

LANGTOFT PRIMARY SCHOOL

PHYSICAL EDUCATION

OUR INTENT FOR PHYSICAL EDUCATION

We recognise the importance PE plays in the curriculum and we 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. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills.

The Skills and Knowledge on which our Physical Education Curriculum is Built

(ELG: Gross Motor)

- 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.

(KS1)

- 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.
- 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.

(KS2)

- 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.
- Enjoy communicating, collaborating and competing with each other.
- 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

- 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.

Our PE curriculum map displays the units taught in each year group:

Reception	Introduction to PE : Unit 2	Fundamentals : Unit 2	Gymnastics : Unit 2	Dance : Unit 2	Ball Skills : Unit 2	Games : Unit 2
					Tennis	Tennis
Year 1	Fundamentals Net and Wall	Gymnastics Ball Skills	Dance Sending and Receiving	Invasion Yoga	Athletics Team Building	Striking and Fielding Target Games
	+	+		+	+	
Year 2	Fundamentals Net and Wall	Gymnastics Ball Skills	Dance Sending and Receiving	Invasion Yoga	Athletics Target Games	Striking and Fielding Team Building
	+	+		+	+	

Year 3	Ball Skills Y3/4	Gymnastics	Dance	Tennis	Athletics	Rounders
	Netball	Swimming	Tag Rugby	Golf	OAA	Dodgeball
	Fundamentals Y3/4	+	+	Fitness	+	+
Year 4	Lacrosse	Gymnastics	Dance	Tennis	Athletics	Cricket
	Football	Swimming	Hockey	Netball	Yoga	OAA
	Fundamentals Y3/4	+	+	+	+	+
Year 5	Dodgeball	Swimming	Dance	Fitness	Rounders	Volleyball Y5/6
	Netball	Gymnastics	Tag Rugby	OAA	Tennis	Golf
	Handball	Handball	+	+	+	Athletics
Year 6	Lacrosse	Swimming	Hockey	Dance	Cricket	OAA
	Football	Gymnastics	Yoga	Badminton Y5/6	Athletics	Tennis
	Handball	Handball	+	+	+	+

Examples of Curriculum Intent

- Twice weekly PE sessions taught by class teachers and external PE specialists (golf, tennis).
- Children in Years 3 and 4 and those children in Years 5 and 6, who are unable to swim 25m, attend swimming lessons at the local leisure centre for six weeks during the autumn term. Those children in Year 6, who are then still unable to swim 25m, attend booster sessions during the summer term.
- On non-PE days, Key Stage 2 children take part in the daily mile. Key Stage 1 have opportunity for this, also.
- Key Stage 1 children have afternoon play.
- A range of sports clubs held during lunch times and after school over the year, e.g.: volleyball, rounders, cricket, dance.
- External providers deliver specialised sports during PE curriculum time.
- Termly intra-school sports competitions
- Inter-school sports competitions: via local cluster leagues and School Games.
- Playground equipment (fixed equipment: climbing wall, trim trail, gym equipment, bars, ball shooter targets and small play equipment: bats, balls, skipping ropes) to encourage active play
- Children in Years 5 and 6 are able to become Playground Leaders to encourage active play for children in Reception and KS1.
- Children in Year 6 are able to become Sports Leaders to promote sport within our school
- Children in Years 5 and 6 deliver Change 4 Life sessions, which aim to engage those least active children in Years 3 and 4.
- Promotional sports sessions / days (All Stars cricket, Bourne Rugby Club, On2Court tennis) to encourage children to take part in out-of-school sports clubs in the local area.
- Annual Sports Week (June)
- Annual Sports Day
- Promotion of national and world sports events, e.g.: Olympics, Commonwealth Games, Football World Cup.
- PSHE and science lessons teach the knowledge needed to be able to lead healthy lifestyles

