

Knights Templar Community Church School and Nursery

Work at it with all your heart



PE

(subject progression)

Intent, Implementation and Impact



Knights Templar Community Church School and Nursery



Curriculum Area: PE

Intent

Our intent is to develop our learners' lifelong love of physical activity and sport. We aim to develop our learners' understanding of the benefits to mental wellbeing and physical health. We intend to deliver a high-quality physical education curriculum that inspires all our learners to succeed and excel in sport or physical activities of their choosing. We intend to give our learners opportunities from a range of areas e.g. dance, games, outdoor activities, yoga, gymnastics, athletics and swimming to allow them to not only compete in sport and engage in physical activities, but also to build social skills to help embed core values such as fairness, endurance, perseverance, respect for self and others etc. We intend to develop our learners' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performances. We intend to develop our learners' knowledge and understanding of the basic principles of fitness and health. We want every learner to have a positive and healthy physical and mental outlook now and in the future. We want them to understand and reap the benefits of an active lifestyle in their everyday life. We prioritise swimming as we are a seaside town and, due to our locality, we feel it is a vital life skill to be a competent swimmer. Our goal is for our learners to be able to competently swim 10 meters by the time they leave our school, in order to be on track to achieve the KS2 objective of swimming 25 meter by the end of KS2.

Aims

- to develop competence to excel and engage in a broad range of sport and physical activities*
- to be physically active for sustained periods of time*
- to lead healthy, active lives*
- to have an understanding of the benefits to physical and mental health*
- to swim competently and confidently for 10 meters*

We intend to link our curriculum with our learners' individual interests as well as any local opportunities and events that take place. Every skill based lesson can be accompanied by a game or sport focus which will be integrated at the teacher's discretion.

We intend to meet the national guidelines for 2 hours of physical activity per week by providing weekly PE lesson as well as timetabled swimming lessons.

Implementation

We **implement** our curriculum through weekly physical education lessons coupled with offering many extra-curricular opportunities. Through thorough planning, we ensure we meet *all* our learners' needs and learning. We fully support and train our staff to feel confident teachers who have the knowledge and skills they need in teaching all areas of PE, regardless of their main areas of expertise. Every class teacher has regular CPD training from REAL PE, so they are equipped with the secure subject knowledge required to deliver modern, high-quality PE lessons. We have use of an interactive board in the hall so teachers can show videos of the expected skill and learners are always shown a high quality demonstration even if the teacher is physically unable. We expect all teachers and teaching assistants to be dressed appropriately in order to deliver the lesson and support the learners. Our detailed planning ensures that all teachers provide learning opportunities for all areas of the Physical Pillar. Lessons are planned alongside the areas of PE specific progression maps to ensure that our learners are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons: allowing for revision to become part of good practice and ultimately helping build depth to our learners' knowledge, skills and understanding. We are lucky to have an onsite swimming pool which our learners use, on a weekly basis every other half term, throughout the year. We follow the '*Swim England School Swimming and Water Safety Charter*' in order to prepare our learners to meet the expected end of KS2 objectives. There are 8 core awards and 6 foundation awards which are progressive, enabling pupils to gain water confidence, develop aquatic skills and learn essential water safety and self-rescue techniques in line with the national curriculum. Using this scheme helps learners meet the requirements of the national curriculum and provides recognition to them for achieving their swimming and water safety skills.

Three times a year, in six-week blocks, learners have weekly swimming lessons. Therefore, they meet the expectations of two hours of curricular PE during those weeks. In order to meet the national guidelines across the rest of the year, we expect all learners to be far more active in their lessons during the Summer term; when the learners are able to use the outside facilities such as the wildlife area and the field.

We promote extra-curricular activities and encourage participation by listening to our learners' interests when deciding the sport and clubs to offer. We encourage our learners to enter local, regional and national events and competitions. Every year we host a Year 4 weekly residential trip. The venues change but could include Kilve Court and Great Wood.

