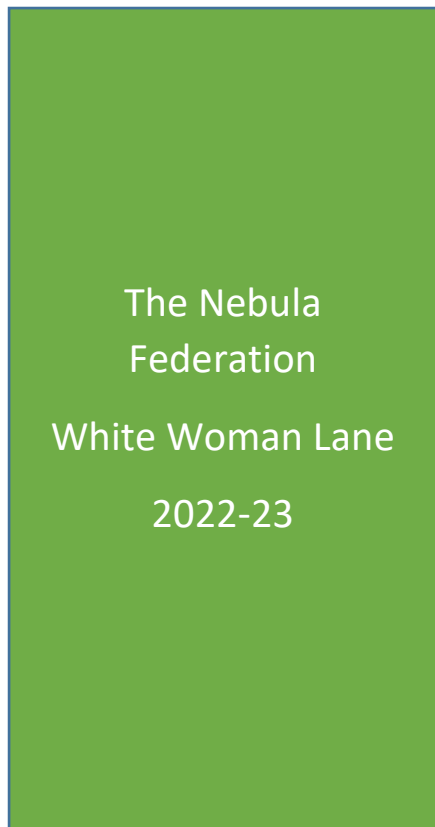




Nebula
where stars are born

Curriculum Skills and Progression Physical Education





PE

The Key Values: Wisdom, Courage, Vision, Hope and Kindness of White Woman Lane Junior School feature profoundly in our Physical Education curriculum. Through teaching the effectiveness of Physical Education on the benefits to the whole body, we are helping the children to help make wiser choices. Children have the opportunity to show courage through a range of teaching at school, through individual challenges, and through extracurricular activities, by giving children the opportunity to have new experiences. We encourage a love of Physical Education and use exercise to improve the human body; in doing so we hope we can give them a vision of what can be achieved with hard work and

determination. The joy of taking part in a physical activity is of the utmost importance to our school ethos, and through sport, we encourage children to show kindness to others in celebrating the success of others. We have a hope that encouraging kindness and working with each other will provide a strong team ethos.

As the children continue their Physical Education journey with us from Key Stage 1 pupils should have developed their fundamental movement skills, becoming increasingly competent and confident and have had 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 will have been 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.

Skills Map – Physical Education	
Year 3 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) • Throw and catch with control when under limited pressure to keep possession and score goals 	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do

<ul style="list-style-type: none"> • Show an awareness of opponents and team mates during games • Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Adapt a gymnastic sequence to include different levels, speeds or directions • Use more detailed plans and diagrams that take them from familiar to less familiar areas • Develop gymnastic techniques and transitions <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Move across a room in different ways and with an awareness of space • Make increasingly clear and fluent movements • Show contrast in shape and movement • Understand different uses of tense, relax, stretch, curl in movement • Improvise with ideas and movements • Copy, remember, repeat, explore simple actions and movements with control and co ordination • Begin to sequence moves and link actions • Begin to choose movement to show ideas <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Move a ball with control and accuracy • Show increasing confidence when rolling, hitting, kicking a ball • Understand the importance of rules and fairness • Follow rules in games • Understand the concept of both team and opponent • Develop and use simple tactics in team games 	<p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about differences between their own and others’ actions • Comment on the skills and techniques used in their own and others’ work • Refine movement after evaluation from others • Understand the importance of practice • Describe what effects exercise has on their bodies Understand the importance of warming up and cooling down
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Throw a variety of objects, changing their action for accuracy and distance 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Use ideas they have learned in one task and apply them in another

<ul style="list-style-type: none"> Perform combinations of gymnastic actions using floor, mats and apparatus 	<ul style="list-style-type: none"> Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games Explain how others can perform a movement or skill using age-appropriate vocabulary
Personal Skills	Health Skills
<ul style="list-style-type: none"> Begin to understand the importance of warming up Identify that playing extended games improves their stamina Compete fairly showing good sportsmanship individually and with others Develop competence and confidence Recognise when their body is warmer or cooler and when their heart beats faster and slower Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> Recognise that strength and suppleness are important parts of fitness Develop calming techniques and self-regulate emotions with an adult.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> Know and describe the effects of different exercise activities on the body and how to improve stamina 	<ul style="list-style-type: none"> Describes the concept of fitness and provides examples of physical activity to enhance fitness Identifies foods that are beneficial for before and after physical activity

Skills Map – Physical Education	
Year 4 – Physical Education	
Physical Skills	Thinking Skills

