

Success In Physical Education



ST. MARY'S
RC. PRIMARY SCHOOL



Let us feel the presence of
Christ's love in the warmth
of our welcome as we

open our doors,
our hearts,
our minds,

to serve, strengthen and encourage
all who enter here



St. Cuthbert's
RC. Primary School

AS GOD'S UNIQUE FAMILY

WE LOVE,
WE LEARN,
WE GROW,

JOYFULLY FULFILLING OUR DREAMS
INSPIRED TO DO OUR BEST!

Subject audit



ST. MARY'S
RC. PRIMARY SCHOOL



Successful

learners

Date Sept 2023	1	2	3	4	5
Quality of Education					
Intent					
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?		X			
Is there a carefully sequenced progression of PE knowledge/concepts/skills to end of KS1/2		X			
Does your unique PE curriculum meet your pupils' needs & meet N.C standards?		X			
Curriculum coverage allows all pupils to access content & make progress		X			
Clear identified targets are shown through the Curriculum Development plan		X			
Implementation					
Teachers can explain what children learn/why it's important in your subject's curriculum			X		
Subject leader's review / quality assure LTP and Unit Plans and check against dance videos and observations on learning walks, as well as pupil voice, to ensure implantation of intent		X			
Teachers understand what the depth of knowledge expected is at the end of every unit / year through skills on PE Progression document.		X			
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the support and advice given to teachers		X			
Pupil and Staff voice, dance videos, photographs and learning walks, show that your subjects' curriculum is implemented fully		X			
Teachers organize and sequence learning appropriately – shown in adapted schemes of work unit plans			X		
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject		X			
Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown			X		
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum		X			
Use of the locality are maximized to provide firsthand experience within your subject.		X			
Pupils use appropriate resources for your subject to build knowledge and skills		X			
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit			X		
Opportunities for all staff to moderate/ share / feedback on work				X	
Impact					
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years)		X			
Children have progressed in different strands of your subject and this is clear from observations, videos and pupil and staff voice		X			

Subject Portfolio shows children voice, learning and progress through examples of work, images etc		X			
Behaviours and Attitudes					
Pupil voice shows learners are positive towards your subject	X				
All groups are committed to learning, know how to learn and take pride in the work for your subject		X			
Personal Development					
Builds knowledge, skills and critical thinking that helps prepare for next stage		X			
Provides opportunities to help learners discover wider interests	X				
Supports learners to develop their character through a Growth Mindset		X			
Prepares learners to be responsible and active citizens		X			
Supports the development of an understanding of British values and appreciate commonality and diversity		X			
Leadership and Management					
Subject leader is effective and has an ambitious vision to provide a high quality and inclusive subject curriculum		X			
Subject leader provides opportunities and focus on improving staff subject and content knowledge		X			
Practice and knowledge of staff is building overtime		X			
Assessment is used appropriately to help support all pupils to make progress and achieve			X		

(1= Excellent 5 = Not meeting)

PE Rationale

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy life styles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

At St Mary's and St Cuthbert's we see the importance of physical education in the development of the whole child and understand its importance across the whole curriculum. Physical education increases children's self-awareness and self-esteem, it develops self-evaluation and decision making skills, and promotes positive attitudes towards a healthy lifestyle.

Our main aim is that it inspires the children towards lifelong participation in sport, physical activity and healthy lifestyle choices. We will aim to provide 2 hours quality P.E. provision for each child within a school week, and exceed it where possible, through our fully inclusive extra-curricular sports program and through our involvement in city wide school games competitions.

Our carefully designed PE curriculum helps pupils to:

- Develop positive attitudes towards physical activity.
- Develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- Increases physical activity, physical skills development and promotes a healthy lifestyle.
- Develop physical competency in the areas studied.
- Teaches the children an understanding of safety when participating in physical activity.
- Encourages lifelong involvement in physical activity.
- Develops fair play through cooperation, collaboration and competition; to manage varying levels of success in competitive and co-operative situations and retain a proper sense of perspective in competition.
- Try to achieve personal best.
- Have age appropriate activities.
- Understand the need for rules in games.
- Have equal opportunities, regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- Have equal opportunities to achieve their full potential, through curricular and extra-curricular sessions.

