



Curriculum Progression Document

Physical Education

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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.

Threshold Concepts

Develop practical skills in order to participate, compete and lead a healthy lifestyle.

This concept involves learning a range of physical movements and sporting techniques.



Physical Education in the Early Years Foundation Stage

Developing Early Physical Education Skills

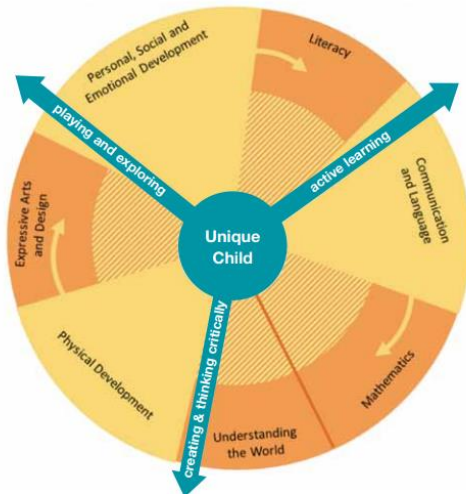
Developing Early Physical Education Skills

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 4: Physical Development: Moving and handling

- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 5: Physical Development: Health and self-care

- Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Exceeding:

ELG 4: Physical Development: Moving and handling

- Can hop confidently and skip in time to music.
- Holds paper in position and uses their preferred hand for writing, using a correct pencil grip.
- Beginning to be able to write on lines and control letter size.

ELG 5: Physical Development: Health and self-care

- Knows about, and can make healthy choices in relation to, healthy eating and exercise.
- Can dress and undress independently, successfully managing fastening buttons or laces.



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 3 have swimming lessons weekly throughout the whole academic year and in Year 5, children swim for a term.

In addition to this as a school we:

- Provide CPD for staff to improve their delivery in swimming lessons.
- 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.
- Advertisements on newsletters highlighting the importance of swimming.
- 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		Manipulation and co-ordination Speed agility and travel unit 1		Speed agility and travel unit 2 Co-operate and solve problems	
Year 1	Outdoor: Attack and shoot unit 1 Attack and shoot unit 2	Indoor: Gym unit 1 Dance unit 1	Outdoor: Hit and catch unit 1 Hit and catch unit 2	Indoor: Gym unit 2 Dance unit 2	Outdoor: Run and jump unit 1 Run and jump unit 2	Indoor: 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 Outdoor Adventurous Activities (OAA)	Gym unit 1 Dance unit 1	Tennis Cricket	Gym unit 2 Dance unit 2	Athletics Rounders	Badminton Football
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 – Key Stage One

Athletics Activity: Run, Jump and Throw	Year 1	Year 2
Head	<ul style="list-style-type: none"> ○ Suggest links between types of exercises e.g. training speed for different jumping activities. ○ Demonstrate awareness for the need to improve and attempt to improve. ○ Select correct skill for the situation. 	<ul style="list-style-type: none"> ○ Make choices about appropriate throws for different types of activity. ○ Can identify areas of activities that need improvement e.g. power in throws to throw further.
Hand	<ul style="list-style-type: none"> ○ Can start and stop at speed, run in straight lines using a variety of speeds ○ Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. ○ Handle and throw a variety of different objects and attempt to throw for distance ○ Copy and repeat basic movements for extended periods of time developing stamina ○ Demonstrate some core strength to hold a variety of shapes and positions. ○ Move a variety of objects quickly showing a range of techniques. ○ Developed agility and coordination skills to competently take part in a range of activities. 	<ul style="list-style-type: none"> ○ Develop power, agility, coordination and balance over a variety of activities. ○ Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. ○ Can negotiate obstacles showing increased control of body and limbs. ○ Use agility in running games. ○ Apply skills in a variety of activities. ○ Practise to improve skills.
Heart	<ul style="list-style-type: none"> ○ Work partner to help improve their performance. ○ Participate as part of a team to compete in running relays. 	<ul style="list-style-type: none"> ○ Discuss thoughts and feelings around physical challenges and what it means to be a team player. ○ Work cooperatively to complete running, jumping and throwing tasks. ○ Consider others when playing games to respect their space and boundaries.