Assessment

The assessment for learning agenda within each class generates the evidence that then informs the overall teaching assessments. Teacher assessments are formed at the end of each unit of work. Where our learners are not developmentally at age related expectation, interventions linked to gross motor and fine motor skills will be implemented.

Our swimming lessons are assessed against the Swimming and Water Safety Charter Awards and progress is recorded using the stages which each child is at as a measurement.

Impact

The **impact** will be seen across the school with an increase in the profile and love of Physical Education. Quality evidence will be presented in a variety of forms. Displays with technical language and photos of activities will be seen. There will be an increase in engagement in physical activities and school sport while participation levels will remain high. At Knights Templar, we conduct termly learning walks, lesson observations and actively seek our learners' views. The impact of our findings help us to plan more effectively, identify any professional development needs and identify any gaps in resourcing; all leading to enhanced progress, attainment and passion for the subject.

The **impact** of a high quality and consistent approach to PE teaching, will significantly improve three areas across the school; staff confidence, pupil engagement and pupil progress. We have a sustained commitment to improve the quality of existing PE teaching through continuing professional development in PE, so that all our learners improve their health, skills and physical literacy, and have exposure to a broader range of activities. Staff are supported by relevant externally provided training, supporting resources and teaching aids. An increase in staff confidence and positive perception will lead to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.

The **impact** of our highly focused swimming lessons will be that most of our learners will be able to swim 10 meters using a recognised stroke effectively by the time they leave our school therefore they will be on track to achieve the end of KS2 objectives for swimming. Some learners will have already met the end of KS2 objectives to swim competently, confidently and efficiently over 25 meters and use a range of strokes effectively.

All our learners will be included within lessons with high activity levels. The teaching of PE is well judged and often imaginative to produce high levels of engagement from all our learners. They will be working at different and appropriate levels, with interventions personalised to challenge and support all groups. Effective and timely reviews of learning by teachers and learners is an integral part of all lessons. Consistent praise of positive behaviour means our learners will have highly positive experiences in the subject and consequently want and expect to do well.

Clear learning journeys are established so that our learners' progress can be recognised. Less able learners are supported effectively and the more able appropriately challenged so all groups make clear and evidenced progress. Progress for each learner will be aligned to the assessment framework. This

will be measured through our thorough formative assessment processes; peer assessment, key questioning skills: built into lessons and student-led self-assessment such as the assessment wheels. These formative assessments allow the identification of next steps and rapidly address any misconceptions and any need for challenge. In addition, we use summative assessments at the end of each block of study measured against the criteria set out in the progress mapping. We will build a culture of high expectation with an established growth mindset amongst our learners.

By the end of their time at Knights Templar, our young learners will be:

- **Confident individuals** who are able to work successfully within a team engaging in competitive and co-operative physical activities, in a range of increasingly challenging situations.
- **Successful learners** who are enthused about sport and have mastered a broad range of movements.
- **Responsible citizens** who understand how physical activity contributes to their health, skills and physical literacy now and in the future.

Statutory Expectations:

Early Years Foundation Stage Framework:			
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • 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

National Curriculum

KS1

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.

KS2

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.

Knights Templar Community Church School Long Term Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS and KS1	<p>Multi-ability Cog Focus: Personal and Social</p> <p>Fundamental</p> <p>Movement Skill Focus: Coordination (Footwork)</p> <p>Static Balance: One Leg</p> <p>Unit 1</p>	<p>Multi-ability Cog Focus: Personal and Social</p> <p>Fundamental</p> <p>Movement Skill Focus: Dynamic Balance to Agility (Jumping and landing)</p> <p>Static Balance: Seated</p> <p>Unit 2</p>	<p>Multi ability Cog focus: Cognitive</p> <p>Movement Skill Focus: Dynamic balance on a line</p> <p>Static Balance: Stance</p> <p>Unit 3</p>	<p>Multi ability cog focus: Creative</p> <p>Coordination: ball skills</p> <p>Counter balance with a partner</p> <p>Unit 4</p>	<p>Multi ability cog focus: physical</p> <p>Coordination: sending and receiving</p> <p>Agility: reaction/response</p> <p>Unit 5</p>	<p>Multi ability cog focus: health and fitness</p> <p>Agility: ball chasing</p> <p>Static balance: floor work</p> <p>Unit 6</p>
KS2	<p>Unit 1: Personal Persevere with a task to improve performance.</p>	<p>Unit 2: Social Cooperate with others and give feedback. Be patient and support others.</p>	<p>Unit 3: Cognitive Spatial awareness Attacking and defending. Similarities and differences.</p>	<p>Unit 4: Creative</p>	<p>Unit 5: Physical</p>	<p>Unit 6: Health and Fitness</p>
Focus Sport	Rugby	Hockey	Dance	Netball	Catchball Country Dancing	Orienteering
WSSA Gala		Gymnastics	Football		Catchball Country Dancing	Cricket and Athletics