EYFS

PE is delivered under the umbrella of 'Physical development' in EYFS. This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Towards the end of Reception, the children will begin to change into PE kits and go into the school hall for some structured Dance and Gymnastics, in preparation for their transition into Year 1.

There are Reception schemes of work in the Val Sabin files that the teachers follow for this.

Key Stage 1 & 2

Children in Key Stage 1 and Key Stage 2 have 2 x 1 hour PE lessons per week. 1 session is indoors and 1 session is outdoors. We follow the Val Sabin Schemes of Work to ensure a progression of skills is taught throughout all aspects of PE and the units taught within a particular year group, develop and progress the skills from the previous year.

All year groups cover the same aspect of PE during the same half term (e.g. All year groups teach Gymnastics and Outdoor Games during the Autumn Term), to allow for monitoring the teaching, learning and progression of skills across all year groups. The only exception is Year 3 & 4, who have 1 lesson of swimming every week. Their second session of PE will focus on covering the curriculum and will not always be in sync with the rest of the school. This is closely monitored by the PE Coordinator.

Key Stage 1

During Key Stage 1 children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas they develop their skills in movement and their co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Children:-

- Find out what they can do as they explore a range of basic skills, actions and ideas such as running, jumping and turning, throwing or kicking a ball and responding to music in dance.
- Learn to practice by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive
- Use movement imaginatively to communicate ideas and feelings
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play
- Recognise that their bodies feel different when they run short or long distances, move slowly or suddenly and lift heavy objects or float in water.
- Learn to use space safely when they work alone or with others, showing increasing control over their movements.

Key Stage 2

During Key Stage 2 children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Children:-

- Enjoy being active, showing what they can do.
 - Practice new skills across a range of activities that might include dance, gymnastics, games, swimming, athletics and outdoor adventurous activities.
 - Learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time.
 - Pace themselves in challenges in activities such as swimming and athletic activities.
 - Use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem solving and challenge activities.
 - Know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others to perform more effectively.
 - Know why activity is important to their health and well-being.
 - Understand the rules and conventions of taking part in different activities safely
- Progression Features Within the 4 Strands of the N. C. Acquiring and Developing Skills.
- From early movement explorations to acquiring and developing a range of skills that show improved control and co-ordination and then to refining and extending these skills and being able to perform them with some accuracy, consistency and fluency, Selecting and Applying Skills, Tactics and Compositional Ideas.
 - From simple selection and application of skills in a series or in combination to the planning and use of more complex sequences and games Evaluating and Improving Performance.
 - From being able to describe what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work Knowledge and Understanding of Fitness and Health.
 - From knowing that exercise makes them hot or out of breath, to developing an understanding of why activity might be good for them and how important it is to their general health and well-being and how different types of fitness affect their bodies.

Why is PE important at our school?

Intent

At The Federation of St Cuthbert's and St Mary's, we believe that all children should have access to a high quality, skills-based PE curriculum that ensures all pupils develop the knowledge, understanding and skills to excel in a wide range of physical activities. Our PE curriculum provides opportunities for children of all abilities to access a range of sporting activities on offer and stay physically active for sustained periods of time. We recognise the role that PE has to play in promoting a healthy, active lifestyle and ensure that our PE curriculum is complemented through our PSHE and science curriculum to develop a holistic understanding of healthy living.

To engage children and ensure PE is relevant, our schools takes advantage of its locality. This opens us up to a wealth of enriching opportunities and inspiration for leading active lives that draw upon the local world around our children. Alongside professional sporting organisations, we have strong links with local high schools and engage in competitive activities with other primary schools. Thus placing PE in the wider context and building it as lifestyle habit. We celebrate the diverse range of sporting heroes from different backgrounds, sports and communities to reflect upon the diversity within the Federation, so that children can be inspired and aspire to achieve like others from their locality.

Throughout their time at The Federation of St Cuthbert's and St Mary's we aim to provide children with the skills, knowledge and values to be able to lead a healthy active life, now and in the future. We strive to ensure children become physically literate by developing the fundamental movement skills in a progressive and age/ability appropriate manner whilst recognising the individual needs of SEND or disadvantaged children. Physical Literacy is universal, regardless of language which ensures all children within our diverse community are included and have the opportunity to excel physically. Being located in Manchester we can collaborate with Manchester PE Association and promote the core values of respect, determination, honesty, passion, teamwork and self-belief. Therefore these values become embedded within our children and the Federation to join a common vision across the city.