Progression of Skills by Activity – Key Stage One

Striking and Fielding Games Activity: Hit, Catch and Run	Year 1	Year 2
Head	<ul style="list-style-type: none"> ○ Able to identify when a point has been scored and keep count of score. ○ Can choose where to send the ball to maximise chance to score. ○ Can make choices where to stand in the field to restrict runs scored. 	<ul style="list-style-type: none"> ○ Make choices about where to hit the ball. ○ Make tactical decisions about where to position themselves in the field.
Hand	<ul style="list-style-type: none"> ○ Catch a medium sized ball thrown over a short distance. ○ Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. ○ Track balls and other equipment sent to them, moving in line with the ball to collect it. ○ Run between bases to score points. ○ Retrieve and return a ball to a base. ○ Use a range of sending skills to put ball into space. ○ Able to self-feed ball to hit off hand and strike ball off cone. 	<ul style="list-style-type: none"> ○ Has developed hitting skills with a variety of bats. ○ Practised bowling/feeding a ball to other players. ○ Run in a game to score points. ○ Attempted to play the role of wicket keeper or backstop. ○ Makes attempts to catch balls coming towards player in games.
Heart	<ul style="list-style-type: none"> ○ Work collaboratively to score runs showing encouragement and support. ○ Show awareness of teammates fielding positions to restrict runs in a simple game scenario. 	<ul style="list-style-type: none"> ○ Can work in small groups to field and bat. ○ Display sportsmanship when competing against others.

Progression of Skills by Activity – Key Stage One

Net/Wall games Activity: Send and Return	Year 1	Year 2
Head	<ul style="list-style-type: none"> ○ Identify space to send a ball into. ○ Can describe how they worked with their partner to send and receive. 	<ul style="list-style-type: none"> ○ Decide on and play with dominant hand. ○ Develop tactics to outwit your opponent so they cannot return the ball.
Hand	<ul style="list-style-type: none"> ○ Able to send an object with increased confidence using hand or bat. ○ Move towards a moving ball to return with hand or bat. ○ Score points against opposition over a line/net. ○ Select and apply skills to win points. ○ Chase, stop and control balls and other objects such as beanbags and hoops. ○ Track balls and other equipment sent to them, moving in line with the ball to collect or return. 	<ul style="list-style-type: none"> ○ Demonstrate basic sending skills in isolation and small games. ○ Show agility to track the path of ball over a line/net and move towards it. ○ Hit a ball using both hand and racquet with some consistency. ○ Return a ball coming towards them using hand or racquet. ○ Play in a modified game send and returning the ball over a line/net. ○ Start a game using basic serving skills.
Heart	<ul style="list-style-type: none"> ○ Work with a partner to send and return an object and play in a simple rally. ○ Play cooperatively in a game situation. 	<ul style="list-style-type: none"> ○ Has developed hitting skills with a variety of bats.

Progression of Skills by Activity – Key Stage One

Invasion Games Activity: Attack, Defend and Compete	Year 1	Year 2
Head	<ul style="list-style-type: none"> ○ Recognise rules and apply them in competitive and cooperative games. ○ Make decisions about how to defend a target. 	<ul style="list-style-type: none"> ○ Select and apply a small range of simple tactics. ○ Begin to look for space to pass into or run to in order to receive. ○ Select the more appropriate skill to move forwards to shoot.
Hand	<ul style="list-style-type: none"> ○ Begin to engage in competitive activities. ○ Roll, slide or throw a beanbag or ball with accuracy. ○ Bounce a medium sized ball to self and attempt to bounce to others. ○ Attempt to intercept and catch a thrown ball. 	<ul style="list-style-type: none"> ○ Can send a ball using feet. ○ Can receive a ball using feet. ○ Link combinations of skills e.g. dribbling and passing with hands in isolation and combination. ○ Can send a ball using hands. ○ Can receive a ball using hands. ○ Can play in a variety of positions in both defence and attack.
Heart	<ul style="list-style-type: none"> ○ Work in collaboration with others to attack and score points. ○ Identify the things that they like about exercise both in and outside of school. 	<ul style="list-style-type: none"> ○ Work with a partner and in small groups to develop skills. ○ Show awareness of teammates and opponents in games.

Progression of Skills by Activity – Key Stage One

Activity- Gymnastics	Year 1	Year 2
Head	<ul style="list-style-type: none"> ○ Use words such as rolling, travelling, balancing, climbing. ○ Decide which supporting concepts and actions to add to their sequence. 	<ul style="list-style-type: none"> ○ Comment on aspects of own and others' performances.
Hand	<ul style="list-style-type: none"> ○ Safely move and carry basic gym equipment such as mats and benches. ○ Recognise like actions and link them together. ○ Perform simple gymnastic actions and shapes. ○ Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping. ○ Make their body tense, relaxed, stretched and curled. ○ Perform in unison and canon. 	<ul style="list-style-type: none"> ○ Perform with control and consistency basic actions at different speeds and on different levels. ○ Create and perform a simple sequence. ○ Show contrasts in gymnastics shapes and actions. ○ Work to improve flexibility and strength. ○ Attempt to use rhythm whilst performing a sequence. ○ Use core strength to link gymnastic elements e.g. back support and half twist. ○ Remember and repeat sequences.
Heart	<ul style="list-style-type: none"> ○ Move on, off and over object with confidence. ○ Communicate with a partner to create short sequence. 	<ul style="list-style-type: none"> ○ Reflect on own performance and use scoring system to judge performance. ○ Develop character and maturity to work in close proximity with others.

Progression of Skills by Activity – Key Stage One

Activity- Dance	Year 1	Year 2
Head	<ul style="list-style-type: none"> ○ Confident to explore space within their dances and movements. ○ Recognise that dances can have themes and stories. 	<ul style="list-style-type: none"> ○ Select movements that show a clear understanding of the theme/story/idea of the dance. ○ Show confidence to perform in front of others.
Hand	<ul style="list-style-type: none"> ○ Perform basic body actions along with music. ○ Use different parts of the body, combine arm and leg actions. ○ Perform with an awareness of body shape required. ○ Remember and repeat simple movement patterns. ○ Move with control and show spatial awareness. ○ With help, compose a basic movement phrase. 	<ul style="list-style-type: none"> ○ Show some sense of dynamic, expressive and rhythmic qualities in their own dance. ○ Use different parts of the body in isolation and combination. ○ Perform with control and balance and demonstrating coordination. ○ Explore and use basic choreography including levels, speed changes, unison and canon. ○ Move with imagination responding the music. ○ Perform with expression.
Heart	<ul style="list-style-type: none"> ○ Work with a partner. ○ Engage with the class to perform marching sequence and canon. 	<ul style="list-style-type: none"> ○ Attempt to work as part of a group to perform a dance. ○ Able to comment on ideas and emotions and how they can be portrayed through dance.

Progression of Skills by Activity – Key Stage Two

Activity: Athletics	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> ○ Take part in basic scoring of different events. ○ Compete with others and record points. 	<ul style="list-style-type: none"> ○ Decide on ways to improve, run, jumps and throws and implement changes. 	<ul style="list-style-type: none"> ○ Identify how they can change an activity by using the STEP principle (space, task, equipment, people). ○ Distinguish between good and poor performances and suggest ways to improve self and others. 	<ul style="list-style-type: none"> ○ Accurately and confidently judge across a range of athletics activities. ○ Record accurately scores given in variety events.
Hand	<ul style="list-style-type: none"> ○ Link running and jumping activities with some fluency and consistency. ○ Control movements and body actions in response to specific instructions. ○ Jump for height and distance with control and balance. ○ Run at different speeds according to event and instruction. ○ Throw a variety of objects using different recognised throws. ○ Throw more accurately and over greater distances. 	<ul style="list-style-type: none"> ○ Show differences between sprinting and running speeds over a variety of distances. ○ Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone. ○ Perform a range of jumps with consistency, sometimes approaching jump with a run up. ○ Compete in running, jumping and throwing activities and compare their own performance with previous. 	<ul style="list-style-type: none"> ○ Distinguish between good and poor performances and suggest ways to improve self and others. ○ Perform a range of jumps in different activities. ○ Demonstrate a range of throwing actions using different equipment with some consistency and control. ○ Able to run as part of a team in relay style events and demonstrate max effort pace. 	<ul style="list-style-type: none"> ○ Demonstrate accuracy and good technique when throwing for distance. ○ Show good technique and control for jumping activities. ○ Choose appropriate run up distance as an individual for athletic jumps. ○ Use appropriate pace for different running distances.
Heart	<ul style="list-style-type: none"> ○ Run as part of a relay team. ○ Identify how to improve own and others work and be tactful. 	<ul style="list-style-type: none"> ○ Work with others to score and record distance and times accurately. ○ Develop control in baton exchange and analyse as a team how to improve handover Events Taught. 	<ul style="list-style-type: none"> ○ Able to run as part of a team in relay style events and demonstrate max effort pace. ○ Compare own performance with previous ones and demonstrate improvement to achieve personal best. 	<ul style="list-style-type: none"> ○ Demonstrate improvement when working with self and others. ○ Use appropriate language to deliver a taught activity to their peers.

Progression of Skills by Activity – Key Stage Two

Activity: Striking and Fielding games	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Adhere to some basic rules of recognised games such as rounders or cricket. Explain how fielders work together to restrict batters runs. Apply simple tactics to choose where to hit the ball. 	<ul style="list-style-type: none"> With increasing consistency, choose where to direct a hit from a bowled ball. Use and apply the basic rules of the game. 	<ul style="list-style-type: none"> Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. 	<ul style="list-style-type: none"> Apply with consistency standard rules of (modified) games. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. In rounders use correctly the rules for running around bases.
Hand	<ul style="list-style-type: none"> Strike a ball with some consistency. Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling. Play in simplified games. Bowl accurately. Show ready position to catch a ball. Strike a stationary ball (off tee) with some consistency. Strike a bowled ball with some consistency. 	<ul style="list-style-type: none"> Apply speed and decision making to run safely between scoring markers e.g. stumps, posts. Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket. Track and intercept the ball along the ground sometimes collecting with 1 hand. Bowling a recognised action with some consistency. 	<ul style="list-style-type: none"> Choose where to hit the ball to maximise likelihood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. 	<ul style="list-style-type: none"> Strike a bowled ball and attempt a small range of shots. Attempt to track and catch high balls in isolation and game play. Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting. Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas.
Heart	<ul style="list-style-type: none"> Identify how to improve own and others work and be tactful. Field as a team to return the ball to the bowler/base effectively. 	<ul style="list-style-type: none"> In their local community can they identify locations in which they could play striking and fielding games. 	<ul style="list-style-type: none"> Work collaboratively with others to both score runs and, in the field, to restrict runs. 	<ul style="list-style-type: none"> Work collaboratively in teams to compete against themselves and others.

Progression of Skills by Activity – Key Stage Two

Activity: Net/Wall games	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> ○ Keep count/score of a game ○ Can discuss the different type of shots that may be used in a variety of situations 	<ul style="list-style-type: none"> ○ Choose ways to send the ball to make it difficult for opponent to return ○ Play the role of umpire to keep score 	<ul style="list-style-type: none"> ○ Cooperate and collaborate with others to play in a sportsman like way ○ Recognise where they should stand on the court when playing on their own and with others 	<ul style="list-style-type: none"> ○ Make appropriate choices in games about the best shot to use ○ Apply tactics in games effectively
Hand	<ul style="list-style-type: none"> ○ Serve to begin a game ○ Play a continuous game using throwing and catching or some simple hitting ○ Can play within boundaries ○ Use a small range of basic racquet skills ○ Move towards a ball/shuttle to return over a line/net ○ Play over a net 	<ul style="list-style-type: none"> ○ Explore shots on both sides of the body and attempt with confidence ○ Use a small range of racquet/hand skills ○ Use basic defensive tactics to defend the court i.e. moving to different positions on the court 	<ul style="list-style-type: none"> ○ Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point ○ Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment ○ Apply some control when returning the ball/shuttle including foot placement, shot selection and aim ○ Can apply with some success, a range of techniques to win points ○ Demonstrate a variety of service shots in isolation and some game play 	<ul style="list-style-type: none"> ○ Use forehand, backhand and overhead shots in isolation ○ Use forehand, backhand and overhead shots with more confidence in games ○ Start games with the appropriate serve ○ Begin to use full scoring systems
Heart	<ul style="list-style-type: none"> ○ Work with a partner to play in a doubles game 	<ul style="list-style-type: none"> ○ Work with a partner / small groups to return a served ball/shuttle ○ Play competitively with others and against others in modified games 	<ul style="list-style-type: none"> ○ Play with others with some flow to the game, keeping track of their own scores ○ Suggest and lead warmups that prepare the body appropriately for net/wall activities 	<ul style="list-style-type: none"> ○ Develop doubles play further implement basic positioning tactics (team play for volleyball) ○ Use speaking and listening skills to umpire and play with peers without dispute

Progression of Skills by Activity – Key Stage Two

Activity: Invasion games	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> ○ Recognise when you need to defend ○ Employ tactics to put pressure on opponents ○ Being aware and able to undertake the demands of different positions to support both attack and defence 	<ul style="list-style-type: none"> ○ Working with team mates to make it difficult for the opposition ○ Use tactics to perform defensively both as a team and as an individual ○ Play using recognised marking techniques of specific game e.g. hockey, tag rugby 	<ul style="list-style-type: none"> ○ Play in formations and execute 'set plays' in game situations ○ Explain the need for different tactics and attempt these in a game situation ○ Know and apply the rules consistently in a game situation 	<ul style="list-style-type: none"> ○ Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking ○ Suggest, plan and lead a warmup or drill and use STEP technique to modify ○ Make quicker decisions in games (on and off the ball)
Hand	<ul style="list-style-type: none"> ○ Send and receive a ball with some consistency to keep possession ○ Sometimes move into space to receive the ball ○ Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football ○ Play using basic rules of recognised game e.g. hockey or football ○ Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball 	<ul style="list-style-type: none"> ○ Send and receive the ball with accuracy, controlling to score points/goals ○ Keep possession of the ball as an individual using skills such as dribbling and running with the ball ○ Show speed and endurance in a game situation ○ Move into space to help others and the ball over longer distances ○ Work as part of a team to attack and score in defined area. 	<ul style="list-style-type: none"> ○ Able to combine basic skills such as dribbling and passing ○ Select and apply skills in game situation with some consistency e.g. dodging and pivoting ○ Move balls over longer distances accurately, demonstrating power ○ Play in different positions with some success ○ Where appropriate mark goal side 	<ul style="list-style-type: none"> ○ Use and apply boundary rules such as corners, self-pass and sideline in relevant game ○ Build upon set plays such as in tag rugby, some suggest improvements to play ○ Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games ○ Play in a variety of positions (attacking and defensive) ○ Consistently catch/stop and control a ball ○ Able to track and control a rebound from shot (penalty or open play)
Heart	<ul style="list-style-type: none"> ○ Work as part of a team to attack towards a goal 	<ul style="list-style-type: none"> ○ Use and apply the basic rules of the game 	<ul style="list-style-type: none"> ○ Use appropriate language to explain their attacking and defensive play ○ Use specific learned skills to maintain possession during a game 	<ul style="list-style-type: none"> ○ Work collaboratively in a team to play and keep possession of the ball

Progression of Skills by Activity – Key Stage Two

Activity: Gymnastics	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> ○ Modify actions independently using different pathways, directions and shapes. ○ Identify similarities and differences in sequences. 	<ul style="list-style-type: none"> ○ Decide on ways to improve a piece of work using compositional elements and implement changes. ○ Apply a broader range of more challenging skills executed with precision. 	<ul style="list-style-type: none"> ○ Selects a component for improvement and use guidance from others to do so. ○ Explain the significance of a warmup and how it relates to gymnastics activity. 	<ul style="list-style-type: none"> ○ Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria.
Hand	<ul style="list-style-type: none"> ○ Perform sequences with contrasting actions. ○ Show strength and flexibility to shapes and actions being performed. ○ Remember and repeat sequences. ○ Adapt basic sequences to include some apparatus. ○ Develop body management over a range of floor exercises. 	<ul style="list-style-type: none"> ○ Perform actions such as balance, body shapes and flight with control. ○ Develop an increased range of body actions and shapes to use in longer, more complex sequences. ○ Identify 'core muscles' and use them to improve quality of shapes and actions. ○ Show smooth transitions and flow in sequences. 	<ul style="list-style-type: none"> ○ Create longer and more complex sequences and adapt their performances. ○ Follow, copy and repeat others' actions. ○ Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. ○ Attempt to perform more complex skills in isolation such as round-off. ○ Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls. 	<ul style="list-style-type: none"> ○ Perform increasingly complex sequences. ○ Compose and practise actions and relate to music. ○ Experience flight on and off apparatus. ○ Show clarity, fluency, accuracy and consistency in their movements.
Heart	<ul style="list-style-type: none"> ○ Comment on others' gymnastics sequences describing what they did well. ○ Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle. 	<ul style="list-style-type: none"> ○ Adapt actions and sequences to work with partners and small groups. ○ At key points, compare their performances to previous ones. 	<ul style="list-style-type: none"> ○ Work responsibly in trust exercises and when counterbalancing. ○ Perform symmetry and asymmetry individually, in pairs and as a group. 	<ul style="list-style-type: none"> ○ Lead group warm up demonstrating the importance of strength and flexibility. ○ Work independently and in small groups to make up sequences to perform to an audience.

