

Lees Primary PE Curriculum Progression



Physical Education at Lees Primary School

Statement of Intent, Implementation & Impact

Intent:

We recognise the value and importance that PE has for developing our children, specifically developing their SCARF values throughout a range of projects and themes.

At Lees Primary School we have a progressive curriculum which is designed to inspire all pupils to succeed and excel in competitive sport and physically – demanding activity. Our aim is to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children for now and the future. We strive to create a life-long love of physical activity as part of leading a healthy active lifestyle as it teaches many key values in life, such as leadership, builds confidence and social skills, a sense of achievement, resilience, respect, fair-play, the sense of winning and losing, failure, pride and the determination and belief that anything can be achieved.

Implementation:

Pupils will become physically confident in a way which supports their health and fitness. Opportunity to compete in sport, activities and competition builds character and helps to embed the key values above. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and appreciation of their own and others' strengths and weaknesses. We provide extra-curricular activities, in addition to competitive sporting events through the Bronte School Games and local fixtures as part of the Bronte Academy Trust where we have seen excellent progression within a sport. We ensure our children receive the strongest start of physical development right from Nursery, focusing on specific areas of skills and games as stated in the National Curriculum 2014, so that when our children leave school, they know the importance of a fit and healthy lifestyle and are confident in taking part in a range of physical activities.

Impact:

PE is planned to demonstrate progression throughout the year groups. Children have access to a wide range of activities in the belief that if taught well and the children are engaged then they will continue to have a physically active life and achieve a love of sport and exercise. Our impact is to motivate children to utilise the underpinning skills of fair-play, respect and sportsmanship. We use assessment, questionnaires and surveys (pupils, staff and parents) to improve the quality of lessons and confidence in the teaching of PE and as a result the enjoyment and positive outcomes increase. The confidence, resilience and teamwork that is learned through PE will further support children later in life to achieve in their further education and in the real world.

Lees Primary PE Curriculum Progression



Skills and year group	Physical development movement and handling	Health and self-care
Nursery	<ul style="list-style-type: none"> - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. - Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. - Can kick a large ball. - May be beginning to show preference for dominant hand. - Value the ways children choose to move (Explore with movement). - Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. - 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. - Give as much opportunity as possible for children to move freely between indoors and outdoors. - Encourage body tension activities such as stretching, reaching, curling, twisting and turning. - Self awareness of space - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot when shown. - Can catch a large ball. - Understanding simple instructions such as start, stop. - Begin to show a dominant hand for throwing. - Balance on different pieces of equipment. - Jump using two feet by bending knees and land appropriately without hands / bum touching the floor. - Motivate children to be active through games such as follow the leader. 	<ul style="list-style-type: none"> - Beginning to recognise danger and seeks support of significant adults for help. - Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. - Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices. - Remember that children who have limited opportunity to play outdoors may lack a sense of danger. - Taking shoes on and off. - Observes the effects of activity on their bodies. - Understands that equipment and tools have to be used safely - Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster

Lees Primary PE Curriculum Progression



Skills and year group	Physical development movement and handling	Health and self-care
Reception	<ul style="list-style-type: none"> - Children are active and interactive. - Develop their co-ordination, control and movement. - To develop the ability to control a ball in a range of ways. - To develop the ability to throw accurately at a target. - To use throwing skills in a small-sided game. - To understand the importance of physical activity. - Make healthy food choices in relation to food. - To move confidently in a range of ways. - Experiment with different ways of moving. - To be able to use a bat or racket to move and control an object. - Jumping off an object and land appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - To develop the ability to catch and bounce a ball. - To develop the ability to kick a ball. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Shows a preference for a dominant hand. - Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. 	<ul style="list-style-type: none"> - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Lees Primary PE Curriculum Progression



Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding
Year 1	<ul style="list-style-type: none"> - To kick a ball with accuracy towards an end target. - To dribble a ball with some success. - To move with control and coordination. - To participate in team games. - To move into and out of space safely. - To be able to throw a ball over and under arm. - To be able to catch a large ball. - To roll a ball to an end target. - To become increasingly competent and confident with their agility, balance and coordination. - To be able to play a game following a set of rules. 	<ul style="list-style-type: none"> - To link two simple actions together. - To hold a position whilst balancing on different parts of the body. - To balance on one foot for 5 seconds. - To be able to move forwards, backwards, sideways, low and high with some speed. - To jump with both feet leaving the ground. - To jump for height. 	<ul style="list-style-type: none"> - To dance with an object - To express an idea through dance - To move in different ways - Nativity Practise - To make different shapes with my body and others - To dance in different formations - To perform a Christmas themed dance 	<ul style="list-style-type: none"> - To be able to catch a large ball. - To balance a ball on a racket. - To strike a ball using two hands on a racket/bat.
Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding
	<ul style="list-style-type: none"> - To develop fundamental movement skills including running, hopping, jumping, kicking, throwing and catching showing correct technique. Children should be looking to throw the ball over-arm showing some accuracy. 	<ul style="list-style-type: none"> - To jump in a variety of ways and land with increasing control and balance. - To develop balance, agility and coordination when balancing on different parts of the body, 	<ul style="list-style-type: none"> - To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. - To link a short series of dance sequences together. 	<ul style="list-style-type: none"> - To be able to catch a ball successfully. - To look to move the body to catch successfully. - To balance a ball on a racket. - To strike a ball using two hands on a racket/bat.

