



Physical Education at Our Lady of the Rosary Primary school



Knowledge and Skills Progression Overview

PE (2021-22)



GAMES in EYFS and KEY STAGE 1

National Curriculum Statements of Attainment

Pupils should:

- develop fundamental movement skills including running, jumping, throwing and catching
- become increasingly competent and confident to extend their agility, balance and co-ordination
- engage in co-operative and competitive activities against self and others
- participate in team games, developing simple tactics for attack and defence

GAMES in KEY STAGE 2

National Curriculum Statements of Attainment

Pupils should:

- learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch
- enjoy communicating, collaborating and competing against each other
- play competitive games, modified where appropriate
- develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best
- learn how to evaluate and recognise their own success

Knowledge and Skills Progression Overview

PE (2021-22)

GAMES



| 4-7 yrs | EYFS | Key Stage 1 |
|------------------------|--|--|
| Physical skills | <ul style="list-style-type: none"> • Play on their own and with others, keeping themselves safe by finding free space • Become a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with increasing control • Control balls of various sizes & shapes; carry and release into a target, roll, throw underarm into a target, bounce & catch on the spot and on the move, throw a ball in the air and catch, strike the ball with a foot, hit a ball with a bat into a target • Move into a space or jump to stop a ball • Begin to join actions together e.g. throw then move | <ul style="list-style-type: none"> • Play co-operatively and competitively with a partner/team of 3 • Use space well e.g. move into a space or jump to stop catch or strike a ball • Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control • Control and make decisions when playing with balls of various sizes & shapes; roll & throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner, bounce & catch on the spot and on the move, strike & receive the ball with a foot & hit a ball with a bat when playing with a partner |
| Thinking skills | <ul style="list-style-type: none"> • Watch and copy others who are doing well • Choose the best equipment to enable them to play or move well • Make simple decisions of where and when to move to receive or defend a ball • Choose how to make it difficult for others to beat them • Understand that practise is needed in order to improve | <ul style="list-style-type: none"> • Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people • Make up simple rules with others to make the game enjoyable and challenging • Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept • Change their intended action in response to their opponent • Have the determination to practise to improve own skills |
| Team skills | <ul style="list-style-type: none"> • Join in games with others • Take turns • Stay within boundaries of games • Understand that if they don't play fairly others won't enjoy the activity • Understand that joining in activities gives them a good feeling | <ul style="list-style-type: none"> • Include others in their games • Begin to recognise what they and others can do well • Keep to rules so that they and others enjoy an activity • Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose |

Knowledge and Skills Progression Overview

PE (2021-22)

GAMES



| 7 -11yrs | Lower Key Stage 2 | Upper Key Stage 2 |
|------------------------|--|--|
| Physical skills | <ul style="list-style-type: none"> Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate Use space well by finding and moving into a free space/passing to team mates when they are in a good space Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB's mini versions as described in Upper Key Stage 2 Have the confidence to try out new skills and recognise which skills they need to practise | <ul style="list-style-type: none"> Pass, control, dribble and shoot with accuracy and fluency while on the move Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB's mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Qwik Cricket, Mini Tennis, Rounders Demonstrate the confidence and competence to successfully take part in the range of games as described above Demonstrate the perseverance to improve |
| Thinking skills | <ul style="list-style-type: none"> with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack understand own and others' strengths and weaknesses and have the confidence to practise to improve understand how to take responsibility for their own and others' safety when playing games adapt and make up rules to suit the equipment/space/targets used | <ul style="list-style-type: none"> understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team make decisions quickly in a game change tactics/roles as necessary for the success of the whole team understand the transference of skills from one type of game to another and apply appropriately reflect on own and others' performance to help improve personal and team skills and performance |
| Team skills | <ul style="list-style-type: none"> keep possession of the ball select different positions in the team based on strengths of players agree on their own rules to suit the equipment keep to the rules so that they and others enjoy and are challenged encourage team mates to do well accept winning and losing as part of games | <ul style="list-style-type: none"> understand and keep to the rules of the games described above to enable the game to flow and keep players safe select different positions in the team based on strengths of players challenge and encourage each other to perform to the best of their ability control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games |

Knowledge and Skills Progression Overview

PE (2021-22)



GYMNASTICS IN EYFS and KS1

National Curriculum Statements of Attainment

Pupils should:

- develop fundamental movement skills: balance, travel, roll and jump
- become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations

GYMNASTICS IN KS2

National Curriculum Statements of Attainment

Pupils should:

- learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement
- develop flexibility, strength, technique and control and balance
- enjoy communicating and collaborating with each other
- develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones

Knowledge and Skills Progression Overview

PE (2021-22)



GYMNASTICS

| 4-7 yrs | EYFS | Key Stage 1 |
|-------------------|---|---|
| Sequencing | <i>Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first.</i> | <i>Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. Choose your best 2 actions and teach them to a partner. Now perform your sequence together.</i> |
| Balance | <p>Stand "like a gymnast": extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.</p> <p>Sit like a gymnast in "long sit": long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees.</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike.</p> <p>Try balancing in these shapes on large body parts: back, front, side, bottom.</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p> | <p>Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 5.</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p> |
| Travel | <p>Explore walking "like a gymnast": extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.</p> <p>Explore skipping (step forward and hop on that foot, repeat with other foot).</p> <p>Explore side stepping, bringing feet together after each side step.</p> <p>See jumping below.</p> <p>Explore sliding along a bench pulling body forward with both hands.</p> <p>Explore crawling along a bench.</p> | <p>Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms.</p> <p>Monkey walk - take some weight on hands as you travel with bent legs and extended arms.</p> <p>Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position (see above).</p> <p>Bunny hop – begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet.. Explore bunny hop along a bench.</p> |

Knowledge and Skills Progression Overview

PE (2021-22)



| | | |
|--------------------|--|---|
| <p>Jump</p> | <p>Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing. Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. Perform a straight jump in the air with a controlled landing – core strength should keep body upright throughout the take off and landing.</p> | <p>Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tuck shape (knees to upright chest, not chest down to knees). When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p> |
| <p>Roll</p> | <p>Pencil roll – from back to front keeping body and limbs in straight shape. Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength. Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p> | <p>Continue to develop control in the Pencil and Dish rolls. Begin to extend the Egg roll into the Teddy Bear roll by performing the roll with legs apart (straddle position). Further extend the Teddy Bear roll by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up – you should be facing the opposite direction still in straddle position. Perform 2 rolls to perform the full Circle roll Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a bean bag under chin, between knees and between feet. Explore different finishing positions e.g. opening out when nearing sitting position in straddle. Tipper Truck (the first phase of the forward roll) crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll (see rolling in Lower Key Stage 2)</p> |

Knowledge and Skills Progression Overview

PE (2021-22)



GYMNASTICS

| 7 - 11 yrs | Lower Key Stage 2 | Upper Key Stage 2 |
|-------------------|--|---|
| Sequencing | <p><i>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</i></p> <p><i>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathway.</i></p> | <p><i>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</i></p> <p><i>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</i></p> |
| Balance | <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p> <p>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p> | <p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from).</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p> |

Knowledge and Skills Progression Overview

PE (2021-22)



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|----------------------|---|--|
| <p>Travel</p> | <p>Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench.</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> | <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner.</p> |
| <p>Jump</p> | <p>When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus.</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p> | <p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p> |
| <p>Roll</p> | <p>Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'.</p> <p>Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p> | <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/</p> <p>begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.</p> |

Knowledge and Skills Progression Overview

PE (2021-22)



DANCE in EYFS and KEY STAGE 1

National Curriculum Statements of Attainment

Pupils should:

- develop fundamental movement skills
- become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations
- perform dances using simple movement patterns

DANCE KEY STAGE 2

National Curriculum Statements of Attainment

Pupils should:

- perform dances using a range of movement patterns
- enjoy communicating and collaborating with each other
- develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones

Knowledge and Skills Progression Overview

PE (2021-22)



DANCE

| 4-7 yrs | EYFS | Key Stage 1 |
|-------------------|--|---|
| Compose | <ul style="list-style-type: none"> Spontaneously respond to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Explore and develop control of movement using: <ul style="list-style-type: none"> Actions (WHAT) – walk, jump, land, hop, skip, stretch, twist, turn Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – copy teacher/performer, on own and beginning to interact with a partner Dynamics (HOW) – slowly, quickly, smoothly, jerkily Begin to use own ideas to sequence dance Begin to sequence and remember a short dance | <ul style="list-style-type: none"> Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Develop control of movement using: <ul style="list-style-type: none"> Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo |
| Perform | <ul style="list-style-type: none"> Show interest by observing or participating in dance activities Display high levels of involvement in exploring and performing dance movements Maintain attention and concentration when exploring and performing in dance activities Demonstrate a rhythmical response which shows increasing co-ordination, strength and control Self initiate dance performance Express feelings through movement Copy and repeat dance actions | <ul style="list-style-type: none"> Move spontaneously showing some control and co-ordination Move with confidence when e.g. walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning Move in time with music Co-ordinate arm and leg actions e.g. march and clap Interacts with a partner e.g. holding hands, swapping places, meeting and parting |
| Appreciate | <ul style="list-style-type: none"> Demonstrate an appropriate response to a stimuli Describe simple dance actions using the appropriate vocabulary Express and communicate feelings and preferences in own and others' dance | <ul style="list-style-type: none"> Use imagination in dance activities Respond in a variety of ways through movement to a range of stimuli Respond to own work and that of others when exploring ideas, feelings and preferences Recognise that dance is an enjoyable activity Recognise the changes in the body when dancing and how this can contribute to keeping healthy |