Progression of Skills by Activity – Key Stage Two

Activity: Dance	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> ○ Contribute ideas to the structure of the dance. ○ Describe using appropriate language the features of dances performed by others. 	<ul style="list-style-type: none"> ○ Respond sensitively to professional work. 	<ul style="list-style-type: none"> ○ Confidently participate in dances from different cultures/parts of the world. 	<ul style="list-style-type: none"> ○ Interpret different stimuli with imagination and flair. ○ Identify in others and self where good performance qualities are achieved.
Hand	<ul style="list-style-type: none"> ○ Attempt to perform with a sense of dynamics. ○ Competently include props and other ideas in their dance. ○ Attempt short pieces of improvised dance responding to the structure/theme of the dance. ○ Share and create short dance phrases with a partner and in small groups. ○ Perform movements with increased control. 	<ul style="list-style-type: none"> ○ Refine, repeat and remember short dance phrases. ○ Perform with increasing musicality with control and confidence. ○ Perform dances with consistency. ○ Show rhythm and style when performing as an individual and with others. ○ Dance using a variety of formations confidently. 	<ul style="list-style-type: none"> ○ Perform different styles of dance clearly and fluently. ○ Refine & improve dances adapting them to include use of space rhythm & expression. ○ Adapt their skills to meet the demands of a range of dance styles. ○ Incorporate levels and flight into movement patterns and dances. ○ Create and use compositional ideas confidently such as pathways, step patterns and unison. 	<ul style="list-style-type: none"> ○ Warm up and cool down independently. ○ Work creatively and imaginatively on their own, in pairs and in a group to create simple dances. ○ Use recognised dance actions and adapt to create motifs and movement patterns. ○ Communicate the artistic intention of a dance clearly, fluently, musically and with control. ○ Practise and refine coordination skills through activities such as live aural setting / freeze frame.
Heart	<ul style="list-style-type: none"> ○ Express moods and feelings throughout the dance piece. ○ Can decide with others which floor patterns/pathways to follow. 	<ul style="list-style-type: none"> ○ Show sensitivity to a dance idea/theme or story. ○ Showing self-control and maturity to perform a partner/ group contact work. 	<ul style="list-style-type: none"> ○ Recognise and comment on dances suggesting ways to improve. ○ Work collaboratively in groups to compose short dances. 	<ul style="list-style-type: none"> ○ When working in groups/pairs take the lead suggesting ideas and refining actions of others. ○ Use facial expression to communicate emotion and a further narrative.