Purpose of study

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

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Activities in PE **help children develop healthful social interactions**. From a young age, children learn cooperation through group activities and form a positive sense of identity as part of a team. Such group activities are continually important as children grow older.

So why is physical activity so important for children?

Physical activity has countless health benefits for children! Not only does exercise improve a child's overall health and fitness, but it can also help to improve their mental health and cognitive development as well.

Key benefits of physical activity for children:

- Builds confidence and improves social skills.
- Gives children the opportunity to learn new skills and teaches them important life skills.
- Strengthens muscles and bones.
- Helps to develop coordination.
- Enhances concentration and learning, which increases productivity and success.
- Makes children feel good and elevates their mood
- Inspires positivity and encourages tolerance.
- Helps to relieve stress and maintain mental and emotional wellbeing.
- Improves sleep and energy levels.
- Reduces the risk of morbidity and mortality from chronic non-communicable diseases.
- Improves overall health and fitness and helps children maintain a healthy weight to prevent childhood obesity.

Implementation

- We maintain a high level of subject knowledge of PE in our school by regular training and professional development. The PE lead regularly attends the Manchester PE Association meetings each half term, to keep up to date with the latest information.
- Regular monitoring ensures that coaching and mentoring of staff is specifically targeted to ensure that staff are appropriately supported to development needs, this is also monitored through staff voice questionnaires.
- Monitoring ensures that the subject leader has a focused approach towards the development of the subject within the school according to the needs of the pupils to ensure progress. The monitoring cycle ensures that PE contributes to the school improvement plan.
- Teachers use assessment for and of learning to ensure that teaching is planned to ensure that learning is consolidated and plans for next steps.
- Effective subject management ensures we are a well-equipped and resourced school.
- AH, MM, PB & LB help with the teaching of PE across the schools, providing weekly support and CPD in the delivery of PE.
- Children take the lead on fitness within PE lessons and devise exercises / activities that the class can complete. (e.g. warm ups and stretches and creating and explaining their own games).
- A range of after school sports to be offered during the school day and after school. Children are given the opportunity to allow children to participate in sports they may not otherwise get to try. Local sports clubs also come into school to provide coaching sessions for children during the school day.
- Competitions and games to be organised within year groups and with local schools both after school and during the school day. We also enter into the Manchester PE excel and inspire competitions to encourage participation for all children in a range of sports.
- Play Leaders and The Sports Council / Crew organise and run House Competitions at lunchtimes.
- Regular sporting events and fun days are arranged and parents are invited to watch. Sports themed days/weeks and football competitions are arranged in house. These are celebrated in weekly praise assemblies and certificates and medals are awarded.
- Whole school house days with a sports focus are arranged at the end of a term.
- School Games Gold Mark to be maintained and work towards the Platinum Mark.

Impact

- There is a clear progression of children's work and teachers' expectations in our school.
- Feedback from teachers has impact on our pupils, often with challenge activities and next step learning to push learning on.
- Standards in PE at the end of the key stages are good and issues arising are addressed effectively in school.
- The quality of the teaching of PE will improve and the children will learn more skills in PE.
- Pupils will receive a better quality PE provision, with skilled, confident staff and the resources necessary for them to learn and develop in all areas of PE. PE lesson will be more fun.
- All pupils wanting to be active and to enjoy taking part in a range of sport, exercise and physical activity, with increased engagement of all pupils in regular physical activity, as part of a healthy lifestyle.
- All pupils understanding the importance sport and physical activity plays in a healthy lifestyle.
- All pupils aware of the sporting opportunities on offer to them and more pupils will participate in competitive sport, including those with SEN.
- All pupils to be active for at least 30mins a day, during school time.
- All pupils given a broader experience in PE and extra-curricular activities, as well as a wider range of sports being offered throughout the day.
- Our SLT and governors are kept up to date with developments in PE with subject SEFs, action plans and the Sports Premium Plan.