Daily Implementation of Physical Education

- Physical Education is taught twice weekly within each Key Stage 1 and Key Stage 2 year groups, and follows the Get Set 4 PE scheme.
- EYFS: Physical Education is taught once per week in addition to continuous provision We encourage children's physical development as an integral part of their work. We encourage them 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.
- Subject specific vocabulary: Identified through learning objectives discussed with the children, oral explanations during demonstration of skills. In upper year groups, vocabulary pyramids shared with the children and referred to throughout the lesson.
- Teachers assess children's performances in PE by making formative and summative assessments during each unit across the school year.
- All pupils are encouraged to evaluate their own performances and to suggest ways to improve their skills.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information using the Get Set 4 PE online assessment tool. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in Physical Education is reported to parents.

Progression Journey: Dance

NC KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.

EYFS

1

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6

Copy basic body actions and rhythms.

Copy, remember and repeat actions.

Copy, remember and repeat a series of actions.

Copy remember and perform a dance phrase.

Copy, remember and adapt set choreography.

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Perform dances confidently and fluently with accuracy and good timing.

Choose and use travelling actions, shapes and balances.

Choose actions for an idea.

Select from a wider range of actions in relation to a stimulus.

Create short dance phrases that communicate an idea.

Choreograph considering structure individually, with a partner and in a group.

Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.

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.

Travel in different pathways using the space around them.

Use changes of direction, speed and levels with guidance.

Use pathways, levels, shapes, directions, speeds and timing with guidance.

Use canon, unison and formation to represent an idea.

Use action and reaction to represent an idea.

Confidently perform choosing appropriate dynamics to represent an idea.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Begin to use dynamics and expression with guidance.

Show some sense of dynamic and expressive qualities.

Show a character through actions, dynamics and expression.

Match dynamic and expressive qualities to a range of ideas.

Change dynamics to express changes in character or narrative.

Use counts accurately when choreographing to perform in time with others and the music.

Use counts when choreographing and performing to improve the quality of work.

Begin to count to music.

Begin to use counts.

Use counts with help to stay in time with the music.

Use counts to keep in time with a partner and group.

Use counts when choreographing short phrases.

Progression Journey: F.M.S through fundamentals, fitness and athletics



NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games through invasion, target, net and wall, striking and fielding games

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS

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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.

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.

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.

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.

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.

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.

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.



Progression Journey: **Body Management** through yoga and gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.

EYFS

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Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

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.

Perform balances on different body parts with some control and balance.

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.

Complete balances with increasing stability, control and technique.

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.

Use body tension to perform balances both individually and with a partner.

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.

Show increasing control and balance when moving from one balance to another.

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.

Combine and perform more complex balances with control, technique and fluency.

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.

Progression Journey: OAA

NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS

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Follow simple instructions.

Follow instructions.

Follow instructions accurately.

Follow instructions from a peer and give simple instructions.

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Use clear communication when working in a group and taking on different roles.

Communicate with others clearly and effectively when under pressure.

Share their ideas with others.

Begin to work with a partner and a small group.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Confidently communicate ideas and listen to others before deciding on the best approach.

Begin to lead others, providing clear instructions.

Confident to lead others and show consideration of including all within a group.

Explore activities making own decisions in response to a task.

Understand the rules of the game and suggest ideas to solve simple tasks.

Try different ideas to solve a task.

Plan and attempt to apply strategies to solve problems.

Plan and apply strategies to solve problems.

Plan and apply strategies with others to more complex challenges.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Make decisions about where to move in space.

Copy a simple diagram/map.

Follow and create a simple diagram/map.

Orientate and follow a diagram/map.

Identify key symbols on a map and use a key to help navigate around a grid.

Orientate a map confidently using it to navigate around a course.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Follow a path.

Identify own and others' success.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Explain why a particular strategy worked and alter methods to improve.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Beginners

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

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

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.

Progression Journey: SET

EYFS

1

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SOCIAL

Take turns.

Learn to share equipment with others.

Share their ideas with others.

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.

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.

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.

EMOTIONAL

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

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.

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.

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.

THINKING

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.

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.

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.

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.