

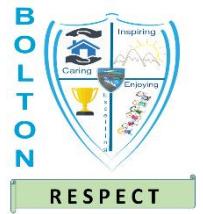


***Bolton Primary School***  
***Physical Education***

***2024-2026***



## Bolton Primary School PE Policy



### Purpose of Study

At Bolton Primary School, PE plays a very important role in the development of our children. Through an enriched PE curriculum, a broad and wide range of after-school sport clubs and a varied competition programme, we aim to encourage a lifetime love of sport which inspires all children to maintain an active and healthy lifestyle and to reach their full potential.

High quality and inclusive PE, sport and physical activity leads to improved fitness, health and well-being, concentration, attitude and academic achievement. Year after year, the range of sporting opportunities we provide at Bolton has been increasingly beneficial to the children at the school and has resulted in:

- Raising children's attainment
- Building self-esteem
- Learning to work as a team, developing leadership skills and building friendships which extend beyond school life
- Experiencing healthy competition which can ultimately help them to deal with life's successes and failures
- Encouraging and developing a healthy and active lifestyle

Children's early years are critical in building the foundations, skills, engagement in and love of sport. At Bolton Primary School, through our key values of caring, enjoying, inspiring and excelling, we aim to give our children the best possible start in life.

### Aims

The curriculum and extra-curricular activities aim to provide opportunities for all pupils to achieve. Aims of Physical Activity are:

- Promote physical activity and promote healthy and active lifestyles.
- Encourage pupils to be physically active for sustained periods of time.
- Pupils engage in competitive sports and activities.
- Develop the competence to excel in a broad range of physical activities.
- Develop positive attitudes to health, fitness and physical activity.
- To ensure safe practice.

## Objectives

- To develop positive attitudes to participation in physical activity.
- To make informed decisions about the importance of exercise in their lives.
- To acquire and develop skills in a range of physical activities and sports.
- To learn how to select and apply skills appropriate to the activity being undertaken.
- To set individual targets and compete against themselves as well as others.
- To respond to a variety of challenges in a range of physical activities and environments.
- To take initiative, lead activities and focus on improving aspects of their own performance to achieve their personal best.
- To swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.

## Teaching and Learning Styles

We use a variety of teaching and learning styles in PE sessions, informed by current best practice. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual /group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage children to evaluate their own and others' performance. Open questioning is used to stimulate an increased depth of understanding. Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome (TWEAK IT). Children are also encouraged to take leadership roles within each lesson to develop their independence and team-working skills.

## Early Years Foundation Stage (EYFS)

We encourage the physical development of children in our foundation stage as an integral part of their work. We relate the physical development of the children to the EYFS Early Learning Goals. We give all children the opportunity to do activities that offer physical challenge, both indoors and out and by using a wide range of resources to support the learning and development of skills. EYFS are now taught as a separate cohort, although there will be some planned opportunities for EYFS children to take part in physical activities alongside the children in years 1 and 2, with focus on how exercise affects our bodies, developing spatial awareness and other fundamentals skills. Many tasks set will also look at children's 'fine motor skills'.

## Swimming

Children are taken swimming from Reception-Year 6 at Appleby Swimming Pool. Instruction is given by trained swimming teachers at the pool. Swimming assessment is based on whether the child can swim 25 metres with confidence and independently based on the National Curriculum requirements. Other skills and techniques will be assessed through observations and through the swimming instructors. As with the other aspects of PE, swimming will be monitored using the PAT and overseen/led by the subject co-ordinator.

## Outdoor and Adventurous Activity (OAA)

OAA consists of a diverse range of activities drawn together by a common approach which often focuses on the process facilitated through the activity as well as the outcome. As such, it provides unique and varying outlets for physical engagement.

## Non-participation

PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons. Children can only be excused from the physical aspects of PE if their parent/carer informs school, stating either physical illness or injury that prevents their participation. Individuals are encouraged to support the teacher and/or their peers, on the rare occasions when children do not participate physically. Children often fulfil roles that will actively involve them in the PE lesson and ultimately support the learning of the whole group. This will keep pupils active and engaged in PE lessons and support their overall learning in the subject as well as developing a few key life skills.

## Resources

Physical education resources are used by children and staff in a number of ways including:

- To enable them to create and perform dances.
- To enable them to play and make up a range of games and to develop their skills in various games.
- To enable them to create and perform gymnastic sequences and to assist in providing progression in Gymnastics.
- To provide opportunities to take part in and improve their athletic skills.

PE resources are stored in the PE sheds, located in the playground, and at Bolton Village Hall (gymnastics equipment). PE Sports Leaders and lunchtime supervisors have the responsibility for keeping the playground equipment tidy, with the help of Year 6 pupils. All staff and children are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

## Clothing

- No changing is necessary as children arrive at school in kit. This decision was made to maximise learning and teaching time. PE lessons happen in the afternoon.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- PE kit consists of: a lime green t-shirt and hoodie; dark shorts or jogging bottoms. Footwear should be appropriate for the activity. suitable trainers or plimsolls.
- No jewellery is to be worn in PE. Pupils are expected to remove their own jewellery, including piercings, or get their parents/carers to do so before school. Earring tape is allowed but only if brought in and applied by the child themselves.
- Long hair should be tied back.
- For dance and gymnastics pupils must be bare-footed and for gymnastics all pupils must tuck in their T-shirts.

