



## HORNCastle PRIMARY SCHOOL

### Subject Progression – Physical Education

<b>Purpose and Aims</b>	<p>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. We aim to provide every child with a variety of experiences and skills during taught P.E sessions, as well as providing additional opportunities through cross curricular links, to help them to be physically active for a sustained period of time. The expectation at the end of each key stage for each child is to know, understand and apply the skills and strategies they have learnt to game based activities. Our external sports providers, JB Sports, offer a wide range of support to both staff and children, as part of the National Curriculum and Extra-Curricular activities, to further develop existing skills and confidence in PE. We encourage our pupils to engage in intra-sports and inter-sports competitions; sometimes, we progress to the next stage of competition, the County Finals. Throughout the teaching of P.E., we acknowledge the value of respect and upholding the spirit of fair play. It is recognised that participation in physical activity has a positive link to emotional well-being, self-esteem and sense of achievement. This is reflected in our school values, our 'School Games' award and also the 'Healthy Schools' award which alongside PE aims to help our pupil's lead healthy and active lives.</p>		
<b>Curriculum Drivers</b>	<b>Community</b>	<b>Creative Thinking</b>	<b>Confident and Resilient Learners</b>
	<ul style="list-style-type: none"> <li>Children will embed and demonstrate their skills by taking part events in the wider community, against peers and against other schools from the local area</li> <li>Sports Day events allow family and friends to spectate and support our children</li> <li>Links with other schools and organisations in the community will provide opportunities to take part in events in new environments such as local football pitch, hockey pitch and secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>Children will receive opportunities within lessons to demonstrate their skills</li> <li>Children will be challenged to create their own sequence of movements, interpretations to music and rules to games</li> <li>Through team games, children will use problem solving skills and communication</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn new skills and develop these over time</li> <li>They will have opportunities to participate in events against peers and experience winning and losing</li> <li>Children will be supported to develop all skills, no matter the level of challenge</li> </ul>
<b>EYFS</b>	<p>Physical Education begins from birth with children needing to move and use their bodies to perform various tasks, a process known as motor development. Initially, babies' movements are uncontrolled, reflexive movements they were born with. Over time, they learn to move their body parts voluntarily to perform both gross (large) and fine (small) motor skills. These skills are fundamental to ensure a positive future and wellbeing of a child.</p> <p>During Foundation Stage, children will be provided with opportunities for children to be active and to develop both their gross and fine motor skills. They will develop their co-ordination, control and movement through moving and handling activities, which involve the use of a range of equipment and involve different spatial experiences. Children will develop an understanding of the importance of a healthy lifestyle, such as taking part in exercise, learning to dress themselves independently and eating healthily. They will be exposed to a range of experiences both inside and out that will enhance their understanding of being safe.</p> <p>By the end of EYFS, most children will be able to:</p> <ul style="list-style-type: none"> <li>- Develop overall body-strength, balance, co-ordination and agility.</li> <li>- Revise and refine the fundamental movement skills they have already acquired</li> <li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Focus Areas</b>	<b>Invasion Games</b> <b>Net and Wall Games</b> <b>Striking and Fielding</b> <b>Dance</b> <b>Gymnastics</b> <b>Athletics</b>	<b>Invasion Games</b> <b>Net and Wall Games</b> <b>Striking and Fielding</b> <b>Dance</b> <b>Gymnastics</b> <b>Athletics</b>	<b>Invasion Games</b> <b>Net and Wall Games</b> <b>Striking and Fielding</b> <b>Dance</b> <b>Gymnastics</b> <b>Athletics</b> <b>Outdoor and Adventurous Challenges</b>	<b>Invasion Games</b> <b>Net and Wall Games</b> <b>Striking and Fielding</b> <b>Swimming</b> <b>Dance</b> <b>Gymnastics</b> <b>Athletics</b> <b>Outdoor and Adventurous Challenges</b>	<b>Invasion Games</b> <b>Net and Wall Games</b> <b>Striking and Fielding</b> <b>Swimming</b> <b>Dance</b> <b>Gymnastics</b> <b>Athletics</b> <b>Outdoor and Adventurous Challenges</b>	<b>Invasion Games</b> <b>Net and Wall Games</b> <b>Striking and Fielding</b> <b>Swimming</b> <b>Dance</b> <b>Gymnastics</b> <b>Athletics</b> <b>Outdoor and Adventurous Challenges</b>