What are the key knowledge concepts in PE at our school?

Health & Fitness	Games Skills	Movement Skills	Sportsmanship & Teamwork
- Affects & benefits of exercise on the body. - Importance of healthy, active lifestyles. - Importance of warm up and cool down. - Safe exercises and how to exercise safely. - Identify muscle groups used in exercise.	- Know the rules of different games and play fairly. - Play sport / compete as an individual. - Play as part of a team. - Passing. - Tackling. - Attacking. - Defending. - Catching. - Hitting. - Throwing. - Kicking. - Dribbling. - Demonstrate increased skill and accuracy. - Apply tactics within a game.	- Plan, practice and repeat a sequence of movements, with more complexity. - Move with growing control and coordination. - Change direction, speed and shape during routines. - Movements accurate, clear and concise. - Movements controlled. - Improvise movements to create mood and feeling. - Combine sequences and link own work with others.	- Follow rules and play fairly. - Show respect before, during and after a game. - Know how to manage feelings of frustration and annoyance in sport. - Be a good role model.
Evaluate and Improve Performance			
- Explain how work is similar and different to others. - Modify use of skills and techniques to improve performance. - Evaluate and improve own performance and suggest how others could improve their performance. - Understand that opinions might differ. - Analyse and explain why I have used specific skills or techniques. - Create own success criteria for evaluating.			

What are the key PE subject discipline skills?

- Health & Fitness.
- Striking & Fielding.
- Net & Wall.
- Invasion Games.
- Athletics.
- Gymnastics.
- Dance.
- Swimming.
- Outdoor & Adventurous.
- Sportsmanship.
- Evaluating Performance.

How does our school ensure progression in our key knowledge and concepts in PE?

- Schemes of work for PE ensure progression.
- Skills taught build on previous years.
- Knowledge taught becomes more in depth.
- Increasing complexity of language and precision expected.
- Increasing complexity of skills and movements taught and demonstrated by the children.
- Increasing complexity in sequences produced in Gymnastics and Dance.
- Increasing amount of pupil leadership within PE.
- Increased use of spacial and team awareness.
- More complex rules and scoring.
- Team sizes increase and more emphasis on team work as children move up through the school.

How do we know our children have made progress?

End points FS

Early learning goal – moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

End points KS1

End of KS1 Expectations:

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

End points KS2

End of KS2 Expectations:

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

PE Long Term Plan (Indoor, Outdoor)

2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Gymnastics Stretching and Curling. Large ball skills and games.	Gymnastics Flight. Large ball skills and games.	Dance Throwing and catching Aiming games.	Dance Bat and ball skills and games and skipping.	Athletics Bat and ball skills and games.	Athletics Developing partner work.
Year 2	Gymnastics Rocking and Rolling. Throwing and catching.	Gymnastics Spinning / Turning / Twisting. Inventing individual games.	Dance Making up games with a partner.	Dance Dribbling, kicking and hitting.	Athletics Bat and ball skills and games.	Athletics Group games and inventing rules.
Year 3	Gymnastics Symmetry & Asymmetry. Ball Skills – passing and receiving.	Gymnastics Pathways and travelling. Creative games – making.	Dance Swimming	Swimming Net / Wall games.	Swimming Striking / Fielding games.	Athletics Swimming
Year 4	Swimming Invasion Games.	Gymnastics Symmetry & Asymmetry & Balance. Swimming	Gymnastics Rolling & Receiving Body Weight. Problem Solving and inventing games (invasion focus).	Dance Net / Wall games.	Dance Striking / Fielding games.	Athletics Outdoor and Adventurous.
Year 5	Gymnastics Bridges. Invasion and target (ball handling games).	Gymnastics Flight. Invasion (implement and kicking).	Dance Invasion Games.	Dance Net / Wall games.	Athletics Striking / Fielding games.	Athletics Outdoor and Adventurous.

Year 6	Gymnastics Matching and Mirroring. Invasion and target (ball handling games).	Gymnastics Counter Balance and Counter Tension. Invasion (implemen t and kicking).	Dance Invasion Games.	Dance Net / Wall games.	Athletics Striking / Fielding games.	Athletics Outdoor and Adventurous.
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How well do children learn in PE at our school?