<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score goals • Change pace, length and direction to outwit their opponent • Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area • Perform a range of gymnastic actions with increased consistency and fluency • Perform a range of jumps showing contrasting techniques and sometimes using a short run up • Work with a partner to show similar and contrasting actions on the floor and apparatus • Combine actions and show clarity of shape in longer sequences, alone or with a partner • Perform dances using a range of movement patterns <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Move in an increasingly coordinated way • Control take-off and landing when jumping • Show increasing control in balance and agility • Uses movements to communicate an idea, using expression and conveying emotion • Refine movements into increasingly complex sequences • Cooperate with others to form sequences • Use different parts of the body for different effects <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Throw, catch, strike, field, stop a ball with increasing control and accuracy • Be increasingly accurate in throwing for distance • Decide the best way to move a ball for different purposes and needs • Choose an appropriate speed to move a ball 	<ul style="list-style-type: none"> • Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Handle apparatus safely and recognise risks involved <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Analyse and comment on skills and techniques • Understand how performances can be improved, through practice and reflection • Explain and apply basic safety principles in preparing for exercise • Explain how the body reacts during different types of exercise • Warm up and cool down appropriately
---	--

<ul style="list-style-type: none"> • Decide on the best position in team games • Begin to make use of space • Vary skills, actions and ideas within simple games 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Choose and use a range of ball skills with a good degree of accuracy • Use a variety of techniques and tactics to attack, keep possession and score • To use a range of throwing and catching styles to beat an opponent 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Relate different athletic activities to changes in heart rate, breathing and temperature • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Develop calming techniques and self-regulate emotions • Coach peers with assistance from resources • Suggest suitable ways to increase the challenge in a task
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Understand how strength, stamina and speed can be improved by playing games • Compete in small sided games fairly showing good sportsmanship • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Recognise that strength and suppleness are important parts of fitness • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Lead activities and teach to other children 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Discusses the importance of hydration and rehydration

Skills Map – Physical Education	
Year 5 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Demonstrate a range of throwing actions using modified equipment with some accuracy and control • Understand and demonstrate the differences between sprinting and distance running • Demonstrate agility and full-body-control whilst changing direction in a confined space • Show control in take-off activities • Work cooperatively to put strategies and solutions into action • Develop and refine orienteering and problem-solving skills when working in groups and on their own • Perform dances using a range of movement patterns • Perform combinations of gymnastic actions with different levels, speeds and directions <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Show control / coordination in travel and balance • Perform a range of jumps, showing control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing sequences in dance or gym • Use movement expressively, to convey an idea, mood or feeling • Combine changes of shape, speed and level in sequence • Apply skills, and actions and ideas with increasing coordination and control 	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations • Show good awareness of space and the actions of others • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Identify good performances and suggest ideas for practices that will improve their play • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Predict how different activities will affect heart rate, temperature and performance • Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Modify and refine skills and techniques to improve any performance • Show a willingness to practise to develop and improve • Conserve energy over longer distances • Independently prepare for exercise, and use cooling down techniques

<p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Use a range of throwing techniques, with increasing power and accuracy • Apply a broad range of skills to different situations • Use a range of fielding skills and throw with accuracy to hit a target • Plan different approaches to attacking and defending • Choose the best pace to use in athletics or games • Show growing awareness of space in team games • Work to keep or gain possession 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control • Perform actions, shapes and balances with good body tension and extension 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • With help, devise warm up and cool down activities and justify their choices • Know and apply the strategic and tactical principles of various games and adapt them to different situations • Develop strategies for coaching skills and techniques in others
<p style="text-align: center;">Personal Skills</p>	<p style="text-align: center;">Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Develop calming techniques and self-regulate emotions
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Design and lead activities and teach to other children 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness

Skills Map – Physical Education	
Year 6 – Physical Education	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games • Choose appropriate techniques for specific events • Choose the best pace for a running event, in order to sustain running and improve their personal target • Show control and power in take-off and landing activities • Show accuracy and good technique when throwing for distance • Find appropriate solutions to problems and challenges • Perform dances using a range of movement patterns • Work with a partner or small group to practice and refine a sequence <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Demonstrate precision, control and fluency Sustain movements over a longer period of time • Convey expression and emotion in performance • Use changes in and combinations of direction, level and speed within increasingly complex sequences • Begin to improvise, based on previous skills • Plan, perform and repeat sequences, including • changes in speed and level <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Throw with accuracy and power • Combine, vary and choose appropriate strategies and tactics • Choose and use the most appropriate skills, tactics and actions to cause problems 	<ul style="list-style-type: none"> • Understand, choose and apply a range of tactics and strategies for defence and attack • With help, devise warm up and cool down activities and justify their choices • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it using appropriate terminology • Develop strategies for coaching skills and techniques in others <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Use a range of criteria to judge own and others’ work • Monitor their own heart rate and breathing • Understand how heart rate and breathing slows after exercise • Know and use the relationship between power and stamina

<ul style="list-style-type: none"> • Know how to keep possession • Work within a team, with less focus on self • Understand that a winning team has not always been the best one 	
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment • Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Organise and judge events and challenges well • Know and apply strategic and tactical principles of a various games and adapt them to different situations • Apply coaching skills across various games/situations
<p>Personal Skills</p>	<p>Health Skills</p>
<ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	<ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Identify activities that help develop stamina or power and suggest how some can be used in other types of activities
<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	<p style="text-align: center;">Greater Depth</p> <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health

Skills Map – Swimming		
Swimming		
Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? 	<ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? 	<ul style="list-style-type: none"> • Can they swim further than 50 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?