Knowledge and Skills Progression Maps EYFS/KS1:

EYFS/KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>♣ 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.</p> <p>♣ participate in team games, developing simple tactics for attacking and defending.</p> <p>♣ perform dances using simple movement patterns.</p>	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Multi-ability Cog</p> <p style="text-align: center;">Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to develop coordination through footwork.</p> <p><u>Skills</u> EYFS: Side step in both directions EYFS: Gallop, leading with either foot. EYFS: Hop on either foot EYFS: Skip 1SK: Combine side steps with 180° front pivots.</p>	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Multi-ability Cog</p> <p style="text-align: center;">Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to perform a dynamic balance by jumping and landing.</p> <p><u>Skills:</u> EYFS: Jump from 2 feet to 2 feet forwards, backwards and side-ways. EYFS: Jump from 2 feet to 2 feet with a quarter turn in both directions.</p>	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Multi ability cog focus: Cognitive</p> <p><u>Knowledge</u> I know how to perform a dynamic balance on a line.</p> <p><u>Skills</u> EYFS: Walk forwards on the line with fluidity and minimum wobble. EYFS: Walk backwards on the line with fluidity and minimum wobble. 1SK: Walk fluidly, lifting knees to 90°. 1SK: Walk fluidly, lifting heels to your bottom.</p>	<p style="text-align: center;">Unit 4</p> <p style="text-align: center;">Multi ability cog focus Creative</p> <p><u>Knowledge</u> I know how to perform a counter balance with a partner.</p> <p><u>Skills</u> EYFS: Sit holding both hands with toes touching, lean together then apart. EYFS: Repeat holding one hand. EYFS: Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p>	<p style="text-align: center;">Unit 5</p> <p style="text-align: center;">Multi ability cog focus: Physical</p> <p><u>Knowledge</u> I know how to develop coordination by sending and receiving.</p> <p><u>Skills</u> EYFS: Roll a ball and collect the rebound. EYFS: Throw a large ball and collect the rebound with 2 hands. 1SK: Throw a small ball, catch rebound with</p>	<p style="text-align: center;">Unit 6</p> <p style="text-align: center;">Multi ability cog focus: Health and Fitness</p> <p><u>Knowledge</u> I know how to develop agility through sending and retrieval.</p> <p><u>Skills</u> EYFS: Roll a ball, chase and collect it in a balanced position facing the opposite direction. EYFS: Chase a ball which is rolled by a partner and collect it in a balanced position</p>

