



'Roots to Grow and Wings to Fly'

Curriculum Progression Document

PE

Contents

Curriculum Intent

PE in the Early Years Foundation Stage

Meeting the statutory requirements of The Primary National Curriculum

Whole School Programme of Study

Reasoning Behind our PE Curriculum

PE Vocabulary

Progression in PE knowledge, skills and understanding

What will PE look like in the classroom?

Assessment / SEN

Analysing the impact of our PE Curriculum

Curriculum Intent

Intent - St. Bartholomew's First School recognises the vital contribution of Physical Education to a child's development. It is an integral part of the curriculum to be enjoyed by all children. It is our intention that every pupil will reach at least age related expectations for Physical Education by the time they leave us in year 6, every pupil will develop such a passion for Physical Education that they seek out and embrace the plethora of sporting opportunities provided here at St. Bartholomew's and, that are signposted further afield and every pupil will lead a healthy lifestyle.

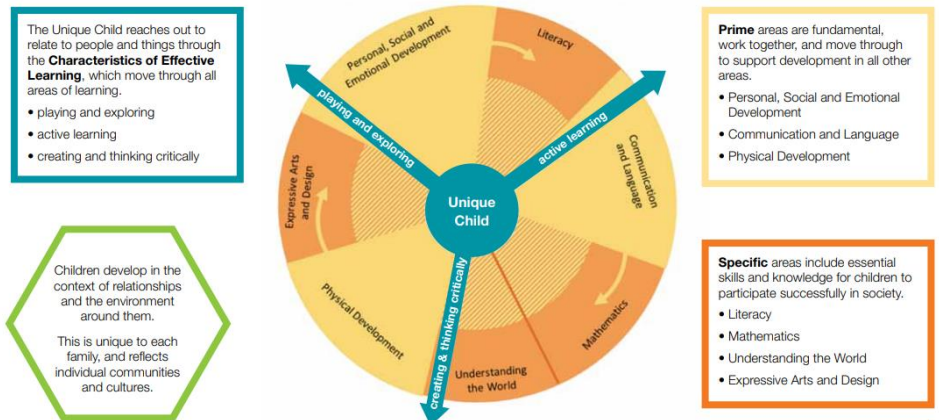
How this vision is achieved-

- PE is taught at St. Bartholomew's First School as an area of learning in its own right as well as integrated where possible with other curriculum areas.
- All children in KS1 and KS2 access at least 2 hours of physical activity a week through two high quality PE lessons. Children in EYFS will access at least 2 hours of physical activity a week through one high quality PE lesson, further opportunities within continuous provision and further adult led activities (e.g. Sticky Kids).
- In addition to this, our school increases the physical activity of all children through extra-curricular activities and endeavouring to incorporate PE into other subjects.

PE in the Early Years Foundation Stage

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 PE in our EYFS:



ELG 4: Physical Development: Moving and handling

Children at the expected level of development will:

- 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 at the expected level of development will:

- 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.

PE 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.

PE 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 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

'Roots to Grow and Wings to Fly'