Key Vocabulary

Athletics	Dance	Games	Gymnastics
Accuracy Distance Hurdle	Travel Stretch Turn	Sending Receiving Rules Striking	Actions (WHAT) – TRAVEL, STRETCH, TWIST, TURN, JUMP, SPIN, STRAIGHT, STAR, TUCKED, STRADDLE, PIKE

<p>Heart-rate Take-off Pacing</p>	<p>Forwards Backwards Slowly Quickly Twist Sideways Expression Perform Motif Dance phrase Direction Levels Duo Solo Unison Canon Choreographic Gesture Stillness Energy Speed Repetition Formation Energy Pathways Contrast Flowing Sudden</p>	<p>Racquet Balance Tactic Attack Defence Possession Agility Co-ordination Mark Rally Opponent Technique Invasion Strategy Catching</p>	<p>Space – (WHERE) – DIRECTION FORWARDS, BACKWARDS, SIDEWAYS, HIGH, LOW</p> <p>Dynamics (HOW) – Speed quickly/slowly/flow</p> <p>Composition Combination Body shape Balance Control Precision Arch Dish Tension</p> <p>Extension Core Repeat Link sequence Co-ordination Control Symmetrical Asymmetrical Counterbalance Unison Canon Accurately Appropriately Fluency Flexibility Strength Mental focus</p>
---	--	--	--

Curriculum Skills and Progression Map



			Bridging Dynamic Counter-balance Counter-tension
--	--	--	---

Over the course of years 3-6 in Games lessons, skills are learnt through the following:

OAA, footskills, handskills, Korfbal, Hockey, Tag Rugby, Football, Basketball, Tennis, Cricket, Rounders

Cross Curricular link:

Dance – possible opportunities to link the music used in dance to history topics taught

-Egyptian (yr3)

-Celtic (yr 4)

-Mayan (yr 5)

-Vikings (yr 6)

Tracking Gym progression screen shots

Expected: **YEAR 3** **YEAR 4** **YEAR 5** **YEAR 6**

Hands Head Heart

Name	Plans own sequences of contrasting actions - symmetry/asymmetry	Can perform with some fluency and control	Can explain how strength and suppleness affect their work	Identify some muscle groups used in gym activities	Can suggest some simple warm up activities	Accepts advice and uses it to improve	Talk about similarities and differences in performances	Plan, perform, repeat and refine longer sequences on own or with a partner	Perform actions, balances and shapes with control and greater fluency	Include changes of speed and level	Say why it is important to warm up	Understand that strength and suppleness can be improved	Lead partner through warm up routines	Adapt own actions to include a partner	Suggest possible improvements to own and others' performances	Describe similarities and differences in performances
------	---	---	---	--	--	---------------------------------------	---	--	---	------------------------------------	------------------------------------	---	---------------------------------------	--	---	---

Curriculum Skills and Progression Map

	Adapt sequences from one situation to another - partner to group
	Create, practise and refine longer, more complex sequences
	Develop changes in level, direction and speed
	Transfer smoothly between movements - flow
	Say which joints are affected by specific stretches
	Say why we need to work on body strength, tone and flexibility
	Lead small groups in warm up activities
	Perform to an audience
	Judge/comment on performances to set criteria
	Make up longer, more complex sequences - group
	Change direction, level and speed
	Develop clear, fluent, accurate and consistent movements
	Say why it is important to warm up and cool down
	Say why activity is good for their health and well-being
	Identify muscles and joints used in gym movements
	Lead class warm up activities
	Judge a performance using own criteria
	Suggest aspects of a performance that need improving

Curriculum Skills and Progression Map



Expected: **YEAR 3** **YEAR 4** **YEAR 5** **YEAR 6**

Floor Skills

Curriculum Skills and Progression Map

JUMPS

5 basic jumps
From front support jump in and up - burpy
Hop, step, jump
Scissor jump
Leap + combination
Straddle jump
Split jump
Cat leaps - 2 times each leg
Leap frog
Pike jump
Stag leap
Partner assisted flight - hand support
Partner assisted flight - stirrup lift
Partner assisted flight - boost