Evidence:

Dance Videos.

Pupil Voice.

Assessments.

Learning Walks / Lesson Observations.

Photographs.

What are our school's strengths?

Progression of skills across the school (supported by progression ladders).

Monitoring.

Profile of Sport & PE within school (Regular reports on extra-curricular sports in weekly praise assemblies, newsletters, twitter, website & sports notice board).

Sporting Experiences – World Cup Days, House Days, House Competitions, Sports Week.

Network support for subject lead.

Subject leaders' subject knowledge.

CPD.

What do we need to get better at?

Subject knowledge (of some staff).

Staff confidence with assessment in PE.

PE Subject Overview 2023

Context

The National Curriculum requirements for PE, include a broad, balanced curriculum with children experiencing a range of sports and activities, where they are able to develop physically and socially. Our main aim is that it inspires the children towards lifelong participation in sport, physical activity and healthy lifestyle choices.

We follow the Val Sabin Schemes of Work for Curriculum PE, to ensure progression across year groups and phases and offer a wide range of sporting and competitive opportunities during lunchtimes and after school.

We compete regularly in the Manchester PE Association competitions and arrange our own in house, competitions, sports / themed days and sport focused house days each term, to provide all children with a range of opportunities to participate, experience and compete in a range of sports and activities.

Sporting successes are widely celebrated, in the weekly praise assemblies and reports are sent out to parents via the weekly newsletter, on twitter and on the school website.

STRENGTHS

Children thoroughly enjoy PE & Sport and look forwards to lessons, competitions and lunch times where they are able to participate in a range of activities and sports. (Pupil & Staff Voice).

A range of different sports and activities are on offer to all children during and after the normal school day.

The school is successful when competing against other schools in Manchester PE Association competitions and regularly qualify for the City Wide Finals in a range of sports, as well as winning medals at competitions.

WEAKNESSES

Staff confidence and knowledge in some areas of PE. (Support and CPD to be provided for those areas / staff). (Staff Voice).

Lunchtime activities to be further developed to encourage more physical activity.

Staff absences have limited the After School Sports provision and opportunities to compete in competitions.

Long-Term Plan (2-3 Year Timescale)

Long Term Plan

- CPD for staff to improve subject knowledge, confidence in teaching PE and to improve the teaching and learning across all areas.
- Improve and increase the extra-curricular provision for all children, including more opportunities for children to participate and compete in a range of sports and activities.
- Promote active, healthy lifestyles through themed sports days / weeks.
- Improve and promote links with the local community and outside agencies to provide the children with a wider range of sporting opportunities in a range of sports and a chance to take up a sport in their own time.

Priorities (1 Year Timescale)

Short Term Plan

- Ensure all classes deliver a broad range of activities and cover the NC requirements for PE. (Including teaching OAA in KS2 during the summer term and that catch up swimming is arranged for those children who have not yet achieved their 25m).
- Ensure staff have the support and are provided with CPD and advice in the necessary areas to deliver good, quality lessons to meet the NC requirements for PE.
- Develop lunchtime play leaders and provide equipment for children to improve physical activity at lunchtimes.



St Mary's and St Cuthbert's Primary School: Progression within Physical Education (P.E.)



Intent: At our schools, Physical Education (P.E.) ensures that our children have the knowledge to begin and maintain a healthy lifestyle. Through competitive sports, which promote individual and co-operative skills, children are taught to become physically active for sustained periods of time. The main aim of our P.E. Curriculum is to inspire children to be physically confident in their abilities in order to then challenge themselves to beat others in competitions and out-do their personal bests. We want P.E. to build character and lead active, healthy lives.