Knowledge and Skills Progression Overview

PE (2021-22)



DANCE

| 7-11 yrs | Lower Key Stage 2 | Upper Key Stage 2 |
|-------------------|--|--|
| Compose | <ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Select appropriate movement material showing an idea/thought/feeling Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy(e.g. heavy/light) Choreographic devices; motif, motif development & repetition Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end Musicality | <ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction, level & pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Musicality |
| Perform | <ul style="list-style-type: none"> Perform their dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy & continuity Demonstrate use of space – levels, directions, pathways & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting Copy, repeat and remember movement, developing movement memory | <ul style="list-style-type: none"> Perform their dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact Copy, repeat and remember complex movement, developing movement memory |
| Appreciate | <ul style="list-style-type: none"> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work | <ul style="list-style-type: none"> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work |

Knowledge and Skills Progression Overview

PE (2021-22)



| | | |
|--|--|--|
| | <ul style="list-style-type: none">• Identify strengths and areas for improvement using simple dance vocabulary• Evaluate experiences and outcomes and set goals for their own development• Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content | <ul style="list-style-type: none">• Identify strengths and areas for improvement using dance vocabulary• Evaluate experiences and outcomes and set goals for their own development• Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content• Take on board feedback and deal positively with praise and criticism |
|--|--|--|

Knowledge and Skills Progression Overview

PE (2021-22)



ATHLETICS in EYFS and KEY STAGE 1

National Curriculum Statements of Attainment

Pupils should:

- develop and begin to master fundamental movement skills; running, jumping, throwing
- become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations
- engage in competitive activities against self and others

ATHLETICS in KEY STAGE 2

National Curriculum Statements of Attainment

Pupils should:

- learn to use a broader range of skills in isolation and combination
- enjoy competing against each other
- develop an understanding of how to improve and learn to evaluate and recognise their own success
- develop strength, technique and control

Knowledge and Skills Progression Overview

PE (2021-22)



ATHLETICS

| 4-7 yrs | EYFS | Key Stage 1 |
|-----------------|--|--|
| Running | <ul style="list-style-type: none"> Experiment with running, jumping, hopping and stopping Change dynamics – walk slowly/quickly Experience practicing actions to improve Move with control and co-ordination Combine basic actions with more advanced spatial awareness | <ul style="list-style-type: none"> Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running Explain what is successful or how to improve |
| Jumping | <ul style="list-style-type: none"> Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Jump over low barriers Challenge themselves to jump further/higher | <ul style="list-style-type: none"> Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve |
| Throwing | <ul style="list-style-type: none"> Apply restrictions e.g. throwing into a specific target Handle equipment safely Perform basic actions using equipment e.g. rolling, underarm | <ul style="list-style-type: none"> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve |

Knowledge and Skills Progression Overview

PE (2021-22)



ATHLETICS

| 7 – 11 yrs | Lower Key Stage 2 | Upper Key Stage 2 |
|-----------------|---|--|
| Running | <ul style="list-style-type: none"> Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running e.g. what arms and legs are doing Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely With guidance, set realistic targets of times to achieve over a short and longer distance | <ul style="list-style-type: none"> Sustain pace over longer distance – 2 minutes Relay change-overs Set realistic targets for self, of times to achieve over a short and longer distance Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength |
| Jumping | <ul style="list-style-type: none"> Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing With guidance, set realistic targets when jumping for distance for or height | <ul style="list-style-type: none"> Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance for or height |
| Throwing | <ul style="list-style-type: none"> Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing e.g. what arms and legs are doing With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others | <ul style="list-style-type: none"> Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others |

Knowledge and Skills Progression Overview

PE (2021-22)



OUTDOOR and ADVENTUROUS ACTIVITIES in KEY STAGE 1, LOWER KEY STAGE 2 and UPPER KEY STAGE 2

National Curriculum Statements of Attainment

Pupils should:

- engage in co-operative physical activities in a range of increasingly challenging situations
- enjoy communicating and collaborating with each other
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performance with previous ones and demonstrate improvement to achieve their personal best

Knowledge and Skills Progression Overview

PE (2021-22)