## Extra-Curricular Opportunities and Enrichment

Children are offered numerous opportunities to engage in a variety of extra-curricular activities, after school and lunch times. All children are given a fair opportunity to attend these clubs and there is a physical activity on offer each week for EYFS, key stage 1 and 2. Clubs are run by external coaches, staff members and pupils. As part of our Sports Day, we run competitive races for EYFS, Key Stage 1 and 2 in House teams. We also run an annual 'Mini-Olympics' and encourage parents/adults to participate. We also 'host' an annual tag rugby festival for local schools and attend sporting events that they host. These include, football, netball, tag rugby and rounders.

Some extra-curricular activities may be offered to specific 'target' groups within the school and will be provided according to the needs of the children. Target groups may include: SEND, Pupil Premium, girls/boys or those children who would not normally attend a 'physical activity' club.

### **Cross Curricular Links**

Opportunities are utilised within Creative Curriculum topic-based work, to draw upon physical education experiences to maximise children's skills and learning or to enable children to apply and use PE in real life and academic contexts. We include OAA as part of our themed 'Nature' week and residential. Opportunities for outdoor learning is planned into the curriculum.

### **Equal Opportunities and Inclusion**

Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and learning is therefore differentiated to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to their class' needs.

**Adaption/ SEND:** There is a whole school policy on Special Educational Needs. Children with special needs are expected to participate in the subject as fully as possible. Planning for pupils with SEND is part of the planning process done for all pupils, rather than a separate activity. This may be in the form of brief notes on lesson plans on the learning objectives and approaches that will be used to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

**Disadvantaged:** The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

### **Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)**

Children's standards and achievements in PE are assessed in line with the School's Assessment Policy. Assessment in PE for years 1-6 includes:

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
- Feedback of children's work; against the shared learning objective and success criteria is given in the form of verbal feedback.
- The Subject Leader also utilises PAT from Howard Todd (Participation and Achievement Tracking Tool) throughout the year to develop an overview of achievement and skills in PE and inform further subject development needs. This is in place for EYFS-Year 6.
- Pupils have a clear understanding of the assessment criteria used.
- Assessment takes place at the end of each activity and used to inform future planning and student target setting.



## Monitoring and Evaluation

PE will be monitored and evaluated as part of the School Monitoring and Evaluation Policy.

## Health and Safety

Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum: Safety Practice in Swimming (LA); Safe Practice in Physical Education 2020, Safety in Outdoor Education (LA).

Risk assessments should be included in lesson plans and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and brought to lessons.

Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the Subject Leader who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Pupils should be responsible for their own inhalers and always have them with them or easily accessible in the school office. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to use the school PE equipment safely.

### **Accident Procedure**

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in school; they will then follow set procedures for specific injuries.

### **Sports Premium Funding**

For information about how the school spend the Sports Premium Funding, please see the P.E. Evidence Folder or the school website.

### **Policy Monitoring & Review**

The Head teacher and PE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Headteacher and PE Subject Leader will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, make recommendations for further improvements. This is a working document and as such will be reviewed as and when needed.

**Subject Lead:** Bianca Cousin

**Link Governor:** TBC

**Date:** Autumn 2024

**Review:** Autumn 2025

## PE at Bolton

Bolton Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. Every child is offered a minimum of 2 hours of high-quality PE a week. All children will learn and participate in the areas outlined in the curriculum map for PE. Units are usually allocated 5 - 6 sessions of approximately one hour and are carefully sequenced. PE at Bolton Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. At Bolton, we strongly feel that all EYFS/KS1 pupils should have one PE unit each half-term that is designated to developing Fundamental Movement Skills (FMS) and the 2-year cycle highlights this. Last academic year, we have also reintroduced daily 'Activate' slots to help develop children's gross motor skills and with particular focus on 'crossing the mid-line'.

The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Lessons are delivered by the PE lead (PE specialist since 2016 and Year 3 and 4 class teacher) During one afternoon a week, a sports coach (recruited January 2022) supports the teaching of all children within the school over each term. The coach works under the direction of the subject lead.

Following Covid, we decided that children would arrive to school on PE days in their PE kit and would remain in it for the rest of the day. This has meant that time is not 'lost' to children getting changed in /out of PE kit or finding the appropriate kit for those 'repeat' offenders! PE aims to develop the physical, thinking, social and healthy pupil. Children will also learn about and discuss physical activity and health and wellbeing, through cross curricular themes and sessions in PHSE and science.

In summer 2024, time was allocated to make the curriculum more magical and memorable following some training on Curriculum Development (Primary Huh and Mary Myatt). The school subscribed to Mary Myatt's Teachers' Collection. The subject leader (headteacher) began by reviewing the existing curriculum and surveying children's views about the topics. Units that hadn't gone as well or where there was felt to be some duplications were rejected and work on building a new curriculum was started. Due to the nature of the subject, and because PE does not have any content on the website, the decision was made that 'Dance' was one area of PE that could use memorable fictional texts to explore this important subject.

We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Bolton Primary School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Each class has allocated indoor/outdoor activity time, which includes the use of the playground, school field and Bolton Village Hall. The curriculum is well-thought out and takes into consideration the difficulties of lack of space, particularly during the autumn/winter months. High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise are explained and understood and their association with health emphasised. High expectations are set for individual and group achievements. Pupils are extended both physically and intellectually through interesting tasks. In lessons pupils are encouraged to make decisions. They are given responsibilities for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances. A 'TWEAK IT' approach is used to adapt games and OAA activities to make them easier or harder (Task, Who, Equipment, Area, Knowledge, Included and Time)

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Attainment and progress can be measured using our Participation and Achievement Tracking Tool (PAT).

