of need for the specific year group of children. <i>For instance, a catching station may be provided for a longer period of time than any other station as this is an area which has been assessed as an area for improvement</i></p> <p>Dance, which is also part of EAD, is delivered from Autumn 2 at least once in a half term, resulting in 5/6 sessions over the year. These lessons are linked to themes e.g. <i>Chinese New Year</i></p>					
	<p><i>Children will participate in a Curriculum Enrichment Unit – Balance Bikes - to develop their fundamental movement skill of balancing.</i></p>					

Year 1 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	<i>Children will be assessed and develop basic FMS. The baseline unit will be the basis for what is delivered in the FMS units.</i>	<i>Children will explore basic body actions e.g. jumping and turning, and use different parts of their body to create and repeat short dances</i>	<i>Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They will play games based on net games and striking and fielding games.</i>	<i>Children will explore basic body actions e.g. jumping and turning, and use different parts of their body to create and repeat short dances</i>	<i>Children will explore running, jumping and throwing activities, and take part in simple challenges. They experiment with different ways of travelling, throwing and jumping.</i>	<i>Children will learn and refine their techniques in the range of Sports Day events which they will take part in – linked to the FMS.</i>
Lesson 1	Baseline Unit – Lost and Found	Dance Activities – Toy Story	FMS Unit – Catching and Bouncing a Ball Core Task	Dance Activities – Three Little Pigs	Athletic Activities – through the ‘Honey Pot’ Core Task.	Athletic Activities – practising Sports Day events
Character Values	Kindness Friendship	Respect Tolerance	Courtesy Generosity	Honesty Trust	Responsibility Co-operation	Courage Determination
Aims of Unit	<i>Children will use their knowledge of health and fitness and the links with science, PSHE and DT. They will learn about the different types of fitness and about exercise safe practice.</i>	<i>Children will be provided with the opportunity to develop their balance and coordination through learning to use a balance bike in preparation for riding a pedal bike.</i>	<i>Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create, short movement phrases of ‘like’ linked actions e.g. two jumps or two rolls</i>	<i>Children will develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.</i>	<i>Children will develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.</i>	<i>Children will develop basic game-playing skills in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.</i>
Lesson 2	Enrichment Unit – Health and Nutrition/Rules of Sports TBC	Enrichment Unit – Balance Bike Training	Gymnastic Activities 1 – through the ‘Making Shapes’ Core Task.	FMS Unit – Overarm Throw Core Task	FMS Unit – Underarm Throw Core Task	FMS Unit – Rolling a Ball Core Task
Character Values	Kindness Friendship	Respect Acceptance	Courtesy Equality	Honesty Forgiveness	Responsibility Inspiration	Courage Excellence

Year 2 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	Children will develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create, short movement phrases of 'like' linked actions e.g. two jumps or two rolls	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. Linked to 'Writing to Entertain' poetry.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.	Children will perform 10 FMS skills running, and take part in simple challenges.	Children will apply their FMS in games. They play games that demand simple choices and decisions. Children who didn't meet the FMS will have extra practice to refine their FMS and techniques so they meet the target.
Lesson 1	FMS Unit – Overarm throw/Underarm throw	Gymnastic Activities – through the 'Making Shapes' Core Task. (Year 1)	Dance – Once Upon a Giant	Games – striking and fielding	FMS Assessment for End of KS1	Games – through Piggy in the Middle core task
Character Values	Kindness Friendship	Respect Tolerance	Courtesy Generosity	Honesty Trust	Responsibility Co-operation	Courage Determination
Aims of Unit	Children will use their knowledge of health and fitness and the links with science, PSHE and DT. They will learn about the different types of fitness and about exercise safe practice.	Children will improve their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques using them to outwit others.	Children will explore the Great Outdoors and take part in trails and simple team building exercises.	Children will be provided with the opportunity to learn a new discipline. They will develop the key skills of the sport and the values it holds.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor e.g. roll, jump and a shape. They then transfer what they learn on the floor to apparatus.	Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping.
Lesson 2	Enrichment Unit – Health and Nutrition/Rules of Sports TBC	Games – through Net/Wall activities	OAA – The Great Outdoors	Enrichment Unit – Judo	Gymnastics Activities – through Families of Action core task	Athletics – through the Colour Match core task
Character Values	Kindness Friendship	Respect Acceptance	Courtesy Equality	Honesty Forgiveness	Responsibility Inspiration	Courage Excellence