<p>1SK: Combine side steps with 180° reverse pivots. 1SK: Skip with knee and elbow at 90°. 1SK: Hopscotch forwards and backwards.</p> <p>2SK: Hopscotch forwards and backwards, alternating hopping leg each time 2SK: Move in a 3-step zigzag pattern forwards 2SK: Move in a 3-step zigzag pattern backwards</p> <p><u>Knowledge</u> I know how to perform a static balance on one leg.</p> <p><u>Skills</u> EYFS: Stand still for 10 seconds on one leg</p>	<p>1SK: Jump 2 feet to 1 foot and freeze on landing.</p> <p>2SK: Jump from 2 feet to 2 feet with 180° turn in either direction. 2SK: Complete a tucked jump. 2SK: Complete a tucked jump with 180° turn in either direction.</p> <p><u>Knowledge</u> I know how to perform a static balance while seated.</p> <p><u>Skills</u> EYFS: Balance using 5 points of contact. (Both hands, feet and bottom)</p>	<p>2SK: Pick up a cone from one side and place it on the other side with same hand. 2SK: Return it to the opposite side using the other hand. 2SK: Sit in a dish shape and hold it for 5 seconds.</p> <p><u>Knowledge</u> I know how to perform a static balance in a stance.</p> <p><u>Skills</u> EYFS: Stand on a line in a good stance for 10 seconds.</p> <p>1SK: Stand on a low beam in a good stance for 10 seconds. 1SK: Receive a small force from various angles.</p>	<p>1SK: While standing, hold hands with a long base. Lean back and hold the balance then move back together. 1SK: Repeat with only holding one hand.</p> <p>2SK: Hold on and, with a short base, lean back, hold balance and then move back together. 2SK: Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.</p>	<p>same hand after 1 bounce. 1SK: Repeat without a bounce. 1SK: Throw a small ball, catch rebound with other hand after 1 bounce. 1SK: Repeat without a bounce. 1SK: Strike a large, soft ball along the ground with hands 5 times in a rally.</p> <p>2SK: Strike a ball with alternate hands in a rally with... 2SK: Kick a ball with the same foot with... 2SK: Kick a ball with alternate feet. 2SK: Roll 2 balls</p>	<p>facing the opposite direction.</p> <p>1SK: Start seated/ lying position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. 1SK: Repeat with the ball being fed by a partner.</p> <p>2SK: Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2SK: Chase a large bouncing ball, let it roll</p>
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	<p>and repeat on the other leg.</p> <p>1SK: Stand still for 30 seconds on one leg.</p> <p>1SK: Perform 5 mini squats on one leg.</p> <p>1SK: Repeat on the other leg.</p> <p>2SK: Stand still for 30 seconds with eyes closed.</p> <p>2SK: Complete 5 squats with control.</p> <p>2SK: Complete 5 ankle extensions with smooth, controlled movements.</p>	<p>EYFS: Balance using 4 points. (combination of above)</p> <p>EYFS: Balance using 3 points.</p> <p>EYFS: Balance using 2 points.</p> <p>EYFS: Balance on 1 point (just bottom).</p> <p>1SK: In a seated balance, pick up a cone from one side, swap hands and place it on the other.</p> <p>2SK: Pick up a cone from one side and place it on the other side with same hand.</p> <p>2. Return it to the opposite side using the other hand.</p> <p>3. Sit in a dish shape and</p>	<p>2SK: Raise alternate feet 5 times.</p> <p>2SK: Raise alternate knees 5 times.</p> <p>2SK: Catch ball at chest height and throw it back.</p>	<p>3. Perform above challenges with eyes closed.</p> <p>Knowledge</p> <p>I know how to develop coordination through ball skills.</p> <p>Skills</p> <p>EYFS: While seated, roll a ball along the floor around your body using 2 hands.</p> <p>EYFS: Repeat using 1 hand.</p> <p>EYFS: While seated, roll a ball down legs and around upper body using 2 hands.</p> <p>EYFS: Stand and roll a ball up and down legs and around upper</p>	<p>alternately using both hands, sending 1 as the other is returning.</p> <p>Knowledge</p> <p>I know how to develop agility through reaction and response.</p> <p>Skills</p> <p>EYFS: Standing 1 metre away, react and catch a large ball dropped from shoulder height after 2 bounces.</p> <p>EYFS: Repeat allowing only 1 bounce.</p> <p>EYFS: Repeat starting from 2 then 3 metres away.</p> <p>1SK: Standing 1 metre away, react and catch a small</p>	<p>through legs and then collect it in balanced position facing the opposite direction.</p> <p>2SK: Complete above challenges with tennis ball.</p> <p>Knowledge</p> <p>I know how to perform a static balance during floor work.</p> <p>Skills</p> <p>EYFS: Hold a mini-front support position.</p> <p>EYFS: Reach round and point to ceiling with either hand in mini-front support.</p>
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		<p>hold it for 5 seconds.</p>		<p>body using 2 hands.</p> <p>1SK: While seated, roll a ball down legs and around upper body using 1 hand.</p> <p>1SK: Stand and roll a ball up and down legs and around upper body using 2 hands.</p> <p>2SK: Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).</p> <p>2SK: Move a ball round waist 17 times.</p> <p>2SK: Stand with legs apart</p>	<p>ball dropped from shoulder height after 1 bounce.</p> <p>1SK: Repeat starting from 2 then 3 metres away.</p> <p>2SK: From 1, 2 and 3 metres react and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p>	<p>1SK: Place cone on back and take it off with other hand while in a mini-front support.</p> <p>1SK: Hold mini-back support position.</p> <p>1SK: Place a cone on tummy and take it off with other hand in mini-back support.</p> <p>2SK: Hold full front support position.</p> <p>2SK: Lift 1 arm and point to the ceiling with either hand in front support.</p> <p>2SK: Transfer cone on and off back in front support.</p>
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				and move a ball around alternate legs 16 times.		
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Knowledge and Skills Progression Maps KS2:

KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>♣ Use running, jumping, throwing and catching in isolation and in combination</p> <p>♣ play competitive games, modified where appropriate applying basic principles suitable for attacking and defending.</p> <p>♣ Develop flexibility, strength, technique, control and balance</p>	<p>Unit 1 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to develop coordination through footwork.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Combine 3-step zigzag patterns with cross-over</p>	<p>Unit 2 Multi-ability Cog Focus: Personal and Social.</p> <p><u>Knowledge</u> I know how to perform a dynamic balance by jumping and landing.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Jump 2 feet to 2 feet forwards, backwards and</p>	<p>Unit 3 Multi ability cog focus: Cognitive</p> <p><u>Knowledge</u> I know how to perform a dynamic balance on a line.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel</p>	<p>Unit 4 Multi ability cog focus Creative</p> <p><u>Knowledge</u> I know how to develop coordination by sending and receiving.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Alternately throw and catch 2 tennis balls against</p>	<p>Unit 5 Multi ability cog focus: Physical</p> <p><u>Knowledge</u> I know how to develop agility through reaction and response.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) From 1, 2 and 3 metres: 3/4SK: React and step across body, bring hand across</p>	<p>Unit 6 Multi ability cog focus: Health and Fitness</p> <p><u>Knowledge</u> I know how to develop agility through sending and retrieval.</p> <p><u>Skills</u> (Recap and master all previous skills in KS1) 3SK: Alternately throw and catch 2 tennis balls against</p>

