



# **Curriculum Progression Document**

## **Physical Education**

# Contents

## Pages

Lutley Primary School Curriculum Intent	3-4
Physical Education and The Early Years Foundation Stage	5-6
Meeting the statutory requirements of The Primary National Curriculum	7-10
Progression in knowledge, skills and understanding	11-34



## Physical Education Curriculum Intent

# Lutley Primary School Curriculum Intent

## Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

## Physical Education Subject Intent

It is our intent that our children will live a healthy and active lifestyle, understanding the impact that physical activity has on their bodies. Through a range of activities and sports, they will practise and apply skills, in order to participate in competitive games and perform in front of an audience. In line with our school values, all children work as part of a team to develop good sportsmanship and fair play. Our children will be provided with opportunities to develop leadership qualities within sporting activities.

## Essential Characteristics in the Subject

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE. • The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance. • High levels of physical fitness. • A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. • The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. • The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others. • Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support. • A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. • The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

## Curriculum concepts

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



# Physical Education in the Early Years Foundation Stage

Developing early physical education skills

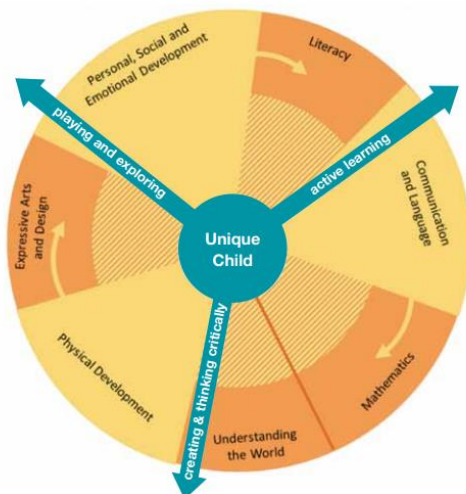
# Developing Early Physical Education Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of Physical Education in our EYFS:

## ELG 6: Physical Development: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## ELG 4: Personal, Social, Emotional Development: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



## Physical Education and the National Curriculum

**Physical Education and the National Curriculum: Key Stage One**

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.



## Physical Education and the National Curriculum: Key Stage Two

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].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

# Swimming and the National Curriculum

## Swimming and water safety

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

### **In particular, pupils should be taught to:**

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

At Lutley, we use our sports premium money to improve the standards of swimming and increase the percentage of children that achieve these National Curriculum standards by the end of Key Stage 2, to provide additional swimming sessions. Children in year 4 have swimming lessons weekly throughout the whole academic year.

### **In addition to this as a school we:**

- Parental involvement by providing termly swimming reports outlining their successes and next steps in order to achieve the National Curriculum expectation at the end of KS2.
- Promotions sent out on the newsletter.
- Guidance of swimming information provided at multiple times in the year.



Implementation of Whole  
School Physical Education  
Programme of Study  
P.E Hub

# Lutley Primary School's Physical Education Programme of Study

	Autumn		Spring		Summer	
EYFS	Body management Gymnastics		Dance Manipulation and control		Speed agility and travel unit 1 Co-operate and solve problems	
Year 1	<u>Outdoor:</u> Attack and shoot unit 1 Attack and shoot unit 2	<u>Indoor:</u> Gym unit 1 Dance unit 1	<u>Outdoor:</u> Hit and catch unit 1 Hit and catch unit 2	<u>Indoor:</u> Gym unit 2 Dance unit 2	<u>Outdoor:</u> Run and jump unit 1 Run and jump unit 2	<u>Indoor:</u> Send and return unit 1 Send and return unit 2
Year 2	Attack and shoot unit 1 Attack and shoot unit 2	Gym unit 1 Dance unit 1	Hit and catch unit 1 Hit and catch unit 2	Gym unit 2 Dance unit 2	Run and jump unit 1 Run and jump unit 2	Send and return unit 1 Send and return unit 2
Year 3	Netball Outdoor Adventurous Activities (OAA)	Gym unit 1 Dance unit 1	Tennis Cricket	Gym unit 2 Dance unit 2	Athletics Rounders	Badminton Football
Year 4	Netball  swimming	Gym unit 1  swimming	Tennis  swimming	Dance unit 1  swimming	Athletics  swimming	Football  swimming
Year 5	Tag Rugby Hockey	Gym unit 1 Dance unit 1	Netball Tennis	Gym unit 2 Dance unit 2	Cricket Athletics	Football Outdoor Adventurous Activities (OAA)/hand ball
Year 6	Tag Rugby Hockey	Gym unit 1 Dance unit 1	Netball Tennis	Gym unit 2 Dance unit 2	Cricket Athletics	Football Outdoor Adventurous Activities (OAA)/ handball