We help motivate children to participate in a variety of sports and physical activities through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

The school historically used their PE Funding to subscribe to the EVSP (external organisation) for activities and competitions. We did not feel this was value for money or meeting our needs. The school is proud of the model that is now in place and feel that this more sustainable than previous ones. We have now joined up with 7 other local primary schools and formed a new sports partnership, Eden Valley Alliance (EVA) to continue with some of the benefits of working with other small schools:

- Regular non-competitive Sport Festivals and Multi-Sport opportunities across the age-range for a range of abilities.
- Opportunities for the school's PE Leader to meet with other Area PE Leaders to share and develop good practice.
- Local schools have their own tournaments and festivals throughout the year alongside what has been planned for the eight schools that make up EVA.
- Maximum participation
- Opportunity for children to meet peers who may go on to attend one of the local secondary schools.
- A 'tailormade' programme of events throughout the year, which include aspects of the curriculum that schools have identified as areas for development. Within this, opportunities for CPD are also available.
- It is important to consider how all children get an opportunity to be part of a competition of some sort. It's not being competitive but taking part in a competition. Everyone deserves the right to feel a sense of belonging and being part of a team.

In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available on specific days and children can attend after school sport clubs at least once a week. Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. KS2 children are invited to become Sports Leaders. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and mini-olympics and any other Sporting activities. It is important to offer alternatives as well, for example, Tchoukball and Ultimate Frisbee had not been taught in our school until recently. We found that a number of pupils who weren't necessarily into football or netball, would come along to these sessions and this would help them to develop in confidence and skill level, prior to them being introduced to the curriculum. We use the 'Participation' tracking tool to help inform ideas for future extra-curricular activities and to ensure that we are providing all pupils with various opportunities to attend such clubs.

### OAA

Problem solving can underpin any adventurous event (Problem solving activities involve learning themes which include: communication (links to oracy) trust, cooperation, team work and reflection, whilst planning as a group is key to any journey or when selecting a route to climb.) but as a specific activity it provides the opportunity to apply a number of important physical skills through lifting, balance/ counter-balance, body tension etc. While the learning process supersedes the end product, OAA introduces and develops a wide range of specific skills which are distinctive, transferable and offer lifelong relevance. Aspects of the OAA are specifically covered during residential events (Y5/6), which in the case of a physical activity focus, is biennial. Y3/4 will have an 'In School Under the Canvas' camp in the summer term, which will alternate with the Y5/6) residential (biannually). Children will be engaged in activities such as: archery, team challenges and bushcraft with survival skills.

### Swimming

Our swimming programme has been very successful and the model we have in place ensures that those children who will not go swimming again from one school swimming block to the next will only have 6 months before the next (rather than a year or more in some schools.) All children at Bolton Primary School have 10 swimming lessons over the year. These take place over 2 weeks, 1 week at the beginning of January and the other at the end of July. The PE lead oversees the whole programme and liaises with pool staff regarding groupings and the coverage of some lessons. The lead is free during these sessions to closely assess individual children and ensure that there is a sequence of learning and pathways within the groupings. This model is sustainable whilst we receive the Sports Premium money but we will need to think about the funding such sessions to whole school from 2025/26.

### Oracy

The school is committed to developing good oracy skills throughout the curriculum. PE is not necessarily the first classroom you would think of when you talk about oracy development. In physical education and sports more broadly, there's a lot of both non-verbal communication and verbal communication. The combination of verbal and non-verbal communication together is really what we're looking for so they learn to do the signalling as well as speaking. We provide children with effective language experiences through the promotion of specialist and technical vocabulary, questioning and feedback on performance. In PE at Bolton, we ensure oracy is developed across both key stages to ensure children have the ability to communicate effectively in all sporting scenarios. For example: 'Analysis of Performance'. Our curriculum presents ample opportunities for children to talk about their areas of strengths and areas for development in lessons, or when officiating in KS2. The children will have a growing vocabulary of terminology linked to this subject and demonstrate understanding when using it.

## EYFS - Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. Games are created to provide opportunities for play both indoors and outdoors. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. These skills are developed through 'Continuous Provision' within the classroom environment, playtimes, extra-curricular activities and within the EYFS specific sessions with PE lead.

### Gross Motor Skills

Gross motor skills use large muscles and help children to gain physical strength. It gives them the confidence they need in their abilities to control their bodies. Physical activity in early years should encourage children to practise big movements like jumping, running and balancing to build these as they grow. Fixed outdoor equipment and other large construction materials provide our children with lots of opportunities to develop these skills. Children will look to improve their body awareness and control of movements, as a part of early years physical development. Lots of this comes from active play with their peers and lots of great physical activities worked into their day, making it fun and exciting. By nurturing these skills, our children can build up habits that keep them remaining active in the future. Not only this, physical activity in early years opens up opportunities for them to be able to gain much more complex physical capabilities, should they desire it. For instance, playing for a football team requires a big range of gross motor skills and physical control.

#### **Skills covered lead up to children meeting their Early Learning Goal (ELG)**

- Experiments with different ways of moving.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Jumps off an object and lands appropriately.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

#### **Early Learning Goal - moving and handling.**

The specific Early Learning Goals that make up gross motor skills are:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance, and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Fine Motor Skills

Fine motor control and precision activities are assigned to help with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. These skills are developed through 'Continuous Provision' within the classroom environment.