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Lesson 1	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
Year 1	Lesson 1	Games - ball games	Dance	Yoga	Gymnastics	Games - throwing and catching	Gymnastics /Sports Day practise
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
Year 2	Lesson 1	Yoga (3 weeks) and Swimming	Games (basketball)	Dance	Gymnastics	Games (Cricket type games)	Gymnastics / Sports Day practise
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Static Balance: Stance	<u>Real PE: Unit 4</u> Coordination: Ball Skills and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Coordination: Sending and Receiving and Agility: Reaction/Response	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Floor Work
Year 3	Lesson 1	Games - Tag rugby / football / netball Yoga	Swimming Dance	Gymnastics	Basketball	Cricket	Gymnastics /Sports Day practise
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Coordination: Ball Skills	<u>Real PE: Unit 4</u> Coordination: Sending and Receiving and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Agility: Reaction/Response and Static Balance: Floor Work	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Stance
Year 4	Lesson 1	Dance	Swimming (Owl)	Swimming (Starling) Gymnastics (Owl)	Basketball	Cricket	Gymnastics /Sports Day practise
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Footwork and Static Balance: One Leg	<u>Real PE: Unit 2</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated	<u>Real PE: Unit 3</u> Dynamic Balance: On a Line and Coordination: Ball Skills	<u>Real PE: Unit 4</u> Coordination: Sending and Receiving and Counter Balance: With a Partner	<u>Real PE: Unit 5</u> Agility: Reaction/Response and Static Balance: Floor Work	<u>Real PE: Unit 6</u> Agility: Ball Chasing and Static Balance: Stance
Year 5&6	Lesson 1	Games - Tag rugby / football / netball Dance - Year 5	Yoga (Year 5) - 3 weeks & basketball Basketball (Year 6)	Dance - Year 6	Yoga (Year 6) Cricket (Year 5)	Swimming (Year 5) Cricket (Year 6)	Gymnastics / Sports Day practise
	Lesson 2	<u>Real PE: Unit 1</u> Coordination: Ball Skills and Agility: Reaction/ Response	<u>Real PE: Unit 2</u> Dynamic Balance: On a Line and Counter Balance: With a Partner	<u>Real PE: Unit 3</u> Static Balance: Seated and Static Balance: Floor Work	<u>Real PE: Unit 4</u> Dynamic Balance to Agility: Jumping and Landing and Static Balance: One Leg	<u>Real PE: Unit 5</u> Static Balance: Stance and Coordination: Footwork	<u>Real PE: Unit 6</u> Coordination: Sending and receiving and Agility: Ball Chasing

Reasoning Behind our PE Curriculum

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
EYFS & KS1	Real PE: Unit 1 Coordination and Static Balance	<p>It improves children's personal skills. They will begin by working on simple tasks with help in EYFS and by the end of year 2 they will be able to try several times if they don't succeed at first and ask for help when appropriate.</p> <p>It works on two of the 12 fundamental movement skills – coordination: footwork and static balance: one leg. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	<p><i>Christian Values:</i> Courage, Aspiration/Hope</p>
EYFS & KS1	Real PE: Unit 2 Dynamic Balance to Agility and Static Balance	<p>It improves children's social skills. They will begin by playing with others, taking turns and sharing with help in EYFS and by the end of year 2 they will be able to help, praise and encourage others in their learning.</p> <p>It works on two of the 12 fundamental movement skills – dynamic balance to agility: jumping and landing and static balance: seated. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	<p>Compassion, Forgiveness, Love, Trust, Respect, Aspiration/Hope</p>

EYFS & KS1	Real PE: Unit 3 Dynamic Balance and Static Agility	<p>It improves children's cognitive skills. They will begin by following simple instructions in EYFS and by the end of year 2 they will begin to order instructions, movements and skills. With help, they will be able to recognise similarities and differences in performance and explain why someone is working or performing well.</p> <p>It works on two of the 12 fundamental movement skills – dynamic balance: on a line and static balance: stance. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Aspiration/Hope, Respect
EYFS & KS1	Real PE: Unit 4 Coordination and Counter Balance	<p>It improves children's creative skills. They will begin by observing and copying others in EYFS and by the end of year 2 they will begin to compare movements and skills with those of others and select and link movements together to fit a theme.</p> <p>It works on two of the 12 fundamental movement skills – coordination: ball skills and counter balance: with a partner. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Aspiration/Hope, Respect, Trust, Compassion
EYFS & KS1	Real PE: Unit 5 Coordination and Agility	<p>It improves children's physical skills. They will begin by moving confidently in different ways working in EYFS and by the end of year 2 they will be able to perform a range of skills with some control and consistency. They will be able to</p>	Courage, Aspiration/Hope, Trust

		<p>perform a sequence a movements with some changes in level, direction or speed.</p> <p>It works on two of the 12 fundamental movement skills – coordination: sending and receiving and agility: reaction and response. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	
EYFS & KS1	Real PE: Unit 6 Agility and Static Balance	<p>It improves children’s fitness skills. They will begin by being aware of the changes they feel when they exercise in EYFS and by the end of year 2 they will be able to say how their body feels before, during and after exercise. They will be able to use equipment appropriately and move and land safely.</p> <p>It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work. Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Hope/Aspiration, Respect

