

The Ormesby Village Schools Federation - Ormesby Village Infant School and Ormesby Village Junior School

PE and school sport policy

Working in partnership with Premier Education Group

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Academic Year - September 2022 – July 2023



National curriculum progress in physical education

Guidance from afPE for the progression within PE was taken into account- along with the national curriculum- when designing our PE curriculum.

Early Years

Expected

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Exceeding

Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage 1

Pupils should continue to develop fundamental movement skills, 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.

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.

PE and school sport

In addition we provide swimming at Key Stage 2. Pupils are taught to swim competently, confidently and proficiently over a distance of at least 25m. They are taught to use a range of strokes effectively eg front crawl, backstroke and breaststroke. Pupils are taught to perform safe self rescue in different water based situations

Introduction

Physical Education is a foundation subject in the National Curriculum. This policy outlines the intent of PE and implementation is the responsibility of all teaching staff, overseen by the Subject Leader.

Intent

At the Ormesby Village Schools, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of the PE curriculum here at the Ormesby Village Schools is to provide all children with high quality PE and sport provision. It is our vision for every child to succeed and achieve their potential as well as to lead physically active lifestyles. It is our job to inspire our children through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our children to appreciate and know the benefits of a healthy and physically active lifestyle. We intend that all children will undertake their own skills based journey towards achieving these ends and at the same time, develop values and transferrable life skills such as fairness and respect which is key in becoming a responsible citizen as well as providing them with opportunities to take part in competitive sport.

Aims

1. To develop physically competent learners
2. To develop engaged learners
3. To develop healthy and active
4. To develop reflective learners
5. To develop self-motivation, self-worth and strength of character
6. To develop team work and co-operation between children

School Sports Premium Funding

The Government is providing each primary school throughout England with additional funding which is to be spent on improving the sports provision within schools. At the Ormesby Village Schools we believe a high-quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to. Our schools recognise the values that a high-quality PE and school sport curriculum gives pupils.

Curriculum Overview



PE and school sport

Below is an overview of the curriculum delivery topics that will be delivered throughout the year. We aim to create a broad and balanced PE curriculum that also revisits the skills developed at different points throughout the year to reinforce the learning.

	Premier delivery	Teacher delivery	Donald Carr – gymnastics	Swimming		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Teacher led activity	Premier sports	Premier sports	Premier sports	Teacher led activity	Premier sports
	Premier dance	Premier dance	Teacher led activity	Premier dance	Gymnastics	Gymnastics
Year 1 and year 2	Premier sports	Teacher led activity	Premier dance	Teacher led activity	Premier sports	Sports day activities
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Premier dance	Premier dance
Year 3	Net / wall games tennis	Premier sport	Swimming	Invasion games	Premier sport	Striking and fielding games
	Dance	Dance		Gymnastics	Gymnastics	Athletics and sports day activities
Year 4	Invasion Games hockey	Dance	Invasion games Tag rugby	Swimming	Net / wall games	Striking and fielding games
	Gymnastics	Gymnastics	Premier dance		Premier sport	Athletics and sports day activities
Year 5	Invasion Games hockey	Premier sport	Premier dance	Net/wall games	Swimming	Striking and fielding games
	Invasion games benchball	Circuits	Gymnastics	Gymnastics		Athletics and sports day activities
Year 6 LN	Premier sport	Mini invasion games	Circuits	Premier dance	Fielding and striking games - cricket	Swimming
	Invasion games basketball	Invasion games hockey	Gymnastics	Invasion games netball	Athletics and sports day activities	Gymnastics
Year 6 SY	Premier sport	Mini invasion games		Premier dance	Gymnastics	Gymnastics
	Invasion games basketball	Invasion games hockey			Athletics and sports day activities	Swimming

PE curriculum

See below for an overview of the progression of skills, experiences and developments within each area of PE. Termly topic/theme for EYFS / KS1 can also be used as a possible line of enquiry for cross curricular links.

Early Years Foundation stage overview/aims

We recognise that PE and sport can positively impact the EYFS prime and specific area of learning and development. Whilst EYFS do not have to do PE, we value the role PE can play within their development and have implemented the below overview to achieved specific early learning goals:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamental movement skills - dance	Multi skills - sports Movement to music	Multi skills - sports	Gymnastics	Gymnastics	Gymnastics Sports day skills

These topics will help support the achievement of the early learning goals

Physical development: Moving and handling

Early Learning Goal Children show good control and coordination 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.

Physical Development: Health and Self-Care

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.