### **Skills covered lead up to children meeting their Early Learning Goal (ELG)**

It's important for children to have assistance early on with building upon their fine motor skills. Fine motor skills require the use of the small muscles that control children's hands, fingers, and thumbs. It's what helps children perform tasks involving self-care. This includes things like buttoning/unbuttoning clothes, tying shoelaces, feeding themselves or brushing their own teeth. This everyday physical activity in early years is a great chance to build a child's confidence and self-esteem while they develop skills that support their growing independence

The Early Learning Goals in fine motor skills are:

- Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes, and cutlery.
- Begin to show accuracy and care when drawing.

# Bolton Primary School - PE - Curriculum Map

	<b>Autumn 1</b> 7 Weeks 3 Days	<b>Autumn 2</b> 7 Weeks	<b>Spring 1</b> 5 Weeks 4 Days	<b>Spring 2</b> 6 Weeks	<b>Summer 1</b> 4 Days 4 Weeks	<b>Summer 2</b> 7 Weeks
<b>Reception</b>	<p><b>Fundamentals - travel, shape and equipment leading to games 30 - 50 months</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul> <p><b>Early Learning Goal</b> - moving and handling. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>					
<b>Y1/Y2</b> <b>Lesson 1</b> Wed - BC/GB	<b>GYM</b> (Making Shapes) VILLAGE HALL	<b>DANCE</b> (Christmas Performance) HALL	<b>FUNDAMENTALS</b> Piggy In the Middle SMALL-SIDED GAMES (BRILLIANT BALL SKILLS)	<b>GYM</b> (Families of Actions) VILLAGE HALL	<b>FUNDAMENTALS</b>	<b>ATHLETICS</b> (ACTIVE ATHLETICS)
<b>Lesson 2</b> Fri - BC/JC	<b>FUNDAMENTALS</b> (Baseline) JC - OUTSIDE	<b>FUNDAMENTALS</b> (Multi-Skills) JC - OUTSIDE	<b>DANCE</b> (Razzamataz) HALL	<b>FUNDAMENTALS</b> (Underarm Throw - Ten Point Hoop)	<b>OAA</b>	<b>ATHLETICS</b> (ACTIVE ATHLETICS)

<b>Year 3/4</b>	<b>Autumn 1</b> 6 Weeks	<b>Autumn 2</b> 7 Weeks	<b>Spring 1</b> 5 Weeks	<b>Spring 2</b> 6 Weeks	<b>Summer 1</b> 6 Weeks	<b>Summer 2</b> 7 Weeks
<b>Lesson 1</b> Mon - BC	<b>TCHOUKBALL</b>	<b>DANCE</b> (Christmas Performance) HALL	<b>BRILLIANT BALL SKILLS</b> (Invasion Games)	<b>NET/WALL MINI-TENNIS</b> (NIMBLE NETS)	<b>STRIKING &amp; FIELDING ROUNDERS</b>	<b>ATHLETICS</b> (YOUNG OLYMPIANS)
<b>Lesson 2</b> Fri - BC/JC	<b>INVASION GAMES HOCKEY</b> JC - OUTSIDE	<b>GYM</b> (The Balancing Act) BC - VILLAGE HALL	<b>DANCE</b> (Razzamataz) HALL	<b>GYM</b> (Rise Gymnastics) BC - VILLAGE HALL	<b>OAA</b>	<b>ATHLETICS</b> (YOUNG OLYMPIANS)

<b>Year 5/6</b>	<b>Autumn 1</b> 6 Weeks	<b>Autumn 2</b> 7 Weeks	<b>Spring 1</b> 5 Weeks	<b>Spring 2</b> 6 Weeks	<b>Summer 1</b> 6 Weeks	<b>Summer 2</b> 7 Weeks
<b>Lesson 1</b> Mon - BC	<b>ULTIMATE FRISBEE</b>	<b>DANCE</b> (Christmas Performance) HALL	<b>BRILLIANT BALL SKILLS</b> (Invasion Games)	<b>NET/WALL BADMINTON</b> (NIMBLE NETS)	<b>STRIKING &amp; FIELDING CRICKET</b>	<b>ATHLETICS</b> (YOUNG OLYMPIANS)

<b>Lesson 2</b> Fri - BC/JC	<b>GYM</b> (Rhythmic Gymnastics) BC - VILLAGE HALL	<b>HEALTH RELATED</b> <b>FITNESS</b> JC - HALL	<b>DANCE</b> (Razzamataz) HALL	<b>INVASION GAMES</b> <b>LARGE BALL SKILLS -</b> (Calling the Shots)	<b>OAA</b>	<b>ATHLETICS</b> (YOUNG OLYMPIANS)
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## Strengths and Next Steps