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
KS2	Real PE: Unit 1 Coordination and Static Balance	<p>It improves children’s personal skills. They will begin by knowing where they are with their learning and begin to challenge themselves in year 3 and by the end of year 6 they will be able to cope well and react positively when things become difficult. They will be able to persevere with a task and improve their performance through regular practice.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – coordination: ball skills and agility: reaction/ response.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	<p>Christian Values: Courage, Aspiration/Hope</p>
KS2	Real PE: Unit 2 Dynamic Balance to Agility and Static Balance	<p>It improves children’s social skills. They will begin in year 3 by showing patience and support towards others, listening carefully to them about their work. They will be happy to show and tell others about their ideas. By the end of year 6 they will be able to cooperate well with others and give helpful feedback. They will help organise roles and responsibilities and be able to guide a small group through a task.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p>	<p>Compassion, Forgiveness, Love, Trust, Respect, Aspiration/Hope</p>

		<p>Year 5/6: It works on two of the 12 fundamental movement skills – dynamic balance: on a line and counter balance: with a partner.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	
KS2	Real PE: Unit 3 Dynamic Balance and Static Agility	<p>It improves children’s cognitive skills. They will begin in year 3 by understanding simple tactics of attacking and defending. They will be able to explain what they are doing well and begin to identify areas for improvement. By the end of year 6 they will be able to understand ways (criteria) to judge performance and identify specific parts to continue to work upon. They will be able to use their awareness of space and others to make good decisions.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – static balance: seated and static balance: floor work.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Aspiration/Hope, Respect
KS2	Real PE: Unit 4 Coordination	<p>It improves children’s creative skills. They will begin in year 3 by making up their own rules and versions of activities. They will be able to respond differently to a variety of tasks or music and will be able to recognise similarities and difference in movements and expression. By the end of year 6 they will be able to link</p>	Aspiration/Hope, Respect, Trust, Compassion

	and Counter Balance	<p>actions and develop sequences of movements that express their own ideas. They will be able to change tactics, rules or tasks to make activities more fun or challenging.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – dynamic balance to agility: jumping and landing and static balance: one leg.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	
KS2	Real PE: Unit 5 Coordination and Agility	<p>It improves children’s physical skills. They will begin by performing and repeating longer sequences with clear shapes and control movement. They will be able to select and apply a range of skills with good control and consistency in year 3. By the end of year 6 they will be able to perform a variety of movements and skills with good body tension. They will be able to link actions together so that they flow in running, jumping and throwing activities.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – static balance: stance and coordination: footwork.</p>	Courage, Aspiration/Hope, Trust

		Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.	
KS2	Real PE: Unit 6 Agility and Static Balance	<p>It improves children's fitness skills. They will begin by describing how and why their body changes during and after exercise. They will be able to explain why they need to warm up and cool down in year 3. By the end of year 6 they will be able to describe the basic fitness components and explain how often and how long they should exercise to be healthy. They will be able to record and monitor how hard they are working.</p> <p>Year 3/4: It works on two of the 12 fundamental movement skills – agility: ball chasing and static balance: floor work.</p> <p>Year 5/6: It works on two of the 12 fundamental movement skills – coordination: sending and receiving and agility: ball chasing.</p> <p>Fundamental movement skills are an important foundation for children as it aids them with their development in sport and physical activity from a young age.</p>	Hope/Aspiration, Respect

PE Vocabulary

EYFS	KS1	KS2
Games		
ball throw catch kick game team point racket move bounce safe stop equipment healthy	hit shoot shot goal pass co-ordination defence tackle tactics underarm overarm agility attack teamwork fair rules warm up cool down exercise fitness cooperation respect forgiveness hope aspiration trust compassion courage	competitive batting bowling fielding dribble strike cross serve opposition control release possession sportsmanship aim target accuracy technique distance hand/eye coordination sending receiving reaction response footwork call opponent bounce pass chest pass dodging. respect forgiveness hope cooperation aspiration trust compassion courage
Gymnastics		
balance equipment shape space move watch copy	static balance travelling climbing sequence repeat control warm up cool down high low stretch flexible roll turn spin	counterbalance plan speed level direction self-assessment improve criteria evaluate combination sequence perform symmetrical