		Year 1	Year 2
Skills	Health & Fitness	Describe how my body feels before, during and after an activity.	- Show how to exercise safely. - Describe how my body feels during different activities. - Explain what my body needs to keep healthy.
	Ball skills	- Roll a ball with two hands, showing control. - Throw a ball, underarm, a short distance, showing some control. - Catch a ball with both hands/receive a ball. - Kick in different ways, with control.	- Roll a ball with one hand, showing control. - Throw a ball longer distances, showing some control. Catch/receive a ball. - Kick and move with control. - Stay in a 'zone' during a game. - Decide where the best place to be is during a game. - Use one tactic in a game. - Follow rules.
	Fundamental Movement	- Run at different speeds. - Take small, medium and large steps. - Run and jump with some balance and control. - Move with some awareness of space.	- Hurdle a small obstacle and maintain effective running. - Move in different ways, creating space.
	Gymnastics	- Make body tense, relaxed, curled and stretched. - Copy sequences and repeat them. - Roll in different ways. - Travel in different ways. - Balance in different ways. - Stretch in different ways. - Curl in different ways. - Show contrast (i.e. small and tall). - Climb safely on low level apparatus Make a two-part sequence. - Jump on two feet and land with some control and balance.	- Plan and perform a sequence of movements. - Use contrast in sequences. - Movements are controlled. - Improve sequence based on feedback. - Think of more than one way to create a sequence which follows a set of 'rules'. - Work on my own and with a partner to create a sequence. - Copy and remember actions, making a three-part sequence. - Roll forwards, backwards and sideways. - Hold a position whilst balancing. - Climb safely on larger equipment. - Jump in a variety of ways and land with control and balance.
	Dance	- Move to music. - Copy dance moves. - Perform some dance moves. - Move around the space safely. - Make a two-part sequence to music	- Change rhythm, speed, level and direction in my dance. - Dance with control and co-ordination. - Copy and remember actions, making a three-part sequence with some good timings to the music and linking sections. - Can choose some appropriate movements to show basic mood, feelings or ideas.
	Sportsmanship	Encourage classmates to do well	Understand the positive effect/impact of cheering for others and the negative effect/impact of booing.
	Evaluating	- Talk about what I have done. - Describe what other people did. - Say what was good and bad about a game or performance	- Evaluate classmates' performances with basic justifications. - Talk about what is different between what I did and what someone else did. - Say how I could improve.

St Mary's and St Cuthbert's Primary School: Progression within Physical Education (P.E.)