**Implementation of Whole School  
Physical Education Programme of  
Study  
Progression of Skills**

# Progression of Skills by Activity – Reception

Gymnastics		Dance		Body Management	
<ul style="list-style-type: none"> <li>To develop confidence in fundamental movements</li> <li>To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>To develop coordination and gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>To develop confidence in fundamental movements</li> <li>To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>To link simple balance, jump and travel actions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that actions can be reproduced in time to music; beat patterns and different speeds</li> <li>Perform a wide variety of dance actions both similar and contrasting</li> <li>Copy, repeat, and perform simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Count and move to beats of 8.</li> <li>Copy and repeat movement patterns.</li> <li>Work as an individual, in partners, and as a group.</li> </ul>	<ul style="list-style-type: none"> <li>Explore balance and managing own body including manipulating small objects</li> <li>Able to stretch, reach, extend in a variety of ways and positions</li> <li>Able to control body and perform specific movements on command</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of rolling, sliding and slithering.</li> <li>Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet</li> <li>Participate in a variety of small group co-operative activities.</li> </ul>
Skills		Skills		Skills	
Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.	Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.	Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.
Speed, Agility, Travel		Manipulation and Coordination		Cooperate and Solve Problems	
<ul style="list-style-type: none"> <li>Travel with some control and coordination</li> <li>Change direction at speed through both choice and instructions</li> <li>Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>Agility-based activities moving and controlling objects</li> <li>Recognise different actions such as: moving softly, quietly, quickly, powerfully</li> <li>Relate body movements to music and percussion</li> </ul>	<ul style="list-style-type: none"> <li>Send and receive a objects with different body parts.</li> <li>Work with others to control objects in space.</li> <li>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate similar objects in a variety of ways</li> <li>Differentiate ways to manoeuvre objects</li> <li>Skip in isolation and with rope</li> </ul>	<ul style="list-style-type: none"> <li>Organise and match various items, images, colours and symbols</li> <li>Work with a partner to listen, share ideas, question and choose</li> <li>Move confidently and cooperatively in space</li> </ul>	<ul style="list-style-type: none"> <li>Copy and repeat various patterns and actions</li> <li>Show an understanding of own feelings and others</li> <li>Solve more complex tasks using skills learned</li> <li>Work and play cooperate and take turns</li> </ul>
Skills		Skills		Skills	
Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.	Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as and individual. Work cooperatively to form shapes.	Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.