Year 3 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances – Stone Age.	Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences, and develop flow by linking actions smoothly.	Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game rugby specific techniques.	Children will learn how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' score down.	Children will learn to develop skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.
Lesson 1	Dance Activity – Rock and Roll	Gymnastics Activity 1 – through Balancing Act Core Task	Invasion Game – Rugby (Three Touch Ball)	Creative Games – through Core Task Tag and Target	Striking and Fielding – Rounders (Run The Loop Core Task)	Net/Wall – through Core Task 2
Character Values	Kindness Friendship	Respect Tolerance	Courtesy Generosity	Honesty Trust	Responsibility Co-operation	Courage Determination
Aims of Unit	Children will use their knowledge of health and fitness and the links with science, PSHE and DT. They will learn about the different types of fitness and about exercise safe practice.	Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game netball specific techniques.	Children will learn to develop skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.	Children will be provided with the opportunity to learn a new discipline. They will develop the key skills of the sport and the values it holds.	Children will concentrate on developing good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of athletics.	Children take part in simple trust and orientation activities using maps and diagrams. Working on their own and in small groups, children will learn to use simple maps and follow simple trails.
Lesson 2	Enrichment Unit – Health and Nutrition/Rules of Sports TBC	Invasion Games – Netball (Core Task Three Touch Ball)	Net/Wall – through Core Task 1	Enrichment Unit – Judo	Athletics Activities – through Take Aim, Furthest Five and Pass The Baton	OAA Activities – through Trust and Trails Unit
Character Values	Kindness Friendship	Respect Acceptance	Courtesy Equality	Honesty Forgiveness	Responsibility Inspiration	Courage Excellence

Year 4 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	<i>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4v2 invasion game, 'On The Attack.'</i>	<i>Children will learn and develop their skills with control and precision, combining them to make a sequence. They will extend their range of actions, working on more difficult combinations.</i>	<i>Children will continue to learn simple attacking tactics through playing a target game – Dodgeball.</i>	<i>Children will concentrate on developing good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of athletics.</i>	<i>Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.</i>	<i>Children gain inspiration from English and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.</i>
Lesson 1	Invasion Games – Basketball (On The Attack – Core Task)	Gymnastic Activities – Creating a Sequence	Target Games - Dodgeball	Athletics Activities – Throwing, jumping and running techniques	Striking and Fielding – Cricket (Run The Loop – Core Task)	Dance Activities – Myths and Legends
Character Values	Kindness Friendship	Respect Tolerance	Courtesy Generosity	Honesty Trust	Responsibility Co-operation	Courage Determination
Aims of Unit	<i>Children will use their knowledge of health and fitness and the links with science, PSHE and DT. They will learn about the different types of fitness and about exercise safe practice.</i>	<i>Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4v2 invasion game, 'On The Attack.'</i>	<i>Children will learn to develop the skills they need for net/wall games so they can pass and return an object.</i>	<i>Children will be provided with the opportunity to learn a new discipline. They will develop the key skills of the sport and the values it holds.</i>	<i>Children will learn to develop the skills they need for net/wall games and how to use these skills to make the game difficult for their opponent.</i>	<i>Children will take part in a range of problem solving skills. The tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</i>
Lesson 2	Enrichment Unit – Health and Nutrition/Rules of Sports TBC	Invasion games - Rugby	Net and Wall – Core Task 1	Enrichment Unit – Judo	Net and Wall – Core Task 2	OAA Activities – Team Work & Problem Solving
Character Values	Kindness Friendship	Respect Acceptance	Courtesy Equality	Honesty Forgiveness	Responsibility Inspiration	Courage Excellence