		Year 3	Year 4	Year 5	Year 6
Content Knowledge: Sports		Striking and fielding: Cricket Net and wall: Tennis Invasion: Basketball / Gaelic Football	Striking and fielding: Rounders Net and wall: Volleyball Invasion: Hockey / Gaelic Football	Striking and fielding: Cricket Net and wall: Tennis Invasion: Tag Rugby / Gaelic Football	Striking and fielding: Rounders Net and wall: Mini competitions Invasion: Football / Netball / Lacrosse
Skills	Health & Fitness	Explain why it is important to warm-up and cool-down.	- Identify some muscle groups used in activities. - Explain why warming up is important.	- Explain why keeping fit is good for my health. - Explain what effect exercise has on my body. - Explain some important safety principles when preparing for exercise. - Explain why exercise is important.	- Choose appropriate warm ups and cool downs. - Explain how the body reacts to different kinds of exercise. - Explain why we need regular and safe exercise.
	Striking and fielding	- Develop a fixed position and stance when fielding. - Understand the importance of spacing out when fielding. - Use fielding techniques to stop the ball.	- Develop a flexible position and stance when fielding. - Begin to respond to events on the pitch. - Use fielding techniques to stop the ball effectively.	- Throw and catch under pressure. - Use fielding techniques to stop the ball in the quickest, most appropriate way (i.e. long barrier, wide open pass).	Use fielding techniques to stop the ball tactically and know where the ball needs to go next.
	Net and wall	To hit objects in different ways (i.e. high, low, fast, slow).	Send an object to its required target accurately.	- Use control and accuracy to send an object to its required target, applying understanding of distance. - Apply basic tactics to games. - Use forehand and backhand with a racquet.	- Use any piece of equipment to outwit an opponent and gain advantage in a game situation. - Apply tactics to games.
	Invasion	- Use hand-eye co-ordination to control a ball with more accuracy. - To pass balls in different ways (i.e. high, low, fast, slow). - Maintain possession of a ball. - Show an awareness of others and space in a game situation. - Understand how to intercept. - Understand the concept of attack and defence. - Throw and catch with control when under limited pressure. - Know and use rules fairly to keep games going.	- Master passing and receiving techniques to maintain control of the ball, including some dribbling. - Intercept with growing accuracy being aware of position and timing. - Develop skills with a range of shooting techniques (both long and short distances). - Catch with one hand. - Throw and catch accurately. - Move to find a space when they are not in possession during a game. - Hit a ball accurately and with control. - Keep possession of the ball. - Vary tactics and adapt skills according to what is happening in the game.	- Dribble with accuracy. - Develop skills with a range of passes (i.e. chest, bounce, overhead) intercept with precision. - Demonstrate the best time to keep possession or shoot compared to knowing when to set a teammate up, applying understanding of distance. - Apply basic tactics to games (i.e. anticipate the direction of an opponent; make space by moving away, coming back and dodging; understand how to mark an opponent). - Gain possession by working as a team. - Choose the best tactics for attacking and defending.	- When under pressure, apply the required pass, dribble, shot and interception based on the distance and power needed. - Apply tactics to games. - Play to agreed rules. - Explain complicated rules. - Umpire. - Make a team plan and communicate it to others. - Lead others in a game situation.
	Athletics	- Understand the technique to run fast (hands up, knees up, opposites, head focused). - Sprint over a short distance, up to 60m. - Understand the technique for the required throw (shotput, javelin, discus). - Jump growing distances from a standing position. - Improve personal best. - Run at fast, medium and slow speeds; changing speed and direction. - Make up and repeat a short sequence of linked jumps. - Take part in a relay, remembering when to run and what to do.	- Begin to apply the technique to run fast (hands up, knees up, opposites, head focused). - Sprint over a short distance, up to 100m. - Begin to apply the technique for the required throw (shotput, javelin, discus). - Gain distance in jumps from a standing position. - Run over a long distance. - Throw in different ways. - Hit a target. - Jump in different ways.	- Apply the technique to run fast (hands up, knees up, opposites, head focused). - Run over longer distances, conserving energy to sustain performance. - Choose the correct technique to run at speed or length. - Apply the technique for the required throw (shotput, javelin, discus). - Use a run up and arm mobility to jump at length. - Combine running and jumping. - Controlled when taking off and landing in a jump. - Throw with accuracy. - Follow specific rules.	- Investigate running styles and changes in speed. - Apply the technique for the required throw with power and accuracy (shotput, javelin, discus). - Show control in take-off and landing when jumping. - Identify and refine running, jumping and throwing performances by analysing technique and body shape. - Throw a variety of objects, changing my action for accuracy and distance. - Link running and jumping activities with some fluency, control and consistency. - Demonstrate stamina. - Use skills in different situations.
	Gymnastics	- Refine movements into more fluid sequences. - Create interesting body shapes. - Change direction and speed during performance. - Use a greater number of my own ideas for movement in response to a task. - Explain how strength and suppleness affect performances. - Compare and contrast gymnastic sequences, commenting on similarities and differences. - Adapt sequences to suit different types of apparatus, criteria and their partner's ability.	- Plan a sequence, rehearse and perform it. - Movements are clear, fluent and expressive. - Combine and move in a variety of ways (shapes, jump, roll, speed, level). - Change direction, speed and level during performance. - Work in a controlled way. - Work with a partner to create, repeat and improve a sequence with at least three phases. - Follow a set of 'rules' to produce a sequence.	- Create complex, linked and well-executed sequences that include a range of movements (travel, balance, swing, bend, stretch, twist). - Hold a body posture. - Demonstrate kinaesthetic awareness. - Perform consistently to different audiences. - Movements are accurate, clear and consistent.	- Create complex, linked and well-executed sequences that include a range of movements (spring, flight, vaults, inversions, rotations). - Vary speed, direction and level to achieve the desired effect. - Combine my own work with that of others. - Link my sequences to specific timings.

St Mary's and St Cuthbert's Primary School: Progression within Physical Education (P.E.)