Personal, Social and emotional development: Self- Confidence and self-awareness

Early Learning Goal Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Expressive arts and design: being imaginative

Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

PE and school sport

KS1	<p>Multi Skills Activity Theme: Fundamental movement (ABC) and ball skills to develop a basic understand of control with the body and simple pieces of equipment Sports – Basketball, Football, Netball, Hockey, Rugby</p> <ul style="list-style-type: none"> • Skills: Skills of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner • Experience: Experience a variety of games equipment; practicing with a partner; competition, simple rules • Develop: Develop simple games (net/wall, striking, goal scoring), playing these games – alone/with a partner 	<p>Gymnastics Activity Theme: Physical exercise designed to develop and display strength, balance and agility through using own body weight style exercises. Equipment and apparatus can be used to challenge children with creativity, flexibility, technique, control and balance.</p> <ul style="list-style-type: none"> • Skills: Skills of travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping – (with more control, combinations, contrast, complex, actions – requiring continuity and co-ordination of body parts). • Experience: Experience using floor and apparatus, safe lifting and carrying, using/finding space, using different body parts - shape/levels/direction, improving actions, making up a sequence. • Develop: Develop working together, body control, planning/practicing simple actions alone using correct language for actions/apparatus 	<p>Movement To Music / dance Activity Theme: Physical exercise designed to challenge the children's creativity and imagination. Designed for children to develop the ability to move rhythmically to music either creating or following a sequence of steps or movement patterns.</p> <ul style="list-style-type: none"> • Skills: Skills of travelling, jumping, turning, stillness, balance; changing shape, size, level, speed, tension • Experience: Experience exploring moods and feelings, responding spontaneously; a range/variety of stimuli, performing movements/patterns some from different times and cultures • Develop: Develop making dances with clear beginning/middle/end; responding to rhythm, music, coordination and control 	<p>Invasion Games Activity Theme: Team based games / sports with an emphasis on working within a set area using a variety of skills such as attacking & defending, Maintaining possession, winning back possession and tactical knowledge. Key Sports – Basketball, Football, Netball, Hockey, Rugby</p> <ul style="list-style-type: none"> • Skills: Skills of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner • Experience: Experience a variety of games equipment; practicing with a partner; competition, simple rules • Develop: Develop simple games (net/wall, striking, goal scoring), playing these games – alone/with a partner 	<p>Striking and Fielding Activity Theme: Team based games / sports with an emphasis on hitting an object (ball) into a space to gain an advantage, Points scoring is key as well as tactical knowledge from both attacking & defending teams. Teamwork is vital within this topic to be successful. Key Sports – Rounders, cricket, T-Ball, Softball.</p> <ul style="list-style-type: none"> • Skills: Skills of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner • Experience: Experience a variety of games equipment; practicing with a partner; competition, simple rules • Develop: Develop simple games (net/wall, striking, goal scoring), playing these games – alone/with a partner 	<p>Athletics/sports day activities Activity Theme: Team and individual style events designed to test the children across a variety of running, jumping and throwing events. Strength, Technique, Control & Balance are key areas within athletics also being able to compare performances and demonstrate improvements to achieve success.</p> <ul style="list-style-type: none"> • Skills: Skills of running, throwing, jumping, direction, control, accuracy • Experience: Experience indoor/outdoor areas, competition and games, variety of activities and equipment which stimulate skill and learning development • Develop: Develop an understanding of safe practice linked to the activities
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PE and school sport