<b>Invasion Games</b>	Move in a controlled way with and without a ball Successfully receive/stop a moving object Begin to understand how to play a small sided game as a team Begin to understand how to score points in invasion type games	Show continuous and controlled dribbling with feet or stick Understand and demonstrate passing (through rolling, catching and kicking) and receiving with a partner Play invasion type games cooperatively Use the terms 'opponent' and 'team mate' Know how to score and understand how to improve	Accurately pass and receive a range of balls in different ways Demonstrate control when dribbling, passing and receiving with hands, feet or stick Begin to demonstrate how to pass and receive on the move and signal for the ball to retain possession Play invasion games ensuring that follow the rules of the game and play fairly	Use a range of techniques to pass and travel with the ball with hands, feet or stick Use a range of tactics to keep possession and get into positions to shoot or score Demonstrate how to pass and receive on the move and signal for the ball to retain possession Play confidently in small sided invasion games Explain why my team succeeded in these activities	Demonstrate a range of skills, for passing and receiving, in a controlled manner whilst moving Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal Find and use space to help my team Choose and use skills which meet the specific needs of the invasion game	Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills Understand the positions I play and identify specific attacking and defending skills Play in a range of small sided games and can make effective choices about when, how and where to pass Describe the best parts in an individual or team performance
<b>Net and Wall</b>	Balance a ball on a racquet in a stationary position Roll a ball in a controlled manner to a designated area or target Hit a ball to my partner for them to catch Use equipment safely	Understand and explain which grip to use to balance a ball on a racquet Demonstrate balancing a ball on a racquet, both stationary and whilst moving Demonstrate the correct stance in order to hit a ball into a target Hit the ball over a net	Strike a ball with control over a net Select and use appropriate basic shots in different situations Understand simple rules and use them in a game activity	Strike a ball over a range of high and low barriers, with accuracy and control Understand, plan and combine skills to play 1v1 net games Begin to understand and play a game over a net by hitting into spaces to score	Play shots on both sides of the body (forehand and backhand) and from above the head with reasonable control Understand how to position/move my body to a receive a ball coming from different heights and angles Understand and play a game over a net by hitting into spaces to score Recognise which things I need to practice more	Play a variety of shots with intent when striking the ball after one bounce or on the volley Direct a ball into an opponent's court at different heights, speeds and angles Evaluate the effectiveness of a shot and suggest ways of improving it Play a range of small sided net wall games and apply common principles for attack and defence
<b>Striking and Fielding</b>	Show, both individually and with a partner, how to throw and catch using a variety of apparatus Send a ball/bean bag/quoit one handed using under arm throw Send a ball along the ground and through the air for a partner to receive Aim consistently between/ into/ at/ over a variety of targets	Catch and bounce with two hands Throw with two hands and sometimes, one hand Effectively stop a moving ball using different parts of my body Strike a moving ball in a controlled manner using apparatus	Receive the ball from one direction and throw or strike it away in another direction Make judgements about how best to intercept a ball travelling towards me Strike a ball, with control, and direct it accurately into a target area	Throw accurately and be a reliable bowler / feeder of the ball Strike a ball along the ground, or through the air, in different directions with control Demonstrate the roles of a bowler, striker, fielder and backstop/wicket keeper Combine the skills to play small sided striking and fielding games	Use a rounders/ cricket bat with confidence Strike and throw the ball with reasonable accuracy and consistency Bowl underarm so the ball arrives appropriately for the batter to hit Field the ball and return it with an overarm throw Play in a range of small sided striking and fielding games and experience all roles.	Understand and show the correct striking stance and direct the ball away from fielders Bowl accurately in competitive situations Play confidently in a range of small sided striking and fielding games and experience all roles. Recognise and identify what needs to be improved, in mine and other's performances, and make suggestions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--	--------	--------	--------	--------	--------	--------