Strengths	Next Steps
<p><b>Quality of Education:</b></p> <ul style="list-style-type: none"><li>• Clear progression of skills within a tailor-made PE curriculum for Key Stages 1 &amp; 2</li><li>• A redesigned PE Curriculum with separate units for EYFS and opportunities to be taught separately at an appropriate level when necessary.</li><li>• Specialist teacher delivering all PE sessions throughout the whole school, with the help of an external coach, Jordan Crawford for some lessons</li><li>• Robust assessment in place - tracking tool for achievement and participation</li></ul> <p><b>Behaviour and Attitudes:</b></p> <ul style="list-style-type: none"><li>• Positive attitudes towards being active and exercising are promoted.</li><li>• Emphasis is placed on fostering resilience in this subject. Children discuss setbacks and are encouraged to harness the sporting values (both at school and through our EVA programme.)</li><li>• Children really enjoy the subject</li><li>• Increased number of children attending 'physical' extra-curricular activities. These activities are mapped out for the year and ensure a range of activities and opportunities for all children</li></ul> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"><li>• KS2 children are encouraged, as part of personal development, to present a children's assembly. Some of these are linked to sporting heroes, sporting events and personal physical interests outside school.</li><li>• Contacts with local clubs to ensure that the school can 'signpost' children to activities</li><li>• Out of Hours activities on offer for ALL children throughout the year.</li><li>• We ensure equality of opportunities in terms of participation and access to equipment and space.</li></ul> <p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"><li>• Another very successful year as part of EVA and with colleague from Morland to maximise outcomes and positive experiences for children. Success has resulted in another local primary school joining (making EVA 8 schools)</li></ul>	<p><b>Quality of Education:</b></p> <ul style="list-style-type: none"><li>• Develop Class scrap book or journals as a record of some of the teaching and learning taking place in the subject and also to help as memory aid for pupils about their PE learning journeys.</li></ul> <p><b>Behaviour and Attitudes:</b></p> <ul style="list-style-type: none"><li>• Develop sports leaders' roles and target individuals for these roles of responsibility e.g. older boys. Encourage children to be sports ambassadors for the school.</li></ul> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"><li>• To continue to develop the ways of contributing to children being 'active' throughout the school day</li></ul> <p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"><li>• To develop CPD of staff and keeping others informed about developments in the subject, despite subject specialist delivering all PE sessions.</li></ul>



# Progression of Skills in PE at Bolton



The document below has been designed to show how we will cover all of the relevant PE knowledge and skills across our school. We follow the skills outlined within a variety of schemes of work, although the context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

Year Group							
<b>1</b>	<p style="text-align: center;"><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To explore movement actions with control and link them together with flow.</li> <li>• To explore gymnastic actions and shapes.               <ul style="list-style-type: none"> <li>• To explore travelling on benches.</li> <li>• To explore movement actions with control, and to link them together with flow.</li> </ul> </li> <li>• To choose and use simple compositional ideas by creating and performing sequences.</li> <li>• To repeat and link combinations of gymnastic actions.</li> <li>• To link combinations of movements and shapes with control.</li> </ul>	<p style="text-align: center;"><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To change direction during travelling moves.</li> <li>• To link travelling moves that change direction and level.</li> <li>• To link moves together.</li> <li>• To use a variety of moves.</li> <li>• To explore basic body patterns and movements to music.</li> <li>• To use a variety of moves that change speed and direction.</li> <li>• To link together dance moves with gestures and changing direction in time to music.</li> <li>• To practise taking off from different positions.</li> <li>• To complete an obstacle course with control and agility.</li> </ul>	<p style="text-align: center;"><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To get in and out of the pool using steps and remain safe around the pool.</li> <li>• To float with the use of aids.</li> <li>• Travel in the water independently with buoyancy aids.</li> <li>• To put face in water and blow bubbles.</li> <li>• To feel comfortable with water on face.</li> <li>• To float on back and front with aids to show breathing control.</li> <li>• To combine front paddle action with crawl leg action with aids.</li> </ul>	<p style="text-align: center;"><b>Multi Skills - Through Fundamentals</b></p> <ul style="list-style-type: none"> <li>• To explore static balancing and understand the concept of bases.</li> <li>• To combine a number of co-ordination drills, using upper and lower body movements.               <ul style="list-style-type: none"> <li>• To aim a variety of balls and equipment accurately.</li> <li>• To time running to stop or intercept the path of a ball.</li> <li>• To travel in different ways, showing clear transitions between movements.</li> <li>• To travel in different directions (side to side, up and down) with control and fluency.</li> <li>• To practise ABC (agility, balance and co-ordination) at circuit stations.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>• To develop basic sending and receiving techniques - including striking.</li> <li>• To develop balance, agility and co-ordination.</li> <li>• To develop balance, agility and co-ordination.:</li> <li>• To develop balance, agility and co-ordination.</li> <li>• To master basic sending and receiving as well as developing balance agility and co-ordination.</li> <li>• To make use of co-ordination, accuracy and weight transfer.</li> <li>• To develop receiving skills.</li> <li>• To use ball skills in game-based activities.</li> </ul>	<p style="text-align: center;"><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To follow instructions and remember what has been seen.</li> <li>• To solve problems.</li> <li>• To follow trails.</li> <li>• To recognize shapes on paper and use as a map.</li> <li>• To work together with others to perform a task.</li> </ul>	<p style="text-align: center;"><b>Active Athletics</b></p> <ul style="list-style-type: none"> <li>• To use varying speeds when running.</li> <li>• To explore footwork patterns.</li> <li>• To explore arm mobility.</li> <li>• To explore different methods of throwing.</li> <li>• To practise short distance running.</li> </ul>