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Invasion Games Activity Theme: Team based games / sports with an emphasis on working within a set area using a variety of skills such as attacking & defending, Maintaining possession, winning back possession and tactical knowledge. Key Sports – Basketball, Football, Netball, Hockey, Rugby	Gymnastics Activity Theme: Physical exercise designed to develop and display strength, balance and agility through using own body weight style exercises. Equipment and apparatus can be used to challenge children with creativity, flexibility, technique, control and balance.	Dance Activity Theme: Physical exercise designed to challenge the children's creativity and imagination. Designed for children to develop the ability to move rhythmically to music either creating or following a sequence of steps or movement patterns.	Net/wall games activities Activity Theme: Individual / team based games which involve hitting an object into a court space / set area and your opponents are unable to return. Tactical skills are key as well as attacking & defending, problem solving and hand eye coordination	Striking and Fielding Activity Theme: Team based games / sports with an emphasis on hitting an object (ball) into a space to gain an advantage, Points scoring is key as well as tactical knowledge from both attacking & defending teams. Teamwork is vital within this topic to be successful. Key Sports – Rounder's, Cricket, T-Ball	Athletics/sports day activities Activity Theme: Team and individual style events designed to test the children across a variety of running, jumping and throwing events. Strength, Technique, Control & Balance are key areas within athletics also being able to compare performances and demonstrate improvements to achieve success.
	<ul style="list-style-type: none"> • Skills: Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space • Experience: Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition • Develop: Develop team games, making up games, own game practices, understanding of game principles 	<ul style="list-style-type: none"> • Skills: Improve skills of rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape levels; using different combinations of floor and apparatus, working alone/ with partner • Experience: Experience performing and remembering sequences, with control; responding to set tasks, short sequences, selecting apparatus • Develop: Develop an understanding of actions ending one movement – starts next; making decisions to effect their actions 	<ul style="list-style-type: none"> • Skills: Improve skills of travelling, jumping, turning, stillness, changing size/shape/level/ direction; increase range of body actions; compose, practice and perform actions with control • Experience: Experience responding to a range of music/stimuli, expressing moods and feelings • Develop: Develop making own dances with clear beginnings/middle/end. Understand the different elements of dance; control, co-ordination, poise and elevation. A number of dance forms from different times, cultures and places 	<ul style="list-style-type: none"> • Skills: Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space • Experience: Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition • Develop: Develop team games, making up games, own game practices, understanding of game principles 	<ul style="list-style-type: none"> • Skills: Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space • Experience: Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition • Develop: Develop team games, making up games, own game practices, understanding of game principles 	<ul style="list-style-type: none"> • Skills: Improve skills of running, throwing, jumping; refine basic technique by emphasis on accuracy, time, measurement, length, distance • Experience: Experience outdoor areas, measuring and timing activities, competition, activities and equipment which support refining basic techniques • Develop: Develop understanding of safe practice linked to activities, comparing and improvement of own performance

PE and school sport

Impact and evidence

Teachers and Premier will work collaboratively and communicate effectively from their judgements/assessments to track progress of pupils. Premier will provide judgements at the end of each topic around the below areas that also are in line with our intent policies and what we want our pupils to achieve:

- Competent learners
- Reflective learners
- Engaged learners
- Healthy and active learners

Descriptors are used consistently across the school to make judgements on the child's progress. This will allow teachers to manage the progress termly/yearly and make judgements on their achievements.

Progression

The following pages show progression in PE and School Sport across EYFS, KS1 and KS2



Athletics

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – MSH 40–60)
- Children show good control and co-ordination in large and small movements. (PD – MSH ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD MSH 40–60)
- Experiments with different ways of moving. (PD MSH 40–60)
- They move confidently in a range of ways, safely negotiating space. (PD MSH ELG)

KS1 National Curriculum Aims

Pupils should develop fundamental movements 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.

KS2 National Curriculum Aims

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. 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);
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.
Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.
Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.
Know the importance of strength and flexibility for physical activity.
Explain why it is important to warm up and cool down.

Describe how the body reacts at different times and how this affects performance.
Explain why exercise is good for your health.
Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.
Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.
Carry out warm-ups and cool-downs safely and effectively.
Understand why exercise is good for health, fitness and wellbeing.
Know ways they can become healthier.



Running

Run in different ways for a variety of purposes.

Vary their pace and speed when running.
Run with a basic technique over different distances.
Show good posture and balance.
Jog in a straight line.
Change direction when jogging.
Sprint in a straight line.
Change direction when sprinting.
Maintain control as they change direction when jogging or sprinting.

Run at different paces, describing the different paces.
Use a variety of different stride lengths.
Travel at different speeds.
Begin to select the most suitable pace and speed for distance.
Complete an obstacle course.
Vary the speed and direction in which they are travelling.
Run with basic techniques following a curved line.
Be able to maintain and control a run over different distances.

Identify and demonstrate how different techniques can affect their performance.
Focus on their arm and leg action to improve their sprinting technique.
Begin to combine running with jumping over hurdles.
Focus on trail leg and lead leg action when running over hurdles.
Understand the importance of adjusting running pace to suit the distance being run.

Confidently demonstrate an improved technique for sprinting.
Carry out an effective sprint finish.
Perform a relay, focusing on the baton change over technique.
Speed up and slow down smoothly.

Accelerate from a variety of starting positions and select their preferred position.
Identify their reaction times when performing a sprint start.
Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.
Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
Identify and demonstrate stamina, explaining its importance for runners.

Recap, practise and refine an effective sprinting technique, including reaction time.
Build up speed quickly for a sprint finish.
Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
Accelerate to pass other competitors.
Work as a team to competitively perform a relay.
Confidently and independently select the most appropriate pace for different distances and different parts of the run.
Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Jumping						
	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including: measuring the jumps with confidence and accuracy.
	Throwing						
	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
	Compete/Perform						
	Control their body when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
	Evaluate						
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate their own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Gymnastics

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Health and Fitness						
	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
	Acquiring and Developing Skills in Gymnastics (General)						
	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/large, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over and through different objects and equipment. Begin to move with control and care.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.