Lees Primary PE Curriculum Progression

Year 2	<ul style="list-style-type: none">- To develop simple tactics and understand attacking vs defending.- To become spatial aware and move in and out of space safely and quickly.- To become increasingly competent and confident with their agility, balance, coordination and the speed at which they do these activities.- To be able to move forwards, backwards, sideways, low and high at speed.- To pass a ball accurately via hands and feet.- To be able to control a ball within a game setting via hands and feet.- To be able to dribble a ball through cones successfully.- To cooperate with team mates and work as a team to achieve success.- To play a game with a set of rules.	<ul style="list-style-type: none">- To develop balance, agility and co-ordination when balancing on different parts of the body.- To develop balance, agility and coordination when rolling, and jumping.- To balance on one foot for 5 seconds showing stillness.- To link two simple actions together and combine movements to create a sequence. To move in a variety of ways including forwards, backwards, sideways, low/high, gallop, skip, side step with some speed and spatial awareness.- To perform simple jumps including pencil jump, star jump and tuck jump.- To jump for height.- To perform simple rolls including pencil roll, teddy bear roll & forward rolls.			
Skills and year group	Invasion games	Gymnastics	Striking and fielding	Athletics	OAA

Lees Primary PE Curriculum Progression

<p>Year 3</p>	<ul style="list-style-type: none"> - Holding and catching a rugby ball using the correct positioning. - To be able to combine skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To enjoy playing against each other across a range of sports. - To develop dribbling and passing technique across a range of activities including Rugby (passing only). - To develop interception techniques to intercept the ball - To develop simple tactics and understanding attacking vs defending. - Making tactical decisions (attacker and defender) - Develop defending activities (The sidestep movement) . - To show a range of agility, quickness of feet and the ability to move in 	<ul style="list-style-type: none"> - To jump in a variety of ways and land with increasing control and balance. - To hold a position whilst balancing on different points of the body and on different pieces of apparatus. - To perform balances including candlestick, broken candlestick, the ankle hold and others. - To link movement phases together. - To perform simple jumps including pencil, star, tuck and rotation jumps showing control upon landing. - To jump for height. - To perform rolls including pencil roll, teddy bear roll & forward rolls. - To compare their performances in a range of activities and sports. 	<ul style="list-style-type: none"> - To throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To show awareness and move successfully to catch a ball. - To strike a ball using one/two hand(s) showing control and correct grips. - To successfully field a ball (long barrier / pick up). - To strike a ball using two hands on a racket/bat. 	<ul style="list-style-type: none"> - To run showing speed and endurance. - To show speed whilst jumping (speed bounce). - To show distance whilst jumping (long jump) - To show height and timing when jumping (hurdles / vertical jump). - To demonstrate power and distance when throwing. 	<ul style="list-style-type: none"> - To take part in outdoor and adventurous activities both individually and within a team.
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Lees Primary PE Curriculum Progression

	<p>a variety of ways and speeds.</p> <ul style="list-style-type: none"> - To pass a ball in a variety of ways including under, over, chest, bounce and overhead. - To be spatially aware and coordinate space. - To be able to control a ball within a game setting via hands, feet and equipment. - To cooperate with team mates and work as a team to achieve success. - To play a game with a set of rules. - To compare their performances in a range of activities and sports including Rugby. 				
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Skills and year group	Invasion games	Gymnastics	Striking and fielding	Athletics	Net & Wall	OAA