Implementation

# Progression of Skills by Activity – Athletics



Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>Pupils will begin to link running and jumping.</li> <li>To learn and refine a range of running which includes varying pathways and speeds.</li> <li>Develop throwing techniques to send objects over long distances.</li> <li>Increase stamina and core strength needed to undertake athletics activities.</li> <li>Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</li> <li>Cooperate with others to carry out more complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Develop power, agility, coordination and balance over a variety of activities.</li> <li>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</li> <li>Can negotiate obstacles showing increased control of body and limbs.</li> <li>Improve running and jumping movements, work for sustained periods of time.</li> <li>Reflect on activities and make connections between a healthy active lifestyle.</li> <li>Experience and improve on jumping for distance and height.</li> </ul>	<ul style="list-style-type: none"> <li>Control movements and body actions in response to specific instructions.</li> <li>Demonstrate agility and speed.</li> <li>Jump for height and distance with control and balance.</li> <li>Throw with speed and power and apply appropriate force.</li> </ul>	<ul style="list-style-type: none"> <li>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</li> <li>Able to run as part of a relay team working at their maximum speed.</li> <li>Perform a range of jumps and throws demonstrating increasing power and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Become confident and expert in a range of techniques and recognise their success.</li> <li>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>Work in collaboration and demonstrate improvement when working with self and others.</li> <li>Accurately and confidently measure and time keep for both track and field events.</li> </ul>

### Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump	Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.

## Progression of Skills by Activity – Dance

### Implementation

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>Respond to a range of stimuli and types of music.</li> <li>Explore space, direction, levels and speeds.</li> <li>Experiment creating actions and performing movements with different body parts.</li> <li>Able to build simple movement patterns from given actions.</li> <li>Compose and link actions to make simple movement phrases.</li> <li>Respond appropriately to supporting concepts such as canon and levels.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain how performers can transition and link shapes and balances.</li> <li>Perform basic actions with control and consistency at different speeds and on different levels.</li> <li>Challenge themselves to move imaginatively responding to music.</li> <li>Work as part of a group to create and perform short movement sequences to music.</li> <li>Perform using more sophisticated formations as well as an individual.</li> <li>Explore relationships through different dance formations.</li> <li>Explain the importance of emotion and feeling in dance.</li> <li>Use the stimuli to copy, repeat and create dance</li> </ul>	<ul style="list-style-type: none"> <li>Practise different sections of a dance aiming to put together a performance.</li> <li>Perform using facial expressions.</li> <li>Perform with a prop.</li> <li>Building improvisation skills to build a narrative around a theme.</li> <li>Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme.</li> <li>Delve deeper into opposing dynamics..</li> </ul>	<ul style="list-style-type: none"> <li>Work to include freeze frames in routines.</li> <li>Practise and perform a variety of different formations in dance.</li> <li>Develop a dance to perform as a group with a set starting position.</li> <li>Developing choreography and devising skills in relation to a theme.</li> <li>Exploring dynamic quality and formations to communicate character.</li> <li>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Perform different styles of dance fluently and clearly.</li> <li>Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression.</li> <li>Worked collaboratively in groups to compose simple dances.</li> <li>Recognise and comment on dances suggesting ideas for improvement.</li> <li>Developing choreography and devising skills in relation to a theme.</li> <li>Exploring dynamic quality and formations to communicate character.</li> <li>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively to include more complex compositional ideas</li> <li>Develop motifs and incorporate into self-composed dances as individuals, pairs &amp; groups</li> <li>Talk about different styles of dance with understanding, using appropriate language &amp; terminology</li> <li>Developing group devices and greater use of teamwork.</li> <li>Demonstrating narrative through contact and relationships</li> <li>Showing tension through pattern and formation</li> </ul>

#### Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with start middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.	Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Create longer dance phrases by linking shorter ones. Introduce start and endings to dances. Perform in solo, duet and group. Apply feedback to improve own performance.	Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.	Perform locomotor and non-locomotor movements in a dance phrase. Describe the key features of line dancing. Work collaboratively in a group of 4. Use basic knowledge of line dancing steps to create own line dance. Copy and perform a specific dance action to communicate a theme. Communicate the idea of a hero. Copy and execute a high energy jump sequence. Create a low-level attack sequence.	Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme. Describe the meaning/purpose of several different devices. Show formations that create tension and relationships. Create and perform a live aural setting.