Year 5 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	<p>Beginners (non-swimmers and developing swimmers): In this unit, children learn to enjoy being in water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first, they use swimming aids and support – in time, some children will manage without these.</p> <p>Developing and Competent Swimmers: In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.</p>					
Lesson 1	Swimming Activities					
Character Values	Kindness Friendship	Respect Tolerance	Courtesy Generosity	Honesty Trust	Responsibility Co-operation	Courage Determination
Aims of Unit	Children will use their knowledge of health and fitness and the links with science, PSHE and DT. They will learn about the different types of fitness and about exercise safe practice.	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children learn different styles of dance. They create, perform and watch dances in a range of styles, working with partners and groups. They will improvise and explore ideas developing their knowledge of dance.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They play uneven-sided games leading to 5v4 or 4v3. Children will also learn a wider range of sport specific Quickstick techniques.	Through Tri-Golf children will develop co-operation and respect whilst learning. Sportsmanship and good behaviour will follow in turn with the values taught through golf. They will learn the fundamental skills needed to be successful.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.
Lesson 2	Enrichment Unit – Health and Nutrition/Rules of Sports TBC	Gymnastics Activities – through Acrobatics Core Task	Dance Activities – through Earthlings Core Task	Invasion Games – Hockey (Quicksticks)	Enrichment Unit – Tri-Golf	Athletics Activities – through Three Run, Jump and Throw Core Task
Character Values	Kindness Friendship	Respect Acceptance	Courtesy Equality	Honesty Forgiveness	Responsibility Inspiration	Courage Excellence

Year 6 Physical Education – Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	<i>Children will focus on using different starting points for composing, performing and watching dance. They will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting</i>	<i>Children will develop their knowledge of different ways to balance both independently and in pairs, to plan and perform a sequence with a partner.</i>	<i>Children will use their knowledge of compositional principles, to develop sequences on apparatus showing an awareness of their audience. Children will plan, perform and analyse a sequence with a partner on apparatus.</i>	<i>Children will develop the range and quality of their skills and understanding. They will learn how to play the different roles of bowler, backstop, fielder and batter.</i>	<i>Children will develop the range and quality of their skills and understanding. They will learn how to play the different roles of bowler, backstop, fielder and batter.</i>	<i>Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</i>
Lesson 1	Dance Activity – Heroes and Villains	Gymnastic Activities 1 – counter balance and counter tension balances	Gymnastic Activities 2 – sequence movements, performing as a group on apparatus	Striking and Fielding Games - Cricket	Striking and Fielding Games - Rounders	Athletics Activities – through Three run, jump and throw Core Task
Character Values	Kindness Friendship	Respect Tolerance	Courtesy Generosity	Honesty Trust	Responsibility Co-operation	Courage Determination
Aims of Unit	<i>Children will use their knowledge of health and fitness and the links with science, PSHE and DT. They will learn about the different types of fitness and about exercise safe practice.</i>	<i>Children will learn how to work well as a team and apply attacking and defending skills through modified versions of 4v4 or 5v5 invasion games. Children will also learn a wider range of rugby techniques.</i>	<i>Children will further their ability to work well as a team and apply attacking and defending skills, applying these to a modified version of rugby and when playing a competitive modified version of rugby.</i>	<i>Children will learn how to improve their decision making whilst playing a modified version of netball. Children will further their ability to attack and defend as a team in small sided games of modified netball.</i>	<i>Through Tri-Golf children will develop co-operation and respect whilst learning. Sportsmanship and good behaviour will follow in turn with the values taught through golf. They will further their skills within golf and create their own adapted format of the game.</i>	<i>Children will take part in more complex orienteering events and teamwork challenges. They will learn to read maps more accurately, and to adapt their skills to meet challenges set in new environments.</i>
Lesson 2	Enrichment Unit – Health and Nutrition/Rules of Sports TBC	Invasion Games – Rugby 1	Invasion Games – Rugby 2	Invasion Games - Netball	Enrichment Unit – Tri-Golf	OAA Activities - through orienteering and teamwork
Character Values	Kindness Friendship	Respect Acceptance	Courtesy Equality	Honesty Forgiveness	Responsibility Inspiration	Courage Excellence