<p>♣ Perform dances using a range of movement patterns.</p> <p>♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>♣ Take part in outdoor and adventurous activity challenges both individually and within a team. (Link to Geography)</p>	<p>(swerve) when changing lead leg. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</p> <p>4SK: Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p> <p><u>Knowledge</u> I know how to perform a static balance on one leg.</p> <p><u>Skills</u> 3SK: Stand still on uneven surface for 30 seconds. 3SK: Complete 10 squats into ankle</p>	<p>side-to-side with control.</p> <p>3SK: Hop forward and backwards, freezing on landing.</p> <p>4SK: Jump 1 foot to other forwards and backwards, freezing on landing.</p> <p>4SK: Hop sideways, raising knee and freezing on landing.</p> <p>4SK: Jump 1 foot to other sideways, raising knee and freeze on landing.</p> <p><u>Knowledge</u> I know how to perform a static balance while seated.</p> <p><u>Skills</u></p>	<p>to toe landing.</p> <p>3SK: Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).</p> <p>4SK: Lunge walk forwards, bringing opposite elbow up to a 90° angle.</p> <p>4SK: Complete all red challenges with eyes closed with...</p> <p><u>Knowledge</u> I know how to develop coordination through ball skills.</p> <p><u>Skills</u> In 20 seconds or less: 3SK: Stand with legs apart and</p>	<p>a wall.</p> <p>3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>4SK: Throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p><u>Knowledge</u> I know how to perform a counter balance with a partner.</p> <p><u>Skills</u> 3SK: Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with controlled movements.</p>	<p>body and catch tennis ball after 1 bounce with quick reaction and good acceleration.</p> <p><u>Knowledge</u> I know how to perform a static balance during floor work.</p> <p><u>Skills</u> 3SK: Transfer tennis ball on and off back in a front support. 3SK: Transfer cone on and off tummy in back support.</p> <p>4SK: Transfer tennis ball on and off tummy in back support with good balance.</p>	<p>a wall.</p> <p>3SK: Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>4SK: Throw 2 tennis balls against a wall in a circuit, in both directions.</p> <p><u>Knowledge</u> I know how to perform a static balance in a stance.</p> <p><u>Skills</u> 3SK: Raise alternate knees to opposite elbow 5 times. 3SK: Catch large ball thrown at knee height and above head.</p>
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	<p>extensions with control.</p> <p>4SK: Stand still on uneven surface for 30 seconds with eyes closed.</p> <p>4SK: Complete 5 squats with eyes closed with stability.</p>	<p>3SK: Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).</p> <p>3SK: Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).</p> <p>4SK: Hold a V-shape with straight arms and legs for 10 seconds.</p>	<p>move ball in figure of 8 around both legs 12 times.</p> <p>3SK: Move ball around waist into figure of 8 around both legs 10 times.</p> <p>4SK: Move ball around waist and then around alternate legs 12 times.</p> <p>4SK: Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</p>	<p>4SK: Stand on 1 leg while holding on to partner's opposite foot with co-ordinated movements.</p>		<p>4SK: Catch large ball thrown away from body.</p> <p>4SK: Catch small ball thrown close to and away from body.</p>
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PE Vocabulary Progression

Year R	<p>Gymnastics <i>Gymnastic story, action, gymnastic friends, extend, extension, tension, shapes, straight, tuck, star, straddle, pike, large body parts, back, front, side, bottom, balance, arch, dish, travel, skipping, forwards, backwards, hop, side stepping, sliding, crawling, Landing, core strength, straight jump, pencil roll, egg roll, dish roll</i></p>	<p>Dance <i>Actions - walk, jump, land, hop, skip, stretch, twist, turn. Space - forwards, backwards, sideways, high, low, safely. Dynamics - slowly, quickly, smoothly, jerkily Explore, perform, copy, repeat, describe, feelings</i></p>	<p>Games <i>Free space, move forward, sideways, backwards, fast, slow, different speeds, carry, release, throw, bounce, catch, target, on the spot, on the move, air, foot, bat, practise, improve, take turns, play fairly,</i></p>	<p>Athletics <i>Running, jumping, hopping, stopping, walk, slowly, quickly, practise, improve, Jumps - 2-2, 2-1, 1-2, 1-1, same foot, 1-1 landing, land on other foot, further, higher, target, rolling, underarm</i></p>
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<p>Year 1</p>	<p>Gymnastics All of the above plus; Hold a balance, control, front support, back support, hands flat, travel, monkey walk, camel walk, caterpillar walk, bunny hop, shape in the air, tuck shape, star shape, straight, upright, strong core, tension and extension, teddy bear roll, full circle roll, rock and roll, tipper truck,</p>	<p>Dance All of the above plus; Actions – travel, stretch, twist, turn, jump Space – – forwards, backwards, sideways, high, low, safely. Aware of others Relationships – on your own, with a partner, 4 actions, Dynamics – slowly, quickly, expression Control, coordination, walking, hopping, jumping,, landing, move with rhythm, march , clap, holding hands, swapping places, meeting, parting, Compose, perform, appreciate,</p>	<p>Games All of the above plus; Partner, team, use space well, catch, strike, bounce, forwards, backwards, sideways, different speeds, control, roll, throw, send, receive, underarm, overarm, make a game easier, harder. step – Changing space, task, equipment, people Rules, tactics, attacking, defending, pass, goal, target, pathway, practise, improve, win, lose.</p>	<p>Athletics All of the above plus; Run, jog, speed, successful, improve, position of head, arms, trunk, legs, feet, L – shape arms, lip to hip, light on balls of feet, mini hurdles, ladders, 5 basic jumps – 2-2, 2-2, 1-2,1-1 same foot, 1-1 landing on other foot, Combinations, take off, landing, control, throw, target, rolling, underarm, overarm.</p>
<p>Year 2</p>	<p>Gymnastics All of the above plus; Hold a balance, control, front support, back support, hands flat, travel, monkey walk, camel walk, caterpillar walk, bunny hop, shape in the air, tuck shape, star shape, straight, upright, strong core, tension and extension, teddy bear roll, full circle roll, rock and roll, tipper truck,</p>	<p>Dance All of the above plus; Actions – travel, stretch, twist, turn, jump Space – – forwards, backwards, sideways, high, low, safely. Aware of others. Relationships – on your own, with a partner, 4 actions, Dynamics – slowly, quickly, expression Control, coordination, walking, hopping, jumping, landing, move with rhythm, march, clap, holding hands, swapping places, meeting, parting, Compose, perform, appreciate,</p>	<p>Games All of the above plus; Partner, team, use space well, catch, strike, bounce, forwards, backwards, sideways, different speeds, control, roll, throw, send, receive, underarm, overarm, make a game easier, harder, Rules, tactics, attacking, defending, pass, goal, target, pathway, practise, improve, win, lose.</p>	<p>Athletics All of the above plus; Run, jog, speed, successful, improve, position of head, arms, trunk, legs, feet, L – shape arms, lip to hip, light on balls of feet, mini hurdles, ladders, 5 basic jumps – 2-2, 2-2, 1-2,1-1 same foot, 1-1 landing on other foot, Combinations, take off, landing, control, throw, target, rolling, underarm, overarm.</p>

<p>Year 3</p>	<p>Gymnastics <i>Sequence, change of speed, balances, travelling, starting shape, elements, 'L' shaped pathway, core strength, taking weight, front support, back support, flat hands, small body parts (points) , floor, apparatus, body parts, partner, facing beside, behind, different levels, move fluently, Bunny hop, rolling action, travel away from , travel towards, quickly, slowly, direction, straight line, tucked shapes, bench, control, take off, landing, twisted shape, pencil, dish, teddy bear, rock and roll,</i></p>	<p>Dance <i>All of the above plus; Compose, perform, appreciate, movement ideas, dance phrases, idea, thought, feeling Actions – travel, turn, gesture, jump and stillness, body shape Space – formation, direction, level, pathways Relationships – whole group, duo, solo, unison, canon, mirroring, mirror, Dynamics – explore speed, energy e.g. heavy / light Choreographic devices – motif, repetition, clear beginning, middle, end, Audience, coordination, control, strength, focus, expression, musicality, copy, repeat,</i></p>	<p>Games <i>All KS1 plus; Skill, control, throw, catch, right time to pass, outwit an opponent, move, receive, shoot, send, hands, feet, head, racquet, bat, target, space, team mate, defence, attack, invasion, net and wall, striking and fielding, Core Tasks, tactics, strengths, weaknesses, improve, safety, adapt, rules, equipment, space, targets, possession, positions, challenged, winning and losing</i></p>	<p>Athletics <i>All of KS1 plus; Run smoothly, different styles, distances, pace, longer distances, effort, challenges, combinations of jumps – hop, step, jump, control, consistency, Throwing, pulling, pushing, slinging, straight, star, tucked shapes, bench, control, take off, landing, twisted shape, pencil, dish, teddy bear, rock and roll, floor and along apparatus, forwards, backwards, position</i></p>	<p>Outdoor and Adventurous <i>All of KS1 plus; Orienteate, maps, plans, trail, base point, symbols (linked to Geography map work), co-operate, roles, group, listen, others ideas, views, responsibility, danger, safety, control risk, rules, equipment, route, people. Effective strategies, change ideas.</i></p>	<p>Swimming <i>Front crawl, Back crawl, Breaststroke Lie flat, streamlined, Breathe, Floating, Turning, Sculling, Slide entry, Surface diving, Straddle entry Pull, push, kick Floats, aids Length, width Deep end, shallow end</i></p>
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	<p>floor and along apparatus, forwards, backwards, position</p>	<p>movement memory, dance styles, traditions, design, costume, content</p>				
<p>Year 4</p>	<p>Gymnastics Sequence, change of speed, balances, travelling, starting shape, elements, 'L' shaped pathway, core strength, taking weight, front support, back support, flat hands, small body parts (points) , floor, apparatus, body parts, partner, facing beside, behind, different levels, move fluently, Bunny hop, rolling action, travel away from , travel towards, quickly, slowly, direction, straight line, straight, star, tucked shapes,</p>	<p>Dance All of the above plus; Compose, perform, appreciate, movement ideas, dance phrases, idea, thought, feeling Actions – travel, turn, gesture, jump and stillness, body shape Space – formation, direction, level, pathways Relationships – whole group, duo, solo, unison, canon, mirroring, mirror, Dynamics – explore speed, energy e.g. heavy / light Choreographic devices – motif, repetition, clear beginning,</p>	<p>Games All KS1 plus; Skill, control, throw, catch, right time to pass, outwit an opponent, move, receive, shoot, send, hands, feet, head, racquet, bat, target, space, team mate, defence, attack, invasion, net and wall, striking and fielding, Core Tasks, tactics, strengths, weaknesses, improve, safety, adapt, rules, equipment, space, targets, possession, positions, challenged, winning and losing.</p>	<p>Athletics All of KS1 plus; Run smoothly, different styles, distances, pace, longer distances, effort, challenges, combinations of jumps – hop, step, jump, control, consistency, Throwing, pulling, pushing, slinging,</p>	<p>Outdoor and Adventurous All of KS1 plus; Orientate, maps, plans, trail, base point, symbols (linked to Geography map work), co-operate, roles, group, listen, others ideas, views, responsibility, danger, safety, control risk, rules, equipment, route, people. Effective strategies, change ideas.</p>	<p>Swimming Front crawl, Back crawl, Breaststroke Lie flat, streamlined, Breathe, Floating, Turning, Sculling, Slide entry, Surface diving, Straddle entry Pull, push, kick Floats, aids, Length, width, Deep end, shallow end</p>