#### Implementation

## Progression of Skills by Activity – Gymnastics



Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>Identify and use simple gymnastics actions and shapes.</li> <li>Apply basic strength to a range of gymnastics actions.</li> <li>Begin to carry simple apparatus such as mats and benches.</li> <li>To recognise 'like' actions and link them.</li> <li>To perform a variety of basic gymnastics actions showing control.</li> <li>To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> <li>To perform longer movement phrases and link with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain how performers can transition and link gymnastic elements.</li> <li>Perform with control and consistency basic actions at different speeds and on different levels.</li> <li>Challenge themselves to develop strength and flexibility.</li> <li>Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> <li>Develop body management through a range of floor exercises.</li> <li>Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>Attempt to use rhythm while performing a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Modify actions independently using different pathways, directions and shapes.</li> <li>Consolidate and improve the quality of movements and gymnastics actions.</li> <li>Relate strength and flexibility to the actions and movements they are performing.</li> <li>To use basic compositional ideas to improve sequence work.</li> <li>Identify similarities and differences in sequences.</li> <li>Develop body management over a range of floor exercises.</li> <li>Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>Show increasing flexibility in shapes and balances.</li> </ul>	<ul style="list-style-type: none"> <li>To become increasingly competent and confident to perform skills more consistently.</li> <li>Able to perform in time with a partner and group.</li> <li>Independently use compositional ideas in sequences such as changes in height, speed and direction.</li> <li>Develop an increased range of body actions and shapes to include in a sequence.</li> <li>Define muscles groups needed to support the core of their body.</li> <li>Refine taking weight on small and large body parts, for example, hand and shoulder.</li> </ul>	<ul style="list-style-type: none"> <li>Create longer and more complex sequences and adapt performances.</li> <li>Take the lead in a group when preparing a sequence.</li> <li>Develop symmetry individually, as a pair and in a small group.</li> <li>Compare performances and judge strengths and areas for improvement.</li> <li>Select a component for improvement. For example - timing or flow.</li> <li>Take responsibility for own warm-up including remembering and repeating a variety of stretches.</li> <li>Perform more complex actions, shapes and balances with consistency.</li> <li>Use information given by others to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>Lead group warm-up showing understanding of the need for strength and flexibility.</li> <li>Demonstrate accuracy, consistency, and clarity of movement.</li> <li>Work independently and in small groups to make up own sequences.</li> <li>Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>Experience flight on and off of high apparatus.</li> <li>Perform increasingly complex sequences.</li> <li>Combine own ideas with others to build sequences.</li> <li>Compose and practise actions and relate to music.</li> <li>Show a desire to improve across a broad range of gymnastics actions.</li> </ul>

### Skills covered

Carry equipment safely. Perform magic chair landing. Explore body tension. Linking movements. Rock, spin, turn. Move on, off and over.	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.	Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.	Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.	Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.
--	---	---	---	--	---