Lees Primary PE Curriculum Progression



<p>Year 4</p>	<ul style="list-style-type: none"> - To be able to combine skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To enjoy collaborating and competing against each other across a range of sports. - To compete in a range of increasingly challenging situations. - To demonstrate dribbling and passing technique across a range of activities, including football. - To develop passing and receiving skills in football - To develop tactics and understanding attacking vs defending. 	<ul style="list-style-type: none"> - To jump in a variety of ways and land with increasing control and balance. - To perform more complex balances and hold a position whilst balancing on different points of the body and on different pieces of apparatus. - To perform individual balances including candlestick, broken candlestick, the ankle hold, tripod and others. - To work collaboratively to create their own balances with others. - To work collaboratively to create their own movement phases including cartwheels, round-offs, forward rolls, backward rolls, pencil roll etc. 	<ul style="list-style-type: none"> - Begin to show control and accuracy when striking a moving ball. - Demonstrate knowledge of moving towards the ball to reduce the time it takes to return the ball. - Show accuracy and power when throwing the ball over a long distance. - Demonstrate the ability to move to catch a ball and awareness of surroundings. - To successfully field a ball (long barrier / pick up). - To strike a ball using two hands on a racket/bat. - Work as a team to achieve success. - Begin to link movement phases together when bowling. 	<ul style="list-style-type: none"> - To run showing speed and endurance. - To show speed whilst jumping (speed bounce). - To show distance, height and power whilst jumping (long jump) - To show height, good timing through coordination when jumping (hurdles / vertical jump). <p>To demonstrate power, distance and some knowledge of technique when throwing. (javelin, shot put etc.)</p>	<ul style="list-style-type: none"> - To explore with racket grip and begin to hold it correctly. - To understand and know which is my dominant hand. - To understand there are a variety of strokes and shots. - To understand that shots require to be hit with a backhand or forehand shot. - To move towards or away from the object to increase chances of hitting. 	<ul style="list-style-type: none"> - To take part in outdoor and adventurous activities both individually and within a team.
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Lees Primary PE Curriculum Progression

	<ul style="list-style-type: none"> - To know how to find and use space effectively. - To learn the defensive skills of marking and tackling - To learn how to shoot in football. - To understand the importance of fitness in football - To use the skills I have learnt and apply them in a game. - To work as part of a team. - To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin showing knowledge of when to play each pass. 	<ul style="list-style-type: none"> - To link movement phases together showing control, creativity, balance, posture, flexibility and strength. - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance. 	<ul style="list-style-type: none"> - Begin to reflect on your own performance showing perseverance. 			
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Lees Primary PE Curriculum Progression

	<ul style="list-style-type: none"> - To be able to control a ball within a game setting via hands, feet and equipment i.e. hockey stick. - To cooperate with team mates and work as a team to achieve success. - To play a game with a set of rules. - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance. 					
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Skills and year group	Invasion games	Gymnastics	Dance	Athletics	Swimming	Net & wall
	<ul style="list-style-type: none"> - To pass and receive the ball in hockey. 	<ul style="list-style-type: none"> - Create complex and well- executed sequences that include a full range 	<ul style="list-style-type: none"> - Begin to reflect on your own performance 	<ul style="list-style-type: none"> - To run showing speed and endurance. 	<ul style="list-style-type: none"> - To swim 25m unaided. - To enter the water safely. 	<ul style="list-style-type: none"> - To hold the racket / bat correctly showing the correct grip for both

Lees Primary PE Curriculum Progression

<p>Year 5</p>	<ul style="list-style-type: none"> - To dribble with the ball in hockey. - To learn the technique for the Indian dribble - To know how to tackle an opponent. - To aim for a target. - To take a penalty shuffle. - - Work alone, or with team mates in order to gain points or possession - Lead others when called upon and act as a good role model within a team - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) - Uphold the spirit of fair play and respect in all competitive situations. - Choose the most appropriate tactics for a game 	<p>of movements including; travelling, balances, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures & linking skills.</p> <ul style="list-style-type: none"> - Perform more complex balances including handstands, headstands, tripod, crab, wine glass etc. - Perform more complex jumps including rotation, straddle, pike etc. - Link movement phases including cartwheels, roundoffs, going into a crab from standing and rotating out without assistance. - Create more complex balances with a partner whilst showing control, safety, good posture, stability, 	<p>showing perseverance.</p> <ul style="list-style-type: none"> - Create and perform longer sequences demonstrating energy and a link to music. - To link movement phases together showing grace. - To copy and replicate movements to show a dance. - To work together and collaborate ideas to achieve success. - To compare their performances in a range of activities and sports. 	<ul style="list-style-type: none"> - To show speed and agility whilst jumping (speed bounce). - To show explosive power to achieve distance whilst jumping (long jump). - To link a variety of movements together showing power (triple jump). - To show height and timing when jumping (hurdles / vertical jump). <p>To demonstrate power, distance and correct technique when throwing.</p>	<ul style="list-style-type: none"> - To tread water for 2 minutes. - To use a range of swimming strokes effectively. - To perform safe self-rescue in different water based situations. 	<p>backhand and forehand.</p> <ul style="list-style-type: none"> - To use forehand and backhand at the correct time. - To show footwork to move to hit the ball/shuttle correctly. - Attempt to move an opponent to achieve success. - To be able to maintain a rally.
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Lees Primary PE Curriculum Progression