Dance	- Refine movements into more fluid sequences. - Move with growing control and co-ordination. - Change direction and speed during performance based on the rhythm of the music. - Begin to show expression. - Improvise freely, translating ideas from a stimulus into movement. - Share and create phrases with a partner and in small groups. - Repeat, remember and perform these phrases in a dance.	- Plan a sequence, rehearse and perform it from a given stimulus/scaffold (i.e. photo, advert, piece of music). - Movements are clear, fluent and expressive. - Dance conveys a clear idea. - Take the lead when working with a partner or group.	- Create complex, linked and well-executed sequences that show some individuality and imagination. - Demonstrate expressive, kinaesthetic awareness. - Improvise, demonstrating an awareness of the mood, feelings and ideas of the music. - Work on my movements and refine them. - Movements are controlled. - Dance shows clarity, fluency, accuracy and consistency.	- Perform expressively. - Perform with appropriate themes such as high energy or slow grace; maintain throughout the performance. - Combine strength and stamina gained through Gymnastics. - Movements are controlled. - Develop imaginative dance sequences in a specific style. - Choose my own music, style and dance.
Swimming	- Use front crawl. - Understand basic water safety. - Swim 15m.	- Master front crawl. - Use back stroke. - Tread water for at least 30 seconds. Recognise and explain potential dangers when swimming - Swim 20m.	- Master back stroke. - Use breast stroke. - Tread water for at least 60 seconds. - Perform the safe self-rescue technique of treading water. In clothes for 60 seconds, - Swim 25m.	- Master breast stroke. - Use butterfly stroke. - Tread water for at least 90 seconds. - Perform a range of safe self-rescue techniques. - Swim at least 25m. - Use all 3 strokes with control. - Breathe so that the pattern of my swimming is not interrupted. - Know what the different tasks demand of my body and pace my efforts well to meet challenges. - Describe good swimming technique and show and explain it to others.
Sportsmanship	- Know how to manage getting annoyed or frustrated in sports. - Follow rules and play fairly.	Show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands).	Be a consistently good role model to others.	- Uphold the spirit of fair play and respect in all competitive situations. Recognise when this does not happen (i.e. from TV sporting events) and explain the consequences.
Outdoor & Adventurous	- Follow a map in a familiar context. - Move from one location to another following a map. - Use clues to follow a route. - Follow a route safely.	- Follow a map in a (more demanding/familiar) context. - Move from one location to another following a map. - Use clues to follow a route. - Follow a route accurately, safely and within a time limit.	- Follow a map in an unknown location. - Use clues and compass directions to navigate a route. - Change my route if there is a problem. - Change my plan if I get new information.	- Plan a route and series of clues for someone else. - Plan with others, taking account of safety and danger.
Evaluating	Recognise how performances could be improved. - Evaluate classmates' performances with clear justifications, understanding that opinions might differ.	- Explain how my work is similar and different from that of others. - Use my comparison to improve my work. - Evaluate classmates' performances with clear justifications, based on one part of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship).	- Explain how my work is similar and different from that of others. - Use my observations to improve my work. - Evaluate classmates' performances with clear justifications, based on multiple parts of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship).	- Compare and comment on skills, techniques and ideas that I and others have used. - Modify use of skills or techniques to improve my work. Analyse and explain why I have used specific skills or techniques. - Create my own success criteria for evaluating. - Evaluate classmates' performances focusing on all KS2 sports elements - Clear justifications based on if the game/performance was successful or not, and why?

St Mary's and St Cuthbert's Primary School: Progression within Physical Education (P.E.)

EYFS PHYSICAL DEVELOPMENT: ☐ Gross Motor Skills / NATIONAL CURRICULUM KS1: ☐ Physical Education			
EYFS Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.			
Birth to Three	Three & Four Year Olds	Reception	KS1
- Clap and stamp to music. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. - Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. - Begin to walk independently – choosing appropriate props to support at first. - Walk, run, jump and climb – and start to use the stairs independently. - Spin, roll and independently use ropes and swings (for example, tyre swings). - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Observation Checkpoints: Around their third birthday: ☐ Can the child climb confidently, catch a large ball and pedal a tricycle?	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Observation Checkpoint: Look out for children who appear to be overweight. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.	- Revise and refine the fundamental movement skills they have already acquired: ☐ rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Further develop the skills they need to manage the school day successfully: ☐ lining up and queuing ☐ mealtimes ☐ personal hygiene Early Learning Goal: Children at the expected level of development will: ☐ Negotiate space and obstacles safely, with consideration for themselves and others ☐ Demonstrate strength, balance and coordination when playing ☐ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns.