

PE Progression



Intent -

At PGPS, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. The PE that children access develops competence to excel in a broad range of physical activities; they will learn the knowledge needed to complete activities and be provided with different opportunities to apply their knowledge within skill-based scenarios. During lessons, children are physically active for sustained periods of time. Both within PE lessons, at after school clubs, in inter-house fixtures and at events with/against other schools, children will engage in a range of competitive and non-competitive sports/activities and also have opportunities to challenge themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Children are encouraged to lead healthy, active lives and keeping active at break times is encouraged. By the end of year 6, all children should be able 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) and perform safe self-rescue in different water-based situations.

Implementation -

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Our school works in conjunction with First Grade Sport, who teach some lessons as PPA cover. They also provide half-termly blocks of CPD to teaching staff throughout the year and run three extra-curricular sessions per week. We also work closely with the Rushcliffe School Games Organiser so that a variety of extra-curricular activities, both competitive and non-competitive, are offered so that children could represent our school. To further opportunities for children to be physically active, staff led clubs with a physically active or healthy lifestyle focus are also offered throughout the year. Opportunities are also given for children to take part in competitive activities in school. Inter-house competitions, where the houses compete in different sports each half term, allow children to compete and represent their house. All children are also given this opportunity on sports day. While competition is valued, we also offer non-competitive sporting focus days, usually with a theme linked to a national/global sporting event, where the primary focus is on having a go and having fun. EYFS: We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Impact -

The impact of teaching PE will be seen across the school in both children's declarative knowledge (the factual knowledge concerning movement, rules, tactics, strategies, health and participation) and their procedural knowledge - knowing how to apply declarative facts. Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document and progression ladders.

Level expected at the end of EYFS

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.

Fine Motor Skills

Children at the expected level of development will:

Key Stage One National Curriculum Expectations

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

Key Stage Two National Curriculum Expectations

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 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

<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<ul style="list-style-type: none"> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 					
Dance	EY <ul style="list-style-type: none"> Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music. 	Y1 <ul style="list-style-type: none"> Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts. 	Y2 <ul style="list-style-type: none"> Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music. 	Y3 <ul style="list-style-type: none"> Copy remember and perform a dance phrase Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group. 	Y4 <ul style="list-style-type: none"> Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases. 	Y5 <ul style="list-style-type: none"> Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music. 	Y6 <ul style="list-style-type: none"> Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of work.
Fundamental Movement Skills (Fundamentals, fitness and athletics)	<ul style="list-style-type: none"> Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together. 	<ul style="list-style-type: none"> Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. 	<ul style="list-style-type: none"> Show balance and co-ordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control 	<ul style="list-style-type: none"> Show balance, co-ordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in 	<ul style="list-style-type: none"> Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. 	<ul style="list-style-type: none"> Run at the appropriate speed over longer distances or for longer periods of time. Show control at take-off and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed 	<ul style="list-style-type: none"> Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly

		<ul style="list-style-type: none"> Use co-ordination with and without equipment. 	<p>when co-ordinating their body with and without equipment.</p>	<p>combination with other skills.</p> <ul style="list-style-type: none"> Can co-ordinate their bodies with increased consistency in a variety of activities. 	<ul style="list-style-type: none"> Begin to co-ordinate their body at speed in response to a task. 	<p>when changing direction.</p> <ul style="list-style-type: none"> Can co-ordinate a range of body parts at increased speed. 	<p>between varying speeds.</p> <ul style="list-style-type: none"> Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Games (Invasion/Net & wall)	<ul style="list-style-type: none"> Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics. 	<ul style="list-style-type: none"> Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession. 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
Body management (Yoga & Gymnastics)	<ul style="list-style-type: none"> Create shapes showing a basic level of stillness using different parts of their bodies. 	<ul style="list-style-type: none"> Perform balances making their body tense, stretched and curled. 	<ul style="list-style-type: none"> Perform balances on different body parts with some control and balance. 	<ul style="list-style-type: none"> Complete balances with increasing stability, control and technique. 	<ul style="list-style-type: none"> Use body tension to perform balances both individually and with a partner. 	<ul style="list-style-type: none"> Show increasing control and balance when moving from one balance to another. 	<ul style="list-style-type: none"> Combine and perform more complex balances with control, technique and fluency.

	<ul style="list-style-type: none"> • Begin to take weight on different body parts. • Show shapes and actions that stretch their bodies. • Copy and link simple actions together. 	<ul style="list-style-type: none"> • Take body weight on hands for short periods of time. • Demonstrate poses and movements that challenge their flexibility • Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> • Take body weight on different body parts, with and without apparatus. • Show increased awareness of extension and flexibility in actions. • Copy, remember, repeat and plan linking simple actions with some control and technique. 	<ul style="list-style-type: none"> • Demonstrate some strength and control when taking weight on different body parts for longer periods of time. • Demonstrate increased flexibility and extension in their actions. • Choose actions that flow well into one another both on and off apparatus. 	<ul style="list-style-type: none"> • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. • Plan and perform sequences showing control and technique with and without a partner. 	<ul style="list-style-type: none"> • Use strength to improve the quality of an action and the range of actions available. • Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. • Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. 	<ul style="list-style-type: none"> • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Outdoor Adventurous Activity (Team building & OAA)	<ul style="list-style-type: none"> • Follow simple instructions. • Share their ideas with others. • Explore activities making own decisions in response to a task. • Make decisions about where to move in space. • Follow a path. • Begin to identify personal success. 	<ul style="list-style-type: none"> • Follow instructions. • Begin to work with a partner and a small group. • Understand the rules of the game and suggest ideas to solve simple tasks. • Copy a simple diagram/map. • Identify own and others' success. 	<ul style="list-style-type: none"> • Follow instructions accurately. • Work co-operatively with a partner and a small group, taking turns and listening to each other. • Try different ideas to solve a task. • Follow and create a simple diagram/map. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<ul style="list-style-type: none"> • Follow instructions from a peer and give simple instructions. • Work collaboratively with a partner and a small group, listening to and accepting others' ideas. • Plan and attempt to apply strategies to solve problems. • Orientate and follow a diagram/map. • Reflect on when and why challenges are solved successfully and use others' success to help them to improve. 	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	<ul style="list-style-type: none"> • Use clear communication when working in a group and taking on different roles. • Begin to lead others, providing clear instructions. • Plan and apply strategies with others to more complex challenges. • Orientate a map confidently using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve. 	<ul style="list-style-type: none"> • Communicate with others clearly and effectively when under pressure. • Confident to lead others and show consideration of including all within a group. • Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Swimming	Beginners <ul style="list-style-type: none"> • Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. 		Developers <ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath. • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water. 		Intermediate <ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation. 		

	EYFS	KS1	LKS2	UKS2
SET - Social	<ul style="list-style-type: none"> • Take turns. • Learn to share equipment with others. • Share their ideas with others. 	<ul style="list-style-type: none"> • Encourage others to keep trying. • Talk to a partner about their ideas and take turns to listen to each other. • Work with a partner and small group to play games and solve challenges. 	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. • Work with others to achieve a shared goal. • Work with others to self-manage games. 	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task. • Lead others and show consideration of including all within a group. • Communicate with others clearly and effectively.
SET – Emotional	<ul style="list-style-type: none"> • Try again if they do not succeed. • Practise skills independently. • Confident to try new tasks and challenges. 	<ul style="list-style-type: none"> • Show determination to continue working over a longer period of time. • Determined to complete the challenges and tasks set. • Explore skills independently before asking for help. • Confident to share ideas, contribute to class discussion and perform in front of others. 	<ul style="list-style-type: none"> • Persevere when finding a challenge difficult. • Understand what their best looks like and they work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty. • Show an awareness of how other people feel. 	<ul style="list-style-type: none"> • Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently. • Confident to attempt tasks and challenges outside of their comfort zone.
SET - Thinking	<ul style="list-style-type: none"> • Begin to identify personal success. • Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. • Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. 	<ul style="list-style-type: none"> • Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. • Provide feedback beginning to use key words from the lesson. 	<ul style="list-style-type: none"> • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. • Select and apply from a wider range of skills and actions in response to a task. • Provide feedback using key terminology. 	<ul style="list-style-type: none"> • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • Recognise and explain their thought process when playing games or completing tasks. E.G. I moved here because my teammate was over there. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Select and apply appropriate skills for the situation when under pressure.