2	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To remember and repeat simple gymnastic actions with control.</li> <li>• To balance on isolated parts of the body using the floor and hold balance.</li> <li>• To develop a range of gymnastic moves, particularly balancing.</li> <li>• To link together a number of gymnastic actions into a sequence.</li> <li>• To explore ways of travelling around on large apparatus.</li> <li>• To choose and use a variety of gymnastic actions to make a sequence.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To explore different levels and speeds of movement.</li> <li>• To compose and perform simple dance phrases.</li> <li>• To show contrasts in simple dances with good body shape and position.</li> <li>• To develop a range of dance movements and improve timing.</li> <li>• To work to music, creating movements that show rhythm and control.</li> <li>• To work to music, creating movements that show rhythm and control.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To safely jump in from the poolside.</li> <li>• To swim 5+ metres using back stroke leg action without aids.</li> <li>• To swim 5+ metres front crawl with and later without aids.</li> <li>• To push and glide confidently over a longer distance.</li> </ul>	<p><b>Multi Skills - Through Fundamentals</b></p> <ul style="list-style-type: none"> <li>• To explore static balancing and understand the concept of bases.</li> <li>• To combine a number of co-ordination drills, using upper and lower body movements. <ul style="list-style-type: none"> <li>• To aim a variety of balls and equipment accurately.</li> <li>• To time running to stop or intercept the path of a ball.</li> <li>• To travel in different ways, showing clear transitions between movements.</li> <li>• To travel in different directions (side to side, up and down) with control and fluency.</li> <li>• To practise ABC (agility, balance and co- ordination) at circuit stations.</li> </ul> </li> </ul>	<p><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>• To use hand-eye co-ordination to control a ball.</li> <li>• To catch a variety of objects.</li> <li>• To vary types of throw.</li> <li>• To kick and move with a ball.</li> <li>• To develop catching and dribbling skills.</li> <li>• To use ball skills in a mini festival.</li> <li>• To learn skills for playing striking and fielding games.</li> </ul> <p>To position the body to strike a ball.</p> <ul style="list-style-type: none"> <li>• To play a game fairly and in a sporting manner.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To follow instructions and remember what has been seen.</li> <li>• To solve problems.</li> <li>• To follow trails.</li> <li>• To recognize shapes on paper and use as a map.</li> <li>• To work together with others to perform a task.</li> </ul>	<p><b>Active Athletics</b></p> <ul style="list-style-type: none"> <li>• To run with agility and confidence.</li> <li>• To learn the best jumping techniques for distance.</li> <li>• To throw different objects in a variety of ways.</li> <li>• To hurdle an obstacle and maintain effective running style.</li> <li>• To run for distance.</li> <li>• To complete an obstacle course with control and agility.</li> </ul>
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3	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To explore jumping techniques and link them with other gymnastic actions.</li> <li>• To explore jumping techniques and to link them with other gymnastic actions.</li> <li>• To select and adapt gymnastics actions to meet the task.</li> <li>• To work with a partner or a small group to create a sequence that develops jumping skills.</li> <li>• To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To explore dance movements and create patterns of movement.</li> <li>• To work with a partner to create dance patterns.</li> <li>• To perform a dance with rhythm and expression.</li> <li>• To use knowledge of dance to create a story in small groups.</li> <li>• To develop precision of movement.</li> <li>• To work co-operatively with a group to create a dance piece.</li> <li>• To perform in front of others with confidence.</li> <li>• To include contrasting dynamics and qualities into a group motif/phase.</li> <li>• To improvise freely from stimuli to movement.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To put face under the water and blow bubbles (begin to do this whilst swimming)</li> <li>• To achieve leg and arm action for one stroke and start to combine.</li> <li>• To float without the use of aids.</li> <li>• To swim 10+ metres, one basic method without aids</li> <li>• To explain what dangers to identify around water.</li> </ul>	<p><b>Invasion (Football/Hockey/Ultimate Frisbee)</b></p> <ul style="list-style-type: none"> <li>• To keep possession of a ball.</li> <li>• To use ABC (agility, balance, coordination) techniques to keep control of a ball in a competitive situation.</li> <li>• To use accurate passing and dribbling in a game.</li> <li>• To identify and apply ways to move the ball towards an opponent's goal.</li> <li>• To learn concepts of attack and defence.</li> <li>• To play in a mini competition.</li> <li>• To move to stop a ball or object reaching a target in varying situations.</li> </ul>	<p><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>• To be aware of others when playing games.</li> <li>• To choose the correct skills to meet a challenge.</li> <li>• To perform a range of actions, maintaining control of the ball.</li> <li>• To perform a range of catching and gathering skills with control.</li> <li>• To master the basic catching technique.</li> <li>• To catch with increasing control and accuracy.</li> <li>• To master the basic throwing technique.</li> <li>• To throw and hit a ball in different ways (e.g. high, low, fast or slow).</li> <li>• To apply skills and tactics in small-sided games.</li> <li>• To identify and follow the rules of games. To choose and use simple tactics to suit different situations.</li> <li>• To react to situations in ways that make it difficult for opponents to win.</li> </ul>	<p><b>Nimble Nets (Short Tennis)</b></p> <ul style="list-style-type: none"> <li>• To become familiar with balls and short tennis rackets.</li> <li>• To get the ball into play.</li> <li>• To accurately serve underarm.</li> <li>• To build up a rally.</li> <li>• To build a rally, focusing on accuracy of strokes.</li> <li>• To play a variety of shots in a game situation and to explore when different shots should be played.</li> <li>• To play a competitive tennis game.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To orientate themselves with increasing confidence and accuracy around a short trail.</li> <li>• To identify and use effective communication to begin to work as a team.</li> <li>• Identify symbols used on a key.</li> <li>• To begin to choose equipment that is appropriate for an activity.</li> <li>• To interact positively and work with others to solve and perform a range of tasks.</li> <li>• To begin to complete activities in a set period of time.</li> <li>• To design and follow trails.</li> <li>• To begin to offer an evaluation of personal performances and activities.</li> </ul>	<p><b>Young Olympians (Athletics)</b></p> <ul style="list-style-type: none"> <li>• To run in different directions and at different speeds, using a good technique.</li> <li>• To improve throwing technique.</li> <li>• To reinforce jumping techniques.</li> <li>• To understand the relay and passing the baton.</li> <li>• To choose and understand appropriate running techniques.</li> <li>• To compete in a mini-competition, recording scores.</li> <li>• To measure, compare, record performance and suggest ways to improve.</li> </ul>