Dance		
dance movement music watch copy	sequence repeat perform patterns timing movement control mood feelings accuracy roll turn spin	choreograph rehearse unison repetition improvise expression rhythm beat tempo refine style performance compose routine levels evaluate audience
Athletics		
run go space safe jump throw	speed direction race lane exercise fitness ordinal language	relay baton foul hurdles combination sequence transition fast medium slow sprint jog pace power aim accuracy target performance control dynamic balance
Swimming		
	aids strokes underwater enter exit safe	freestyle backstroke front crawl distance

Progression in PE

	Sports and Games	Fundamental Movement Skills
EYFS	<p>GYMNASTICS – I can copy individual and whole body movements with some control and co-ordination.</p> <p>I can link individual and whole body movements together.</p> <p>I can recognise and negotiate space and I can handle small and/or low apparatus safely.</p> <p>GAMES – I can stop a ball with some control.</p> <p>I can send a ball in the direction of another person.</p> <p>I can often control a ball on my own.</p> <p>I can move with a ball in space safely.</p> <p>DANCE – I can copy steps and actions with some control and coordination.</p>	<p><u>Static Balance: 1 Leg:</u> On both legs, stand still for 10 seconds.</p> <p><u>Static Balance: Seated:</u> - Balance with both hands/ feet down. - Balance with 1 hand/ 2 feet down. - Balance with 2 hands/ 1 foot down. - Balance with 1 hand/ 1 foot down. - Balance with 1 hand or 1 foot down. - Balance with no hands or feet down.</p> <p><u>Static Balance: Floor Work:</u> - Hold mini-front support position. - Reach round and point to ceiling with either hand in mini-front support.</p> <p><u>Static Balance: Stance:</u> - Stand on line with good stance for 10 seconds.</p> <p><u>Dynamic Balance: On a Line:</u> - Walk forwards with fluidity and minimum wobble. - Walk backwards with fluidity and minimum wobble.</p> <p><u>Dynamic Balance: Landing and Jumping:</u> - Jump from 2 feet to 2 feet forwards, backwards and side to-side.</p> <p><u>Counter Balance: In Pairs:</u> - Sit holding hands with toes touching, lean in together then apart. - Sit holding 1 hand with toes touching, lean in together then apart. - Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p><u>Coordination: Sending and Receiving:</u> - Roll large ball and collect the rebound. - Roll small ball and collect the rebound.</p>

	<p>I can link individual and whole body movements together.</p> <p>I can watch others work and choose actions.</p> <p>I can recognise how to move in space.</p> <p style="text-align: center;">HEALTHY LIFESTYLES –</p> <p>I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>I can get changed for PE independently.</p> <p>EVALUATING AND IMPROVING PERFORMANCE –</p> <p>I can watch others work and, with support, begin to talk about this using modelled, relevant vocabulary.</p>	<p>- Throw large ball and catch the rebound with 2 hands.</p> <p><u>Coordination: Ball Skills:</u></p> <ul style="list-style-type: none"> - Sit and roll a ball along the floor around body using 2 hands. - Sit and roll a ball along the floor around body using 1 hand (right and left). - Sit and roll a ball down legs and around upper body using 2 hands. - Stand and roll a ball up and down legs and round upper body using 2 hands. <p><u>Coordination: Footwork:</u></p> <ul style="list-style-type: none"> - Side-step in both directions. - Gallop, leading with either foot. - Hop on either foot. - Skip. <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> - Roll a ball, chase and collect it in balanced position facing opposite direction. - Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. <p><u>Agility: Reaction and Response:</u></p> <p>From 1, 2 and 3 metres:</p> <ul style="list-style-type: none"> - React and catch large ball dropped from shoulder height after 2 bounces. - React and catch large ball dropped from shoulder height after 1 bounce.
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Health and Fitness