	<ul style="list-style-type: none"> - To use tactics in competitive situations. - Defend and attack tactically by anticipating the direction of play. - To find and exploit space to achieve success. - To enjoy collaborating and competing against each other across a range of sports. - To compete in a range of increasingly challenging situations. - To understand and use positions within sports. - To show a range of agility, quickness, coordination of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin, 	<p>strength and stillness.</p> <ul style="list-style-type: none"> - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance. 				
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Lees Primary PE Curriculum Progression

	<p>inside of foot, outside of foot etc and demonstrate knowledge of when to play each pass.</p> <ul style="list-style-type: none"> - To demonstrate control when controlling a ball within a game setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc. - To cooperate with team mates and work as a team to achieve success. 					
Skills and year group	Invasion games	Gymnastics	Dance	Athletics	Swimming	Net & wall
	<ul style="list-style-type: none"> - Work both individually and as a team to achieve success knowing what your role is within a team. - Lead others when called upon and act as a good role 	<ul style="list-style-type: none"> - Hold shapes which are strong, fluent and expressive - Include in a sequence set pieces, choosing the most appropriate linking elements 	<ul style="list-style-type: none"> - Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece using a range of controlled movements. 	<ul style="list-style-type: none"> - To run/sprint showing speed, agility and endurance. - To show speed and agility whilst jumping (speed bounce). 	<ul style="list-style-type: none"> - To swim 25m unaided. - To enter the water safely. - To tread water for 2 minutes. - To use a range of swimming strokes effectively. 	<ul style="list-style-type: none"> - To hold the racket / bat correctly showing the correct grip for both backhand and forehand. - To use forehand and backhand at the correct time.

Lees Primary PE Curriculum Progression



<p>Year 6</p>	<ul style="list-style-type: none"> - model within a team. - Choose and combine techniques in game situations - running, throwing, catching, passing, jumping, kicking and knowing when to apply each skill to a game situation showing accuracy. - To be able to dribble, pass and shoot across a range of sports showing control, accuracy and power across a range of positions. - To implement when to pass, dribble or shoot in a competitive situation. - To be able to tackle/dispossess an opponent across a range of sports. - Uphold the spirit of fair play and respect in all competitive situations. 	<ul style="list-style-type: none"> - Vary speed, direction, level and body rotation during floor performances - Practise and refine the gymnastic techniques used in performances - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions) - Use equipment to vault. - Perform expressively and hold a precise and strong body position - Perform and create complex sentences - Express an idea in original and imaginative ways - Create well executed sequences that include a full range of movements including travelling, 	<ul style="list-style-type: none"> - Perform complex moves that combine strengths and stamina gained through gymnastics activities (such as cartwheels or handstands) using accuracy and consistency. work in a group using different musical stimuli. - Compose creative and imaginative dance sequences such as a cheerleading routine. I can represent objects and actions through a dance phrase. - I can select and use a range of movements to create a dance phrase that demonstrates my ideas. - I can suggest and make improvements 	<ul style="list-style-type: none"> - To show explosive power to achieve distance whilst jumping (long jump). - To link a variety of movements together showing power (triple jump). - To show height and timing when jumping (hurdles / vertical jump). - To demonstrate power, distance and correct technique when throwing. - To link multiple movements together showing speed, fluidity and effort e.g. triple jump, dance etc. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> - To perform safe self-rescue in different water based situations. 	<ul style="list-style-type: none"> - To show footwork to move to hit the ball/shuttle correctly. - Attempt to move an opponent to achieve success / outwit an opponent. - To understand there are a variety of shots including serve, clears, lifts, drives, smashes, volleys, net play etc. - Attempt to move around the shot in order to play a more successful return. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team.
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Lees Primary PE Curriculum Progression

	<ul style="list-style-type: none"> - To show a range of agility, quickness, coordination of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin, inside of foot, outside of foot etc and demonstrate knowledge of when to play each pass across a range of sports. - To demonstrate control when controlling a ball within a game setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc. - To cooperate with team mates and work as a team to achieve success. - Uphold the spirit of fair play and respect 	balances, flight and rolls.	to my group's dance phrase, based on peer feedback.			
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Lees Primary PE Curriculum Progression

	<p>in all competitive situations.</p> <ul style="list-style-type: none"> - Lead others when called upon and act as a good role model within a team. 					
	<p style="text-align: center;"><u>The progression in to KS3 PE</u></p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. 					