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4	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To identify and practise body shapes.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To construct sequences using balancing and linking movements.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions of chosen dance style.</li> <li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>• To create an individual dance that reflects the chosen dancing style.</li> <li>• To create partnered dances that reflect the dancing style and apply the key components of dance.</li> <li>• To perform dance using a range of movement patterns.</li> <li>• To perform and evaluate own and others' work.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To achieve leg and arm action for two strokes and start to combine.</li> <li>• To use a sculling action to stay afloat.</li> <li>• To swim 10+ metres front or back without aids and using correct style.</li> <li>• To put face under the water and blow bubbles (begin to do this whilst swimming)</li> <li>• To recognise how swimming affects breathing.</li> <li>• To identify and describe differences between different leg and arm actions.</li> </ul>	<p><b>Invasion</b> (Football/Hockey/Ultimate Frisbee)</p> <ul style="list-style-type: none"> <li>• To keep possession of a ball.</li> <li>• To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.</li> <li>• To use accurate passing and dribbling in a game.</li> <li>• To identify and apply ways to move the ball towards an opponent's goal.</li> <li>• To learn concepts of attack and defence.</li> <li>• To play in a mini competition.</li> <li>• To move to stop a ball or object reaching a target in varying situations.</li> </ul>	<p><b>Brilliant Ball Skills</b></p> <ul style="list-style-type: none"> <li>• To be aware of others when playing games.</li> <li>• To choose the correct skills to meet a challenge.</li> <li>• To perform a range of actions, maintaining control of the ball.</li> <li>• To perform a range of catching and gathering skills with control.</li> <li>• To master the basic catching technique.</li> <li>• To catch with increasing control and accuracy.</li> <li>• To master the basic throwing technique.</li> <li>• To throw and hit a ball in different ways (e.g. high, low, fast or slow).</li> <li>• To apply skills and tactics in small-sided games.</li> <li>• To identify and follow the rules of games. To choose and use simple tactics to suit different situations.</li> <li>• To react to situations in ways that make it difficult for opponents to win..</li> </ul>	<p><b>Nimble Nets</b> (Short Tennis)</p> <ul style="list-style-type: none"> <li>• To become familiar with balls and short tennis rackets.</li> <li>• To get the ball into play.</li> <li>• To accurately serve underarm.</li> <li>• To build up a rally.</li> <li>• To build a rally, focusing on accuracy of strokes.</li> <li>• To play a variety of shots in a game situation and to explore when different shots should be played.</li> <li>• To play a competitive tennis game.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To orientate themselves with accuracy around a short trail.</li> <li>• To create a short trail for others with a physical challenge.</li> <li>• To start to recognise features of an orienteering course.</li> <li>• To communicate clearly with other people in a team, and with other teams.</li> <li>• To have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</li> <li>• To associate the meaning of a key in the context of the environment.</li> <li>• To try a range of equipment for creating and completing an activity.</li> <li>• To make an informed decision on the best equipment to use for an activity</li> <li>• To plan and organise a trail that others can follow.</li> <li>• To communicate clearly with others.</li> <li>• To work as part of a team.</li> <li>• To begin to use a map to complete an orienteering course.</li> </ul>	<p><b>Young Olympians</b> (Athletics)</p> <ul style="list-style-type: none"> <li>• To select and maintain a running pace for different distances.</li> <li>• To practise throwing with power and accuracy.</li> <li>• To throw safely and with understanding.</li> <li>• To demonstrate good running technique in a competitive situation.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To utilise all the skills learned in this unit in a competitive situation.</li> </ul>
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5	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To identify and practise body shapes and balances.</li> <li>• To create mirror/matching sequence - varying dynamics.</li> <li>• To select and link more complex skills to create fluent sequences.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform agilities with different speeds/levels/directions .</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions of the chosen dance style.</li> <li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>• To create and perform an individual dance that reflects the chosen dance style.</li> <li>• To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</li> <li>• To create group dances that reflect the dance style.</li> <li>• To perform a dance using a range of movement patterns.</li> <li>• To perform and evaluate own and others' work.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To swim 25+ metres unaided and competently using 1 stroke.</li> <li>• To submerge and pick up object off bottom of pool and tread water 30secs.</li> <li>• To swim 10+ metres using two strokes and jump into deep water</li> </ul>	<p><b>Invasion (Netball/Lacrosse/Tag Rugby)</b></p> <ul style="list-style-type: none"> <li>• To demonstrate basic passing and receiving skills using a netball. <ul style="list-style-type: none"> <li>• To develop an understanding and knowledge of the basic footwork rule of netball.</li> <li>• To develop skills in the range of passes and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>• To understand the importance of 'getting free' in order to receive a pass.</li> <li>• To understand how to make space by moving away and coming back and by dodging.</li> <li>• To be able to demonstrate a range of defending skills and understand how to mark an opponent.</li> <li>• To understand how to intercept a pass.</li> <li>• To learn how to shoot.</li> <li>• To understand the different positions in a netball team (five-a-side).</li> <li>• To recognise which positions are attacking and which are defending.</li> <li>• To know how/where to send a ball/object according to game situation.</li> </ul> </li> </ul>	<p><b>Striking and Fielding (Rounders/Cricket)</b></p> <ul style="list-style-type: none"> <li>• To develop skills in batting and fielding.</li> <li>• To choose fielding techniques.