OUTDOOR AND ADVENTUROUS

| 5-11 yrs | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|------------------------|--|---|---|
| Orientation | <ul style="list-style-type: none"> Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail | <ul style="list-style-type: none"> Orientate simple maps and plans Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) Find their way back to a base point | <ul style="list-style-type: none"> Draw their own maps and plans and set trails for others to follow Use the eight points of the compass to orientate themselves Plan before starting an orienteering challenge |
| Communication | <ul style="list-style-type: none"> Begin to work and behave safely when working co-operatively with others Work with friends to plan and share ideas Comment on how they went about tackling a task | <ul style="list-style-type: none"> Co-operate to share roles within a group Listen to each other's ideas when planning a task Change your ideas if they are not working Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe | <ul style="list-style-type: none"> Together, plan and share roles within the group based on each other's strengths Work increasingly well in groups where roles and responsibilities are understood Change roles or ideas if they are not working Recognise own and others' feelings Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe |
| Problem Solving | <ul style="list-style-type: none"> Discuss how to follow trails and solve problems Work with friends to select appropriate equipment for the task | <ul style="list-style-type: none"> Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working | <ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies Recognise what went well and why, what you would do differently next time |

Knowledge and Skills Progression Overview

PE (2021-22)



Inclusive PE

Physical Education (PE) should be accessible for all young people.

The National Curriculum states that all children should have the opportunity to engage in physical education. In order to make this possible for young people with special educational needs or disabilities (SEND), schools are required (under the Equality Act 2010) to make reasonable adjustments to their provision. This provision should not only allow them to access but also succeed in physical activities.

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

Points to consider when planning for inclusive PE:

1. Plan, prepare and anticipate

Imagine the PE lesson through the eyes of the child and anticipate the barriers to learning they may face. Think about and plan ways you can adapt activities to make them more accessible. In some activities, pupils with SEND will be able to take part in the same way as their peers. In others, differentiation or adaptation will be needed. This may include modified or personalised activities or parallel activities (working towards the same objective with a different activity),

Lessons should be planned to ensure that there are no barriers to every pupil achieving.

2. Repetition

All young people learn through repetition and practice, and those with SEND will require even more opportunities to practice skills over and over again. This may involve revisiting skills or working on the same skill focus over a half term. Remember that knowledge is sticky, so new skills should be developed by building on already learnt skills.



Knowledge and Skills Progression Overview

PE (2021-22)

3. Relevance and Purpose

For some young people, walking, sitting and standing are already more physically demanding activities. Young people with SEND, particularly those with complex physical needs, may require a more personalised curriculum that focuses on the development of their motor skills. Consider the starting point of your pupils and whether the planned curriculum is relevant.

4. All about motor skills

Motor skills are the basis for physical development. As in all lessons, start by baselining and identifying the next steps for the young person, possibly linking these to life skills. Plan for skill progression, starting from larger movements and reducing in size. For example, if you are working to develop a young person's ability to feed themselves, start with larger scooping actions such as moving beanbags from one container to another and then gradually reduce the size of the movement. Remember that gross motor skill development will come before fine motor skills (not forgetting to develop core muscles too).

5. Resources

Providing different variations of a resource such as different sizes, colours, heights and textures, can make a class activity accessible for all. For example, larger or more tactile resources may provide additional support.

6. Accessibility and Environment

Use your knowledge of the children in your class to consider the health and safety, sensory environment and whether any additional adult support will be needed. It can be difficult to change all of these, however, if for example you know a child is sensitive to loud sounds, ensure this is addressed and planned for so that the young person can access PE successfully. This could involve smaller groups, ear defenders or opportunities for sensory breaks.

7. Equal opportunities

Although some children with SEND will require specific intervention programmes, possibly devised by a physiotherapist or occupational therapist, this should not replace their access to the whole class PE session. They should be given the same opportunity to contribute by working on associated skills at their own level.

Knowledge and Skills Progression Overview

PE (2021-22)



8. Involve parents

Parents know what their children are able to do on a regular basis and the skills that they are developing. Take time to discuss with parents their thoughts and plan to incorporate these. This will also support parents to practise these skills at home.

9. Self-confidence

Young people believing in their own ability and having a positive view of PE, is essential to successful engagement. It can be very easy for children who find physical movement difficult to become disengaged and reluctant to engage. Spend time focussing on positive reinforcement and praising children for what they can do.

10. 'Good Practice'

There are many strategies that are used in the classroom to support young people with [SEND](#), such as visual timetables, now and next cards and behaviour charts. If children need these in the classroom, they will also need these in PE. Consider all of these strategies that you know are important for your class and identify ways to make this possible within the PE environment.