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To have observed some changes in my body when I exercise	To explain how my body feels before, during and after exercise	Keep up an activity over a period of time and know what they need to warm up and cool down for dance.	Learn some of the main muscles groups during warm up and cool down	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body.	Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear
To be aware of why exercise is important for good health	To describe the importance for humans of exercise and eating the right amounts of different food	Recognise and describe what their bodies feel like during different types of activity	Start to take their pulse before, during and after exercise and explain the effect.	Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises	Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school.
To join in with warm up activities and stretches	To know it is important to warm up before exercise	Describe what happens to their heart, breathing and temperature during different types of athletic activity	Know a warm routine involving dynamic stretches , led by an adult or child.	Understand why exercise is good for their fitness, health and wellbeing	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body
To follow instructions, practice safely and work on simple tasks by myself	To use equipment appropriately and move and land safely.				Value of exercise outside of school day.

Invasion Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop bouncing: introduce sending with control, aiming with accuracy, power and speed.</p> <p>Develop sending (rolling) skills.</p> <p>Introduce stopping a ball and develop stopping, combining sending skills.</p> <p>Introduce throwing with accuracy and apply throwing with accuracy in a team (using beanbags).</p> <p>Consolidate sending and stopping skills to win a game.</p>	<p>Keep possession when passing and receiving or dribbling.</p> <p>Combine dribbling, passing and receiving, keeping possession</p> <p>Combine dribbling, passing and receiving to score a point</p> <p>Develop application and understanding of underarm throwing.</p> <p>Introduce overarm throwing.</p> <p>Apply underarm and overarm throwing to game situations.</p>	<p>Introduce moving with the ball, passing and receiving.</p> <p>Introduce tagging.</p> <p>Create space when attacking.</p> <p>Develop passing and moving.</p> <p>Combine passing and moving to create space/ attacking opportunities.</p> <p>Introduce dribbling, keeping control.</p> <p>Develop dribbling, keeping control.</p> <p>Introduce shooting.</p> <p>Combine passing and shooting.</p>	<p>Develop passing, receiving, moving and creating space.</p> <p>Refine dribbling, turning and footwork.</p> <p>Develop shooting; combine passing and dribbling to create shooting opportunities.</p> <p>Develop passing and dribbling, creating space for attacking opportunities.</p> <p>Develop defending - marking, blocking and tackling.</p> <p>Develop defending in game situations.</p> <p>Apply learning to small sided games.</p>	<p>Refine passing, dribbling and moving to create attacking opportunities.</p> <p>Explore different passes that can be used to outwit defenders.</p> <p>Refine shooting.</p> <p>Develop defending - using marking, blocking and tackling.</p> <p>Create tactics for defending as a team.</p> <p>Apply defending tactics, developing transition from defence to attack .</p> <p>Develop officiating.</p> <p>Apply skills to game situations.</p>	<p>Consolidate passing, receiving, moving and dribbling to maintain possession.</p> <p>Consolidate defending and defensive tactics.</p> <p>Create, understand and apply attacking tactics in game situations.</p> <p>Create, understand and apply defending tactics in game situations.</p> <p>Consolidate attacking and defending in games.</p> <p>Develop officiating.</p> <p>Organise formations decide tactics, manage</p>

					teams and officiate games.
<p>Recap and develop moving with a ball using feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing) and apply this to simple games.</p>	<p>Develop dribbling, keeping possession. Develop passing and receiving to maintain possession. Combine dribbling, passing and receiving to score a point. Apply dribbling, passing and receiving as a team to game situations.</p>	<p>Understand the concept of batting and fielding. Introduce throwing overarm. Develop throwing underarm. Introduce catching. Explore striking with intent. Apply overarm and underarm throwing. Introduce stopping the ball. Application of stopping the ball in simple game situations.</p>	<p>Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds - how, where and why? Introduce and apply basic fielding tactics</p>	<p>Refine batting, understanding and developing tactics. Refine bowling, developing tactics. Refine fielding - stooping, catching and throwing. Develop and refine fielding tactics, considering which players to use in which positions. Combine bowling and fielding, creating and applying tactics. Introduce umpiring and scoring in order to play full games</p>	<p>Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics in game situations Create, understand and apply defensive tactics in game situations</p>
<p>Understanding the principles of attack. Apply attacking principles into a game. Understand the principles of defence. Apply defending principles into a game. Consolidate attacking. Consolidate defending</p>	<p>Attack and defend as a team. Understand the transition between defence and attack. Create and apply attacking tactics. Create and apply defensive tactics.</p>				

Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Responding to rhythm.</p> <p>Introducing and creating motifs.</p> <p>Creating movement sequences, exploring relationships (how the body link to space and music) and performance. Explore expression</p> <p>Add movements together.</p> <p>Introduce partner work.</p> <p>Start to perform smaller motifs.</p>	<p>Respond to stimuli.</p> <p>Develop whole group movement.</p> <p>Create sequences, including contrasting movements.</p> <p>Continue to explore relationships (how the body links to space and music) and performance.</p> <p>Explore sequences, relationships and performance. Develop a motif with expression and emotion.</p> <p>Apply choreography to a motif.</p>	<p>Respond to stimuli.</p> <p>Develop character dance into a motif or develop thematic dance.</p> <p>Extend sequences with a partner in character.</p> <p>Develop sequences with a partner in character that show relationships.</p> <p>Extend dance skills in choreography.</p> <p>Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.</p> <p>Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.</p>	<p>Responding to stimuli, working together.</p> <p>Develop sequences with a partner in character that show relationships and interlinking dance moves.</p> <p>Extend sequences with a partner in character.</p> <p>Explore two contrasting relationships and interlinking dance moves.</p> <p>Combine sequences, relationships, choreography in performance.</p>	<p>Extend sequences with a partner using compositional principles linked to a subject area.</p> <p>Create movement using improvisation, where movement is reactive.</p> <p>Develop sequences showing interlinking dance moves.</p> <p>Explore and experiment imaginatively with a stimulus for a given audience.</p> <p>Composing more complex routines with clear sections, starting to use unison, canon, repetition.</p> <p>Changing the dynamics, space and relationships.</p> <p>Can remember and perform a dance routine to any audience with 20+ steps.</p>	<p>Perform with technical control and rhythm in a group.</p> <p>Create rhythmic patterns using the body.</p> <p>Extend choreography through controlled movements, character emotion and expression.</p> <p>Explore the relationships between characters, applying emotion and expression.</p> <p>Experience dance from a different culture.</p> <p>Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p> <p>Composing more complex routines with clear sections, using unison, canon, repetition. Changing</p>

'Roots to Grow and Wings to Fly'

					the dynamics, space and relationships Can remember and perform a dance routine to any audience with 20+ steps.
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Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce 'Wide', 'Narrow' and 'Curled'. Explore differences between wide, narrow and curled. Introduce 'big' and 'small' body parts.</p> <p>Combine big and small with wide, narrow and curled.</p> <p>Transition between wide, narrow and curled using big and small body parts.</p> <p>Add (link) movements together.</p> <p>Create ways of adding (linking) movements together</p>	<p>Explore and develop zig-zag pathways.</p> <p>Explore curved pathways, developing curved pathways on apparatus. Create, complete and perform pathway sequences.</p> <p>Develop 'linking', including the use of apparatus</p> <p>Introduce and develop jump, roll, balance sequences</p> <p>Complete jump, roll, balance sequences on apparatus.</p>	<p>Develop and perform actions. Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus.</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences. Include changes of dynamics.</p> <p>Work with a partner and small groups to create sequences.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group.</p> <p>Compare and contrast similar performances.</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape,</p>

				performance to practice and improve.	speed, level, timing and actions) Know how gymnastics promotes strength, power and suppleness.
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Swimming

Year 3	Year 4	Year 5	Year 6
Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous and repeat what to do when in difficulty.	Swim between 10m and 20m unaided in shallow water, using one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified.	Swim 25m unaided in water using one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if you or someone nearby gets into difficulty	N/A

What will PE look like in the classroom?