	<i>bench, control, take off, landing, twisted shape, pencil, dish, teddy bear, rock and roll, floor and along apparatus, forwards, backwards, position</i>	<i>middle, end, Audience, coordination, control, strength, focus, expression, musicality, copy, repeat, movement memory, dance styles, traditions, design, costume, content</i>				
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PE Non-Negotiables

<i>Planning:</i>	<i>Resources:</i>	<i>Presentation:</i>	<i>Assessment:</i>	<i>Inclusion for All:</i>
<ul style="list-style-type: none"> • <i>Planning will be shared on p/drive with Key Stage Team</i> • <i>Resources will be identified on the planning</i> • <i>Links to other curriculum areas will be made where appropriate</i> 	<ul style="list-style-type: none"> • <i>PE overview</i> • <i>REAL PE resource file</i> • <i>PE equipment</i> • <i>Jasmine Online resources</i> • <i>REAL PE Progression Frameworks</i> 	<ul style="list-style-type: none"> • <i>Floor books can be used to record class learning</i> 	<ul style="list-style-type: none"> • <i>Prior learning revisit</i> • <i>Now I know...</i> • <i>Lesson plenary- what have we learnt today? What do we now know?</i> 	<ul style="list-style-type: none"> • <i>Pre-teaching of key vocabulary</i> • <i>Teacher modelling and scaffolding of skills</i> • <i>Use of practical resources</i>