</li> <li>• To run between the wickets/posts.</li> <li>• To run, throw and catch.</li> <li>• To develop a safe and effective overarm throw.</li> <li>• To learn batting control.</li> <li>• To use a bat to hit a ball into space.</li> <li>• To play different roles in a game.</li> <li>• To use all the skills learned by playing in a mini tournament.</li> </ul>	<p><b>Nimble Nets (Badminton)</b></p> <ul style="list-style-type: none"> <li>• To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</li> <li>• To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</li> <li>• Understand how to serve the shuttle in order to start the game.</li> <li>• Recognise the difference between the low serve and the high serve.</li> <li>• To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</li> <li>• To understand that the drop shot is an attacking shot, and why.</li> <li>• To know where the drop should be aimed for it to be most productive, and why.</li> <li>• To understand how to use different shots to outwit an opponent in a game.</li> <li>• To develop K&amp;U and principles within a doubles game, including tactics and strategies used.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To start to orientate themselves with increasing confidence and accuracy around an orienteering course. <ul style="list-style-type: none"> <li>• To complete orienteering activities both as part of a team and independently.</li> <li>• To identify a key on a map and begin to use the information in activities.</li> <li>• To create a simple plan of an activity for others to follow.</li> <li>• To identify the quickest route to accurately navigate an orienteering course.</li> <li>• To communicate clearly and effectively with others.</li> <li>• To work effectively as part of a team.</li> <li>• To successfully use a map to complete an orienteering course.</li> <li>• To know how to use all the parts of a compass, walk along compass directions.</li> <li>• To read, follow and set a bearing.</li> </ul> </li> </ul>	<p><b>Young Olympians (Athletics)</b></p> <ul style="list-style-type: none"> <li>• To use correct technique to run at speed.</li> <li>• To develop the ability to run for distance.</li> <li>• To throw with accuracy and power.</li> <li>• To identify and apply techniques of relay running.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To learn how to use skills to improve the distance of a pull throw.</li> <li>• To demonstrate good techniques in a competitive situation.</li> <li>• To measure and record with accuracy.</li> </ul>
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6	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To identify and practise gymnastic shapes and balances.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To construct sequences using balancing and linking movements.</li> <li>• To counterbalance partners' weight in a variety of ways.</li> <li>• To perform 6to8 part floor sequence as individual, pair and small group.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions in a street dance style.</li> <li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>• To create a dance that represents a street dance style.</li> <li>• To create a dance as a group, using any street dance moves.</li> <li>• To create a dance as a group, using any street dance moves.</li> <li>• To perform and analyse own and others' performance.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• To swim 25+ metres using three different strokes on front and back.</li> <li>• To swim competently, confidently and efficiently at least 25 metres</li> <li>• To perform safe self-rescue in different water-based situations.</li> <li>• To explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</li> </ul>	<p><b>Invasion (Netball/Lacrosse/Tag Rugby)</b></p> <ul style="list-style-type: none"> <li>• To understand the basic rules of tag rugby.</li> <li>• To work as a team, using ball-handling skills.</li> <li>• To pass and carry a ball using balance and co-ordination.</li> <li>• To apply skills and rules learned to play a game of tag rugby.</li> <li>• To know and play different positional roles in relation to mini games.</li> <li>• To play in a mini tag-rugby competition.</li> </ul>	<p><b>Striking &amp; Fielding (Rounders/Cricket)</b></p> <ul style="list-style-type: none"> <li>• To throw and catch under pressure.</li> <li>• To use a range of throwing techniques.</li> <li>• To use fielding skills to stop the ball effectively.</li> <li>• To learn batting control.</li> <li>• To run between the wickets/posts strategically.</li> <li>• To learn the role of backstop/wicket keeper.</li> <li>• To play in a tournament and work as team, using tactics in order to beat another team.</li> <li>• To know and play different positional roles in relation to mini games.</li> </ul>	<p><b>Nimble Nets (Badminton)</b></p> <ul style="list-style-type: none"> <li>• To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</li> <li>• To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</li> <li>• Understand how to serve the shuttle in order to start the game.</li> <li>• Recognise the difference between the low serve and the high serve.</li> <li>• To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</li> <li>• To understand that the drop shot is an attacking shot, and why.</li> <li>• To know where the drop should be aimed for it to be most productive, and why.</li> <li>• To understand how to use different shots to outwit an opponent in a game.</li> <li>• To develop K&amp;U and principles within a doubles game, including tactics and strategies used.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>• To orientate themselves with confidence and accuracy around an orienteering course when under pressure.</li> <li>• To use navigation equipment (maps, compasses) to improve the trail.</li> <li>• To use clear communication to effectively complete a particular role in a team.</li> <li>• To use a range of map styles and make an informed decision on the most effective.</li> <li>• To choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow.</li> <li>• To identify the quickest route to accurately navigate an orienteering course.</li> <li>• To work effectively as part of a team, demonstrating leadership skills when necessary.</li> <li>• To successfully use a map to complete an orienteering course.</li> <li>• To know how to use all the parts of a compass, walk along compass directions.</li> </ul>	<p><b>Young Olympians (Athletics)</b></p> <ul style="list-style-type: none"> <li>• To investigate running styles and changes of speed.</li> <li>• To practice throwing with power and accuracy.</li> <li>• To throw safely and with understanding.</li> <li>• To demonstrate good running technique in a competitive situation.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To utilise all the skills learned in this unit in a competitive situation.</li> <li>• To measure and record with accuracy.</li> </ul>
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# Physical Education

## Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

# Subject content

## Key stage 1

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.

## Key stage 2

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.