Swimming	Not applicable.	Not applicable.	Not applicable.	Swim at least 10 metres unaided on front and back with controlled arm and leg movements Hold a float, unaided for at least 10 seconds. Tread water, with head above water, for 10 seconds Understand that I can swim to the side if I am finding it difficult	Confidently swim 25 metres unaided in a choice of stroke Competently swim 10 metres front crawl, back crawl and breaststroke with a controlled stroke Perform basic self-rescue skills such as calling and waving for help, holding the HELP (Heat Escape Lessening Posture) position, and huddling in groups to remain afloat Tread water, with head above water, for 20 seconds	Confidently swim 25 metres unaided in a choice of stroke Competently swim 10 metres front crawl, back crawl and breaststroke with a controlled stroke Perform basic self-rescue skills such as calling and waving for help, holding the HELP (Heat Escape Lessening Posture) position, and huddling in groups to remain afloat Tread water, with head above water, confidently for 30 seconds
Dance	Safely perform teacher led warm-ups Copy and explore basic body patterns and movements Choose movements to communicate a mood feeling or idea. Remember simple dance steps	Understand the need for warm up and cool down Copy and explore movements with control and co-ordination Respond imaginatively to a variety of stimuli Vary levels, speed and direction of my movements Discuss own and other's performance with simple vocabulary.	Improvise freely on own and with a partner Translate ideas from a variety of stimuli into movement Compare, develop and adapt movements and ideas to create sequences of 3 or more steps. Use dance vocabulary to compare and improve work Understand working safely, recognise changes in my body and give reasons why PE is good for health.	Demonstrate precision, control and fluency in response to stimuli Vary levels, speed and direction when developing movements with a partner or as part of a group Continually demonstrate rhythm and spatial awareness Suggest ways to improve quality of performance	Perform and create ideas in a variety of dance styles with accuracy and consistency Select and use a wide range of dynamics to compose a sequence of 5 or more steps Refine movements	Lead a warm up and demonstrates all round safe practice Perform and create complex sequences with high energy, slow grace or other themes and maintain this throughout a piece. Perform expressively and hold a precise and strong body posture. Modify a performance, and that of others, as a result of observation
Gymnastics	<b>Travelling and balancing:</b> Hop, bounce and skip in different directions, forwards, sideways and backwards. Balance on small and large parts of the body. Understand and show which parts of the body can be used for spinning and rocking. Travel showing long and narrow, wide and short shapes.  <b>Sequences:</b> Safely perform teacher led warm-up and I am aware of others Copy and explore basic actions with some control and co-ordination Show contrasts e.g. tall and small, wide and narrow, straight and curved. Begin to choose and link basic actions Recognise and use space appropriately  Watch and discuss own work and that of peers	<b>Travelling and balancing:</b> Understand different pathways, straight, zig zag and curving. Show various ways of travelling and balancing with the body close to or far away from the ground/apparatus. Understand and show a variety of controlled turning jumps, using one or two feet. Understand how one movement can link with another smoothly and continuously.  <b>Sequences:</b> Understand the need for warm up and cool down, and also what is happening to my body during exercise Copy, remember and repeat simple actions, varying speed and levels Begin to select actions to construct simple sequences Begin to identify the difference between own performance and that of others	<b>Travelling and balancing:</b> Travel showing a range of stretched and curled shapes. Know what symmetry and asymmetry means and can demonstrate these in balances. Identify curved and direct pathways and demonstrate different fluent movements Travel with a change of direction  <b>Sequences:</b> Understand working safely, recognise changes in own body and can give reasons why PE is good for health Copy, remember and repeat simple actions, varying speed and levels, with control and co-ordination Apply compositional ideas to sequences, alone and with others Make suggestions for improvements	<b>Travelling and balancing:</b> Show a variety of travelling, jumping, rolling and balancing skills Identify and use a variety of body parts for supporting balance. Balance and lead into a change of direction. Identify and show at least two different types of rolls in different directions.  <b>Sequences:</b> Demonstrate specific aspects of warm-up and describe effects of exercise on the body Link ideas, skills and techniques with control, precision and fluency Show my understanding of composition by performing more complex sequences (movements include travelling, balances, rotations, bending, stretching, twisting and linking skills) Describe how to refine, improve and modify performances	<b>Travelling and balancing:</b> Identify and show a range of bridge shapes with back, front or side towards the floor or apparatus Identify and show the five basic jumps and demonstrate clear body shapes in the air Know and show a range of travelling and jumping activities initiated by pushing/pulling on the floor/apparatus. Demonstrate a variety of shapes and speeds when spinning on different body parts.  <b>Sequences:</b> Lead own warm up and demonstrates all round safe practice Show understanding of composition by performing increasingly complex sequences Analyse the skills of others and suggest ways to improve quality of performance demonstrating knowledge and understanding	<b>Travelling and balancing:</b> Understand and use a variety of spatial relationships when working with a partner Understand, identify and use the terms synchronisation and cannon. Make clear balance shapes for a partner to travel over or under. Understand and use the terms; counter-balance and counter-attention.  <b>Sequences:</b> Lead own warm up and demonstrates all round safe practice Show understanding of composition by performing more complex sequences with a partner Analyse skills and can suggest ways to improve quality of performance demonstrating knowledge and understanding

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<p>Run at different speeds</p> <p>Jump from a standing position</p> <p>Throw an object with one hand</p> <p>Recognise changes in the body during exercise</p>	<p>Change speed and direction whilst running</p> <p>Jump and land accurately from a standing position</p> <p>Throw a variety of objects with one hand</p> <p>Recognise a change in temperature and heart rate during exercise</p>	<p>Run at a speed appropriate to the distance I am running</p> <p>Show control in take-off and landings when jumping.</p> <p>Demonstrate a range of throwing actions using a variety of objects</p> <p>Recognise a change in heart rate, temperature and breathing rate</p>	<p>Improve and sustain running technique at different speeds</p> <p>Demonstrate accuracy and technique in a range of throwing and jumping actions (including a running jump)</p> <p>Describe the changes in my body when running, jumping and throwing</p>	<p>Demonstrate increasingly good strength, speed and stamina over a variety of distances</p> <p>Demonstrate accuracy and technique in a standing jump and make attempts at the triple jump</p> <p>Demonstrate an increasing understanding of body shape when developing the accuracy and technique of my throws</p> <p>Explain how to improve technique in a variety of events</p> <p>Understand and explain the short and long term effects of exercise, and understand the need for specific warm up and cool down</p>	<p>Demonstrate good strength, speed and stamina over a variety of distances</p> <p>Demonstrate accuracy and technique in the standing and triple jump</p> <p>Demonstrate accuracy and technique in developing the distance of my throws</p> <p>Improve my technique in a variety of events</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>
<b>Outdoor/ Adventurous Challenges</b>	Not applicable.	Not applicable.	<p>Use maps and diagrams to orientate myself and to travel around a simple course</p> <p>Start to plan sensible responses to physical challenges or problems</p> <p>Respond when the task or environment changes and the challenge increases</p> <p>Respond to feedback on how to go about their work differently.</p>	<p>Move confidently through familiar and less familiar environments</p> <p>Use and adapt skills and strategies as the situation demands; prepare well for challenges, showing an awareness of safety and of others</p> <p>Respond to problems in a well thought-out, planned way</p> <p>Identify strengths and weaknesses in the way challenges were approached; suggest alternative solutions.</p>	<p>Choose and perform skills and strategies effectively and find solutions to problems and challenges</p> <p>Plan, implement and refine strategies; adapt them where necessary</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood</p> <p>Identify what I do well, as individuals and as a group; suggest ways to improve.</p>	<p>Work confidently in familiar and changing environments; adapt quickly to new situations</p> <p>Devise and put into practice a range of solutions to problems and challenges</p> <p>Take a leading role when working with others</p> <p>Identify and respond to events as they happen and identify effective performances and solutions</p>
<b>Physical Health and Fitness (Taken from RSE)</b>	<p>To know the benefits of physical activity</p> <p>To realise that choices can have good or not so good consequences</p> <p>To understand the importance of dental health</p>	<p>To know the benefits of physical activity</p> <p>To identify what affects their physical, mental and emotional health</p>	<p>To identify the characteristics of an active lifestyle</p> <p>To understand the importance of building regular physical exercise into their daily routine</p>	<p>To identify what affects their physical, mental and emotional health</p>	<p>To know the risks associated with obesity</p> <p>To know how to seek support if they are worried about their health</p>	<p>To know the risks associated with obesity</p> <p>To know how to seek support if they are worried about their health</p>