Progression of Skills by Activity – Key Stage Two

Activity: Outdoor Adventurous Activities (OAA)	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Describe their work and the strategies they use to solve problems. Independently identify factors needed to complete a task. Use acquired skills to create maps and directions. 	<ul style="list-style-type: none"> Plan and refine strategies to solve problems. Identify what they have done well and suggest ways to improve. Work out answers from clues, working independently from teacher. 	<ul style="list-style-type: none"> Recall and remember symbols, items and objects during task as an individual and team. Play a role in problem solving. Communicate using code. 	<ul style="list-style-type: none"> Use knowledge of games in PE to suggest adaptations and variations to games/activities. Follow instructions accurately.
Hand	<ul style="list-style-type: none"> Identify and use symbols on a map to navigate. Play competitively and fairly implementing the rules. Perform with strength, stamina and endurance in more physical tasks. 	<ul style="list-style-type: none"> Use maps, symbols and compass confidently to navigate. Remember and recall map symbols and other relevant key information. 	<ul style="list-style-type: none"> Work at a high intensity for sustained period whilst completing a task. Evidence results and keep score. Compete against others and perform under pressure. 	<ul style="list-style-type: none"> Use written description to identify objects. Refine and adapt ideas in group task.
Heart	<ul style="list-style-type: none"> Lead others and be led. Can work with others to solve problems. 	<ul style="list-style-type: none"> Work well as part of a team or group within a well-defined role. Listen and be directed by others. 	<ul style="list-style-type: none"> Explore and refine ways of communicating to best complete a set task. 	<ul style="list-style-type: none"> Use information given by others to complete a task and work collaboratively. Work collaboratively to perform a more complex task. Takes responsibility for a role in a task.

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.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing within the lessons.
- 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.

Teaching, Recording, Feedback, Assessment and Reporting

These areas are intrinsically linked, with the aim of making progression against the threshold 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.
- Teachers' judgements will also be informed by end of unit P. O. P. Tasks (Proof of Progress Tasks) which directly relate to the learning in that unit of work.
- 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.
- 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.

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 deepening activities for students.

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.
- Considering how specialist equipment, including computing, can be of help and motivation to pupils.
- 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.



Implementation

Extra-curricular activities

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. In addition to after school clubs, we also offer lunch time clubs, which are currently aimed at those children who are least active or do not take part in any sporting clubs.

Day	Company/Teacher	Club	Year Groups	Time
Monday	YourSport	Football	Years 3 & 4	3:30pm-4:45pm
Tuesday	KombatKids	Karate	Whole school	3:30pm-4:30pm
Thursday	Mrs Ashby	Netball	Years 5 & 6	3:30pm-4:45pm
Thursday	YourSport	Football	Years 5 & 6	3:30pm-4:45pm
Thursday	YourSport	Multi-Sports	Years 1,2,3 & 4	3:30pm-4:45pm
Friday	YourSport	Football	Years 1 & 2	3:30pm-4:45pm

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 four sections. They cover the following basic topics:



- Participation - how many young people at your school are being engaged in sporting activity?
- Competition - how many different sports are being played and how many competitions are being entered?
- Workforce - how many pupils are involved in leadership activities alongside taking part in competitions?
- Clubs - how many local links does your school have with clubs or establishments from the area?

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. Our school timetable runs alongside these competitions which ensures that children are fully equipped with the knowledge of the sport. In addition to this, 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.

Autumn Term	Spring Term	Summer Term
Year 5 and 6 Football Year 1 and 2 Multi Skills Year 5 and 6 Rugby Year 5 and 6 Cross Country Year 5 and 6 Swimming Gala	Year 5 and 6 Sports Hall Athletics Year 5 and 6 Hockey Year 5 and 6 Netball SEND football / multi skills Year 3 and 4 Tri Golf Year 3 and 4 Mini Tennis Year 1-6 Gymnastics	Year 3 and 4 Cricket Year 5 and 6 Cricket Year and 6 Rounders Year 5 and 6 Halesowen Athletics
C4L (change for life festivals) none sporting players – all year round.		

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.

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



Evaluating the Impact of our Physical Education Curriculum

Subject Leadership in Physical Education

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient equipment to be successful including the lowest 20% of children.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge cards for teachers to use in order to show clear progression across activities/sports.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Pupil voice.
- Team teaching.
- Coaching conversations.
- Arranging CPD in order to support teachers in the delivery of sports they feel least confident in.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
 - Explain how they assure accuracy of assessment.
 - Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.

Subject Leadership Files

In a physical education subject leadership file:

- Subject leader action plan
- A curriculum overview establishing coverage and depth.
- An effective Action Plan that is targeted to specific aspects of pupils' learning.
- School improvement plan with areas highlighted linked to physical education.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Pupil attitudes and pupils' targets from pupil voice.
- Equipment requirements and equipment ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- CPD information.
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.