### Implementation

## Progression of Skills by Activity – invasion games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>• To practice basic movements including running, jumping, throwing and catching.</li> <li>• To begin to engage in competitive activities.</li> <li>• To experience opportunities to improve agility, balance and coordination.</li> <li>• To recognise rules and apply them in competitive and cooperative games.</li> <li>• Use and apply simple strategies for invasion games.</li> <li>• Preparing for, and explaining the reasons why we enjoy exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Can send a ball using feet and can receive a ball using feet.</li> <li>• Refine ways to control bodies and a range of equipment.</li> <li>• Recall and link combinations of skills, e.g. dribbling and passing.</li> <li>• To select and apply a small range of simple tactics.</li> <li>• Recognise good quality in self and others.</li> <li>• To work with others to build basic attacking play.</li> </ul>	<ul style="list-style-type: none"> <li>• To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</li> <li>• To build attacking/offensive play.</li> <li>• Able to show basic control skills including sending and receiving the ball.</li> <li>• To send the ball with some accuracy to maintain possession and build attacking play.</li> <li>• Able to implement basic rules of modified games e.g. basketball.</li> <li>• Develop motor skills to handle sticks with ease and improve agility.</li> <li>• Show basic skills to maintain possession.</li> <li>• Use space efficiently to build an attack.</li> <li>• Link skills to perform as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</li> <li>• Develop a wider range of ball handling skills</li> <li>• Use footwork rules in a game situation and explore basic marking.</li> <li>• Passing over longer distance.</li> <li>• Moving towards the ball to receive the pass.</li> <li>• Pass and move with the ball as a team to build attacks.</li> <li>• Apply a small range of tactics in a competitive situation.</li> <li>• Demonstrate increased speed and endurance during game play.</li> <li>• Evaluating skills, tactics and teamwork to aid improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strength, agility and coordination when defending.</li> <li>• Increase power and strength of passes, moving the ball accurately in a variety of situations.</li> <li>• Select and apply a range of tactics and techniques and play with consistency.</li> <li>• To play effectively in a variety of positions and formations on the pitch.</li> <li>• Relate a greater number of attacking and defensive tactics to gameplay</li> <li>• Become more skilful when performing movements at speed.</li> <li>• Select and apply appropriate skill in a game situation.</li> <li>• Play effectively as a team in defence taking individual responsibility for your role.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply aspects of fitness to the game such as power, strength, agility and coordination.</li> <li>• Choose and implement a wider range of strategies to play defensively and offensively.</li> <li>• Grasp more technical aspects of the game.</li> <li>• Observe, recognise and analyse good individual and team performances.</li> <li>• Suggest, plan and lead simple drills for given skills.</li> <li>• Combine and perform more complex skills at speed in games.</li> <li>• Use set plays in game situation and explain when and why they are used.</li> <li>• Switch effectively as a team between defence and attack.</li> </ul>

## Implementation

# Progression of Skills by Activity – invasion games continued...

## Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p><b>General</b> - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory.  <b>Basketball</b> – Jump Ball, 2 handed shot. Defensive body position.  <b>Football</b> – Using inside and outside of foot, trapping.  <b>Hockey</b> – Using flat side of stick. Close control, preparing to tackle.  <b>Handball</b> – Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip.  <b>Lacrosse</b> – Underarm and overarm throw. Groundball collection. Shot, pass and run.  <b>Netball</b> – Chest, shoulder and bounce pass. Dodging to get free.  <b>Tag Rugby</b> – Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p><b>General</b> – Passing over longer distances, use some marking technique and introduce some defending principles.  <b>Basketball</b> - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position.  <b>Football</b> – Dribbling in different directions, defensive tackling, front of player and goal side marking.  <b>Hockey</b> – Push pass, slap pass, straight dribble, stopping and turning with the ball.  <b>Handball</b> – Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw.  <b>Lacrosse</b> – Following your pass, maintain unopposed possession, short range shooting, receive and turn.  <b>Netball</b> – Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules.  <b>Tag Rugby</b> – Picking up and running with ball, correct ball carrying position, keeping possession.</p>	<p><b>General</b> – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.  <b>Basketball</b> – Block, forward pivot, forward pass, push pass, boxing out.  <b>Football</b> – Turning with the ball, running with ball, keeping possession, step over.  <b>Hockey</b> – Block tackle, passing in the D, sweep shot, dragging the ball.  <b>Handball</b> – Jump shot, closing angles, pivoting to pass, set plays.  <b>Netball</b> – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.  <b>Tag Rugby</b> – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p><b>General</b> – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.  <b>Basketball</b> – Fast break, retreat dribble, free throw rules, L-cut, v-cut, Pin down.  <b>Football</b> – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.  <b>Hockey</b> – Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition.  <b>Handball</b> – Screening, organisation around the D, dribbling with precision in game, utilising space.  <b>Netball</b> – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away.  <b>Tag rugby</b> – Set play for attacking, take the distance not the time, spaces not faces.</p>