PE is taught at St. Bartholomew's Primary School as an area of learning in its own right as well as integrated where possible with other curriculum areas. All children in KS1 and KS2 access at least 2 hours of physical activity a week through two high quality PE lessons. Children in EYFS will access at least 2 hours of physical activity a week through one high quality PE lesson, further opportunities within continuous provision and further adult led activities (e.g. Sticky Kids).

Real PE is used for planning and delivery, ensuring consistence, continuity and progression based on the whole-school learning grid. Lessons are blocked into units. These units provide varied experiences developed upon as children move up through the school. When using REAL PE planning, clear differentiation is already incorporated. The principle of STEP will be used to ensure effective differentiation within other PE lessons.

S – change the **s**pace available

T – change the **t**ime allowed/the task

E – change the **e**quipment

P – change the **p**eople

Assessment

Children will be assessed informally during every PE lesson. Formal observations of the children will be made at the end of every half term. Children's fundamental movement skills (agility, balance and coordination) will be assessed alongside the children's attainment in the following 6 areas: Social, Personal, Creative, Cognitive, Physical and Health and Fitness.

Children's progress in swimming will be recorded at the end of each academic year so that children who are not on track to be able to swim confidently and proficiently over a distance of at least 25 metres can be targeted for intervention in year 6.

SEN

All aspects of PE will be taught in such a way as to include all children regardless of their gender, race, ethnicity, religion, physical ability or individual needs.

The schools SEND policy extends into PE. All staff teaching PE will be aware of children's individual needs and differentiate tasks according to needs just as they would in any other subject, enabling all pupils to make good progress.

Monitoring and review

Impact

Our intentions for PE at St. Bartholomew's are:

- *Every pupil will reach at least age related expectations for Physical Education by the time they leave us in year 6,*
- *Every pupil will develop such a passion for Physical Education that they seek out and embrace the plethora of sporting opportunities provided here at St. Bartholomew's and, that are signposted further afield.*
- *Every pupil will lead a healthy lifestyle.*

These intentions will be measured through:

- **Assessment**
- Assessing the children's attainment of the fundamental skills (agility, balance and coordination).
- Assessing the children's attainment in the following 6 areas: Social, Personal, Creative, Cognitive, Physical and Health and Fitness. Children will be able to:
 - Personal
 - Cope well and react positively when things become difficult.
 - Persevere with a task and improve my performance through regular practice.
 - Social
 - Cooperate well with others and give helpful feedback.
 - Help organise roles and responsibilities and guide a small group through a task.
 - Physical
 - Perform a variety of movements and skills with good body tension.
 - Link actions together so that they flow in running, jumping and throwing activities.
 - Cognitive

- Understand ways (criteria) to judge performance and identify specific parts to continue to work upon.
- Use their awareness of space and others to make good decisions
- Creative
- Link actions and develop sequences of movements that express their own ideas.
- Change tactics, rules or tasks to make activities more fun or challenging.
- Health and Fitness
- Describe the basic fitness components and explain how often and how long they should exercise to be healthy.
- Be able to record and monitor how hard they are working.
- **Pupil Voice Interviews**
- At the end of every term, the sports council will interview randomly selected peers on their opinions of PE lessons. These interviews will then be fed back to the PE leader; allowing genuine opinions to be collected by the PE leader.
- Children will talk enthusiastically about various aspects of their PE lessons, talk confidently about why Physical Education is important and talk knowledgably about how to lead a healthy lifestyle.
- **Pupil Voice Questionnaires**
- At the end of each term, all children in KS1 and KS2 complete a questionnaire regarding extra-curricular PE.
- These will allow the PE leader to effectively plan which clubs and challenges should run next term and determine any equipment that needs to be bought. Therefore ensuring that all our children continue to seek out and embrace the plethora of sporting opportunities provided.
- **Evidencing the impact of the Primary PE and Sport Premium**
- **School Games Mark**
- **Healthy Schools Rating Scheme**
- **Governor Reports**