Premier

PE and school sport

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Handstands, Cartwheels and Round-offs						
	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cart wheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
	Travelling & Linking Actions						
	Tip toe, step, jump and hop	Tip toe, step, jump and hop Hopscotch Skipping Galoping	Tip toe, step, jump and hop Hopscotch Skipping Galoping Straight jump half turn	Tip toe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tip toe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tip toe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tip toe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
	Shapes and Balances						
	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4+ point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4+ point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4+ point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
	Compete/Perform						
	Controlling body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.



Outdoor Adventurous Activities





Progression Grid

KS2 National Curriculum Aims

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.




Pupils should be taught to:

- 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.

	Year 3	Year 4	Year 5	Year 6
	Health and Fitness			
	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
	Trails			
	Oriente themselves with increasing confidence and accuracy around a short trail.	Oriente themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to oriente themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to oriente around a trail.	Oriente themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
	Problem-Solving			
	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
	Preparation and Organisation			
	Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.



PE and school sport

	Year 3	Year 4	Year 5	Year 6
	Communicate			
	Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.
	Compete and Perform			
	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.
	Evaluate			
	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Dance

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- 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. (PD – M&H 30-50)
- Experiments with different ways of moving. (PD – M&H 40-60)
- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)
- Beginning to move rhythmically. (EAD – M & M 30-50)
- Imitates movement in response to music. (EAD – M & M 30-50)
- Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)
- Developing preferences for forms of expression. (EAD – BI 30-50)
- Uses movement to express feelings. (EAD – BI 30-50)
- Creates movement in response to music. (EAD – BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)
- Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

KS1 National Curriculum Aims

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 coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims

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.



Pupils should be taught to:

- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics);
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							
	Health and Fitness						
	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
	Dance Skills						
	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.



PE and school sport

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Perform with some awareness of rhythm and expression.</p>	<p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
	Compete/Perform						
	<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
	Evaluate						
	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>



Games

Progression Grid

Early Years Outcomes

The main Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – MSH 40–60)
- Children show good control and co-ordination in large and small movements. (PD – MSH ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD MSH 40–60)
- Experiments with different ways of moving. (PD MSH 40–60)
- They move confidently in a range of ways, safely negotiating space. (PD MSH ELG)

KS1 National Curriculum Aims

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.

KS2 National Curriculum Aims

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. 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);
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6



Health and Fitness

Describe how the body feels when still and when exercising.

Describe how the body feels before, during and after exercise.
Carry and place equipment safely.

Recognise and describe how the body feels during and after different physical activities.
Explain what they need to stay healthy.

Recognise and describe the effects of exercise on the body.
Know the importance of strength and flexibility for physical activity.
Explain why it is important to warm-up and cool-down.

Describe how the body reacts at different times and how this affects performance.
Explain why exercise is good for your health.
Know some reasons for warming up and cooling down.

Know and understand the reasons for warming up and cooling down.
Explain some safety principles when preparing for and during exercise.

Understand the importance of warming up and cooling down.
Carry out warm-ups and cool-downs safely and effectively.
Understand why exercise is good for health, fitness and wellbeing.
Know ways they can become healthier.



Striking and Hitting a Ball

Hit a ball with a bat or racket.

Use hitting skills in a game.
Practise basic striking, sending and receiving.

Strike or hit a ball with increasing control.
Learn skills for playing striking and fielding games.
Position the body to strike a ball.

Demonstrate successful hitting and striking skills.
Develop a range of skills in striking and fielding where appropriate.
Practise the correct batting technique and use it in a game.
Strike the ball for distance.

Use a bat, racket or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
Accurately serve underarm.
Build a rally with a partner.
Use at least two different shots in a game situation.
Use hand-eye coordination to strike a moving and a stationary ball.

Use different techniques to hit a ball.
Identify and apply techniques for hitting a tennis ball.
Explore when different shots are best used.
Develop a backhand technique and use it in a game.
Practise techniques for all strokes.
Play a tennis game using an overhead serve.

Hit a bowled ball over longer distances.
Use good hand-eye coordination to be able to direct a ball when striking or hitting.
Understand how to serve in order to start a game.



Premier

sport



Premier






arts



Premier

wellbeing



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Throwing and Catching a Ball						
Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
 Travelling with a Ball						
Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
 Passing a Ball						
Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
 Possession						
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
 Using Space						
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.