## Progression of Skills by Activity – Net and wall games



Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using hand or bat.</li> <li>• Move towards a moving ball to return it.</li> <li>• Sending and returning a variety of balls/objects such as balloons and beachballs.</li> <li>• Track, intercept and stop a variety of objects such as balls and beanbags.</li> <li>• Select and apply skills to beat the opposition.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to track the path of a ball over a net and move towards it</li> <li>• Begin to hit and return a ball using hands and racquets with some consistency</li> <li>• Play modified net/wall games throwing, catching and sending over a net</li> <li>• Be able to make it difficult for their opponent to score a point.</li> <li>• Begin to choose specific tactics appropriate to the situation.</li> <li>• Improve agility and coordination and use in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe some rules of net/wall games.</li> <li>• Serve to begin a game.</li> <li>• Explore forehand hitting.</li> <li>• Play with some understanding of modified court boundaries.</li> <li>• Show understanding of how sitting volleyball is an inclusive game.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use different shots with both the forehand and backhand.</li> <li>• Demonstrate different net/wall skills.</li> <li>• Practise some trick shots in isolation.</li> <li>• Work to return the serve.</li> <li>• Demonstrate different court positions in gameplay.</li> <li>• Start to implement basic volleyball rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of serves in-game and new shots learnt in games.</li> <li>• Play with others to score and defend points in competitive games.</li> <li>• Move confidently around the playing area using footwork techniques.</li> <li>• Develop further ways of playing with others cooperatively and in competition.</li> <li>• Introduce Volley shots and Overhead shots.</li> <li>• Further, explore Tennis service rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a wider range of shots.</li> <li>• Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.</li> <li>• Play with fluency with a partner in doubles/partner scenarios.</li> <li>• Develop backhand shots.</li> <li>• Begin to use full scoring systems</li> <li>• Continue developing doubles play and tactics to improve.</li> </ul>

#### Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.	Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.	<b>Badminton</b> - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries. Rally with a partner. Send and return over a net. Serve using the forehand. <b>Tennis</b> – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets. <b>Sitting volleyball</b> – Ready position. Seated movement. Overarm seated serve. Team contacts.	<b>Badminton</b> - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. <b>Tennis</b> – Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play. <b>Volleyball</b> – Rainbow pass. 3 contacts. Ready position and smooth movement. Moving to the net.	<b>Badminton</b> – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time. <b>Tennis</b> – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.	<b>Badminton</b> – Drop and smash shot. Drop shot and recover. Use quick reactions for confident net play. Offensive court positioning. Defensive formations for doubles. <b>Tennis</b> - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.

## Progression of Skills by Activity – Striking and fielding

Implementation

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>• Able to hit objects with hand or bat.</li> <li>• Track and retrieve a rolling ball.</li> <li>• Throw and catch a variety of balls and objects.</li> <li>• Develop sending and receiving skills to benefit fielding as a team.</li> <li>• Distinguish between the roles of batters and fielders.</li> <li>• Introduce the concept of simple tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop hitting skills with a variety of bats.</li> <li>• Practice feeding/bowling skills.</li> <li>• Hit and run to score points in games.</li> <li>• Work on a variety of ways to score runs in the different hit, catch, run games.</li> <li>• Attempt to work as a team to field.</li> <li>• Begin to play the role of wicketkeeper or backstop.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to adhere to some of the basic rules of cricket of striking and fielding games.</li> <li>• To develop a range of skills to use in isolation and a competitive context.</li> <li>• To use basic skills with more consistency including striking a bowled ball.</li> <li>• Work cooperatively with others to complete fielding tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the range of striking and fielding skills they can apply in a competitive context</li> <li>• Choose and use a range of simple tactics in isolation and in a game context.</li> <li>• Consolidate existing skills and apply with consistency.</li> <li>• Strike to ball with intent, use decision making attempt direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Link together a range of skills and use in combination.</li> <li>• Collaborate with a team to choose, use and adapt rules in games.</li> <li>• Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance</li> <li>• Develop retrieving and returning the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply with consistency standard rules in a variety of different styles of games.</li> <li>• Attempt a small range of shots in isolation and in competitive scenarios.</li> <li>• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</li> </ul>

### Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.	Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball.	<p><b>General</b> – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p><b>Cricket</b> – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper.</p> <p><b>Rounders</b> – Consistently hit one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	<p><b>General</b> – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success.</p> <p><b>Cricket</b> – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand.</p> <p><b>Rounders</b> – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>	<p><b>General</b> – Throw for accuracy over short distances. Recognise where to play.</p> <p><b>Cricket</b> – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up. Forward defensive shot. Setting a field.</p> <p><b>Rounders</b> – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p><b>General</b> – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p><b>Cricket</b> – Fielding positions, slip, short leg and cover. Bowling short. On and off drive.</p> <p><b>Rounders</b> – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>

### Implementation

## Progression of Skills by Activity – OAA

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>• Use thinking skills to follow multi step instructions.</li> <li>• Solve more challenging problems as an individual.</li> <li>• Comprehend that one thing can represent another.</li> <li>• Take part in activities with increasing challenge to build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use searching skills to find given items from clues and pictures.</li> <li>• Work as a pair to navigate space.</li> <li>• Use and explore unusual equipment to develop coordination,</li> <li>• problem-solving and motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others to solve problems.</li> <li>• Describe their work and use different strategies to solve problems.</li> <li>• Lead others and be led</li> <li>• Differentiate between when a task is competitive and when it is collaborative.</li> </ul>	<ul style="list-style-type: none"> <li>• Work well in a team or group within defined and understood roles.</li> <li>• Plan and refine strategies to solve problems.</li> <li>• Identify the relevance of and use maps, compass and symbols.</li> <li>• Identify what they do well and suggest what they could do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of communicating in a range of challenging activities.</li> <li>• Navigate and solve problems from memory.</li> <li>• Develop and use trust to complete the task and perform under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information given by others to complete tasks and work collaboratively.</li> <li>• Undertake more complex tasks.</li> <li>• Take responsibility for a role in a task.</li> <li>• Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games.</li> </ul>

### Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Follow simple instructions. Recognise, remember, and match some symbols. Perform physically challenging actions. Follow a movement pattern with others. Take part in competitive races and work with a partner. Undertake simple speed stack arrangements.	Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use in a simple way.	Use non-verbal communication effectively. Develop further simple map reading skill. Respond to and resolve problems as a team. Participate in trust activities. Plan on route map.	Recognise compass points. Use a compass. Follow a course. Work cooperatively with a partner to follow a map and solve problems. Recognise a range of standard map symbols. Evaluate their own success.	Use memory and recall skills. Work at maximum physical capacity e.g., when running. Use control cards. Perform under pressure. Perform safely and with control. Classify and interpret simple morse code.	Follow and orient a map. Identify objects in a scavenger hunt. Perform complex group pyramid balances. Tie a reef knot. Design your own game using, refining, and adapting group ideas.

## Approaches to Teaching and Learning in Physical Education



Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the sport through PE Hub.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of PE. This will include visual cues, video demonstrations, use of greater depth modelling and range of equipment pitched at appropriate level.
- The use of enrichment opportunities such as competitions, sporting events in school, afterschool club, lunch time activities, daily mile and sporting visitors.
- Developing pupils' ability to think, reflect, debate, discuss and evaluate on their own skills in order to improve their own performances.
- Understanding the knowledge of the pupils so that the lessons are pitched accurately in order to stretch their potential.
- Have energy, enthusiasm and passion in the delivery of teaching to engage and motivate all children.
- Have a deliberate use of varied pace to motivate and inspire as well as ensuring children are active for the majority of the time.
- Activities ensure all pupils are challenged to make excellent progress
- Differentiation is highly effective in moving pupils learning on and staff utilise aspects of the STEP model. This refers to differentiating by the 'space' used, the 'task' that is set, 'equipment' that is used and finally 'people', such as extra adults or support staff who are deployed for those children additional needs.
- High order questioning which supports, challenges and extends pupil's learning.
- Identifying the misconceptions of a skill and use effective strategies to address these, which result in progress.