BALANCES

T-balance
Front/back support
Bent leg dish
Dish and arch
Piked V-sit with hand support
Shoulder stand
Arabesque
Back support raise 1 leg at a time toward vertical
Front/back support, lower to floor with control
Move sideways from dish to arch
Chinese handstand
Headstand with knees bent in frog position
Bridge
Side support on 1 arm, turn slowly to other
Headstand with knees bent
Bridge - shaped
Bridge - 3 point
Headstand - controlled for 3 secs.
Counter balance/counter tension - partner/group

ROLLS

Log roll
Rock backwards and forwards in tuck
Forward roll - rotation
Teddy bear roll
Rock backwards/forwards in pike/straddle
Rock back/forwards tucked to stand
Forward roll - perfect start/finish
Teddy bear roll - back to back with partner
Backward roll
Forward roll straddle
Backward roll straddle
Link chinese handstand and forward roll
Forward roll - S/F on 1 leg
Forward roll straight legs
Dive forward roll
Handstand into forward roll
Backward roll into handstand

RECEIVING BODY WEIGHT

Travelling bunny jumps
Donkey kicks
Handstand with support
Cartwheel
Handstand - kick unsupported
Round off
1 handed cartwheel +
Free cartwheel +
Handstand - controlled for 3 secs.
Handstand into bridge +
Walk over forwards +
Back bend kick over +

Expected: **YEAR 3** **YEAR 4** **YEAR 5** **YEAR 6**

Apparatus

	walk forwards along bench - tiptoes
	1 foot balance on bench/box top
	From box top - star jump to safe landing
	Bunny jumps over bench side to side
	Walk forwards along bench and full turn in middle
	Squat on top of box and stretch jump off
	Squat on box top and tuck jump off
	Walk backwards along bench and full turn in middle
	Straddle on box top and straddle jump off
	Cartwheel quarter turn off bench
	Vault - through
	Vault - long fly +
Name	

How we teach PE

- PE is taught through classes via experienced PE teachers, as well as outside professionals throughout the year.
- Safe practice and modelling is key when teaching Gymnastics (floor and apparatus) so that children are able to develop their skills safely.
- Children are taught the skills within their year group and only moved ahead when it is safe to do so and guided by the teacher.

Every class from Year 3 to Year 6 receives two hours of curriculum PE per week, comprising of one indoor and one outdoor lesson.

Within our PE lessons we aim to:

- Follow a progressive, evolving curriculum that, with time, builds on past understandings and combines new practices. Classes are not just randomly selected with no clear links to past and future lessons or just as a way to keep children “busy, happy or good” for 60 minutes.
- Physical education is a moving experience. We aim to find ways to actively engage all children in moderate to vigorous physical activity for the majority of every lesson, a minimum of 75%.
- In addition to being actively engaged, children also need plenty of chances to practice the ability or idea being taught that day. Our quality curriculum will offer many practice opportunities, sometimes alone, sometimes with a partner and sometimes during small sided games in groups.
- As well as numerous practice periods, we aim to design lessons so that youngsters of all capabilities have great rates of success. When children, above all unskilled pupils, experience victory, they are more likely to carry on practising and working to improve than when they fail repetitively.
- We try to endorse positive learning experiences in a warm atmosphere in which children are encouraged to exercise new skills and expand their fitness levels without feeling self-conscious.
- We aim to make sure all our classes are as enjoyable as they can be, so that children appreciate and look forward to PE, both at primary and secondary school.
-

Why we teach PE

- Children learn to appreciate the significance of exercising for a lifetime.

- Consistent, physical activity is the best way for us to eradicate obesity and sustain a suitable body weight. It also offers a positive alternative to watching television or playing on computers and mobile phones.
- Children learn the fundamental motor skills that will allow them to develop the physical capability that in turn will produce confidence and leads to safe and successful involvement in a wide range of sports.
- Children are encouraged to increase their fitness levels during PE including muscular and cardiovascular endurance, strength and flexibility.
- Youngsters can learn valuable lessons about accepting responsibility for their individual development leading to greater self-discipline.
- PE gives chances for children to be creative, cooperative and competitive and to face up to diverse challenges both as individuals and in groups.
- A 'good workout' helps ease anxiety, tension and stress and will result in improved attention in class.
- Movement can be used to strengthen the understanding of several subjects taught in the classroom e.g. mathematics. Movement has also been shown to heighten the function of our brain.
- Many activities taught in PE require children to work in groups to solve problems. These opportunities are outstanding for learning both leadership and teamwork.
- Sports activities are a superb way to meet and make new friends. Being confident in your own physical capabilities inspires youngsters, and later adults, to be more social.
- PE is particularly vital to children who have yet to progress their verbal communication abilities.
- Children learn to develop the concept of fair play, honest competition, good sportsmanship and how to handle both success and defeat.