

PE Curriculum Progression

“Intelligence and skill can only focus at the peak of their capacity when the body is strong and healthy.”
John F Kennedy

Curriculum Intent:

At Milldown CE Academy, physical education is an integral part of our curriculum and is inclusive and engages all pupils. We believe that taking part in sport, and enjoying doing so, is the birth right of all pupils. Through PE, children develop the knowledge, skills and competencies to excel in a broad range of sports and physical activities and which they will carry with them throughout their lives. Our school vision is 'Inspire-Believe-Achieve', based on the following biblical quote by Jesus: *“I am the way, the truth, the life.”* Through this, we want children to leave us empowered to make a positive difference to world and not just join it. We aim to:

- **Inspire all children** with a love of sports and physical activity so that they continue this outside of school;
- **Give all children the belief** that they can participate, enjoy and succeed in a wide-range of physical activity;
- **Ensure all children achieve** a healthy outlook on life and have the fundamental knowledge and skills to make healthy life choices, supporting healthy mind, body and soul.

How will the curriculum be delivered? The implementation.

- Children participate in high-quality PE lessons twice a week covering two different sports/skills per term.
- We follow a progressive, evolving curriculum that, with time, builds on prior learning and combines new knowledge, vocabulary and skills.
- New learning is taught explicitly using a mastery-based approach.
- We ensure that, just as in other subjects, children fully engage and work hard during lessons.
- In addition to being actively engaged, children also need plenty of chances to practice the skill being taught that day. Our quality curriculum offers many practice opportunities, sometimes alone, sometimes with a partner and sometimes during small sided games in groups.
- We aim to develop children's metacognition and self-regulation through allowing them to continually reflect on their success and teaching them how to self-challenge and scaffold through the STEP approach (**S**pace – **T**ime/**T**ask – **E**quipment – **P**eople).
- Use of a specialised coach aims to build teacher knowledge and pedagogy.
- Our annual sports week opens the door to a vast array of sports and clubs and encourages our children to seek ongoing physical activity outside of school.

The exact knowledge, skills and vocabulary to be learnt, as well as the assessment end-points, are set out for staff in detailed plans.

Curriculum Review (Impact):

Throughout their learning journey, children's attainment is captured at end of unit assessment points. Over the course of the year, this forms the basis of an overall teacher assessment of what standard the children is working at. We use a variety of strategies to evaluate the knowledge, understanding and skills that our children have gained in each unit of PE:

- CPD to ensure that teacher pedagogy is secure.
- Regular verbal feedback and pupil voice feedback.
- Observation of pupil performance during lessons and/or extra-curricular activities.
- Subject monitoring from the subject leader, including discussions with children.
- Performance at sports days, inter-house and inter-school tournaments.
- Subject leader discussions with teachers, identifying children working above and below expectations.

What Needs to be Taught?			
EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Early Learning Goal: Gross Motor Skills: <u>Children at the expected level of development will:</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others,</p> <p>Demonstrate strength, balance and coordination when playing,</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>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. <u>Pupils should be taught to:</u> 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,</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <u>Pupils should be taught to:</u> Use running, jumping, throwing and catching in isolation and in combination,</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<p>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.</p>			

Overview of what is taught when

	TERM 1		TERM 2		TERM 3	
Reception	Fundamentals : Unit 1 Introduction to PE : Unit 1	Fundamentals : Unit 2 Introduction to PE : Unit 2	Ball Skills : Unit 1 Gymnastics : Unit 1	Ball Skills : Unit 2 Ballroom Dance	Games : Unit 1 Gymnastics : Unit 2	Games : Unit 2 Athletics - Sports Day
Year 1	Fundamentals Fitness	Ball Skills Team Building	Gymnastics Invasion	Dance Sending and Receiving	Athletics Target Games	Athletics - Sports Day Net and Wall Striking and Fielding
Year 2	Fundamentals Fitness	Ball Skills Team Building	Gymnastics Invasion	Dance Sending and Receiving	Athletics Target Games	Athletics - Sports Day Net and Wall Striking and Fielding
Year 3	Fitness Ball Skills Y3/4	Football Netball +	Swimming Gymnastics	Swimming Dance +	Swimming Athletics +	Swimming Tennis Cricket +
Year 4	Fitness Swimming Ball Skills Y3/4 +	Football Swimming Basketball +	Gymnastics Tag Rugby +	Dance Hockey +	Rounders Athletics +	Tennis Athletics - Sports Day Rounders +
Year 5	Fitness Netball +	Football Volleyball Y5/6 +	Gymnastics Tag Rugby +	Dance Hockey +	Athletics Tennis +	Athletics - Sports Day Cricket +
Year 6	Fitness Basketball +	Football Volleyball Y5/6 +	Tag Rugby Gymnastics +	Hockey Dance +	Athletics Tennis +	Athletics - Sports Day Swimming Rounders +

A detailed progression of the knowledge and skills, concepts and vocabulary taught in each year group is set out by the scheme, *GetSet4PE*.

Our concepts are listed below and follow the *GetSet4PE* concepts of the *social, emotional and thinking based aspects of PE*. In addition to this, we underpin our teaching with the concepts of 'challenge and competition' as shown below.

Concept Progressions

	EYFS	1	2	3	4	5	6
Cooperation	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>			
Control & Performance	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>			
Thinking	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>			
Challenge	<p>To try your hardest even when things don't go right</p>	<p>To be able to identify when you may need support or are finding something easy.</p> <p>Listen and respond to feedback.</p>	<p>To understand STEP as a way to add support or challenge.</p> <p>Offer supportive feedback to others.</p>	<p>To use STEP to self-challenge and scaffold.</p> <p>Offer more precise feedback to others.</p> <p>Know that challenging yourself means pushing out of your comfort zone.</p>			