**Implementation**

**Teaching, Recording, Feedback, Assessment and Reporting**

**These areas are intrinsically linked, with the aim of making progression against the curriculum concepts clear to all stakeholders.**

**This will happen by:**

- Every unit focus within each year group sport taught are based on the National Curriculum programme of study.
- Each lesson provides learning objectives/ intentions, which is shared with the children.
- Sports are repeated throughout each phase so that children gain a deep understanding of them.
- Success criteria is shared, which is referred to throughout lessons.
- The key knowledge that will be taught for each unit is utilised with staff as well as shared with children and parents through a knowledge organiser, which may include unit focus skills, diagrams and key vocabulary. It will also highlight the key learning that will have taken place prior to this and pose questions which will refer to the previous year's learning.
- Teachers will be able to record children's understanding of the lesson's learning objective and how deeply they have understood the objective on planning in order to support overall assessment.
- Teachers' feedback would be immediate feedback within the lesson where misconceptions will be identified and addressed, or learning can be stretched further.
- Children are given the opportunity to verbally assess their own and others' progress against performances or paid work.
- Teachers should use observations to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning and revision from previous lessons at the start and during the lesson.
- Assessment information will be used to adapt following lessons for the class if necessary, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.
- Summative assessments made will be used to show pupils' progress and attainment in the subject, by showing areas of strengths and areas of improvement needed for the following year when being taught that sport.

**Implementation**

**Equality of Provision and Inclusion**



Teachers ensure that the environment is inclusive in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the various activities is planned and varied according to different needs. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. The use of equipment reflects the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. This is reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

#### **Differentiating Lessons by:**

- Using a range of differentiated equipment.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the lesson to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

#### **Effective Lesson Planning and Management**

- Setting clear objectives that are understood by each pupil.
- Presenting activities in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing challenge within lessons.

#### **The Appropriate Deployment of Equipment**

- Analysing the suitability of equipment and providing additional equipment where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed if needed.
- Careful assessment and monitoring.
- Using pupil's records and weekly achievements in physical education to support planning.

- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

**Extra-curricular activities**

**Implementation**

Being able to offer a range of extra-curricular sporting activities to our children is very important to us. Our after-school clubs are run all year round by external providers as well as staff members with expertise in that particular sport. Additionally, we provide the children with half termly clubs which coincide with the competitions we take part in all year round in order to prepare the children for such events.

### **School Games Mark Award**

The School Games Mark is a government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

Each School Games Mark application is divided into five sections. They cover the following basic topics:



1. Maintaining and growing you school's engagement in the School Games and your delivery of 60 active minutes for every child.
2. Creating positive experiences by ensuring physical activity and competition provision is designed to reflect motivation, competence and confidence.
3. A clear focus on transition points
4. Creating positive experiences that support the character development of targeted young children
5. Advocated to key stakeholders how the School Games makes a meaningful difference to the lives of young children.

As a school we participate in a range of sporting competitions that run all year round which goes towards the School Games Mark award, which also contributes to the Sports Premium funding. Competitions now targeted for three groups of children which are called: competing, engaging and inspire. Depending on the event, we select children that are appropriate by using the questionnaires created every year. Questionnaires are sent out every academic year to identify those children who regularly practise the sport, showing the greater talent as well as running after school clubs or lunch time clubs each term in preparation for these competitions. Our school timetable runs alongside these competitions which ensures that children are fully equipped with the knowledge of the sport.

**Implementation**

**SMSC and Rights Respecting in Physical Education**

## Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

### What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Physical education naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of physical education to provide children with a broad knowledge and understanding.

### What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

Using Skills Builder in Physical Education



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one.

Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

**Implementation**