

PE - PROGRESSION OF SKILLS

Intent

At Chew Stoke Church School it is our intent that all children will be ‘lifelong participants’ in sport, with the skills and abilities to apply their learning to a range of different sports or activities. As a school, we share the vision that Physical Education is not only important for children’s physical health but when experienced in a safe and secure environment it is essential to the development of children’s emotional wellbeing and mental health. We aim to make Physical Education enjoyable and accessible to all children regardless of ability and gender. At Chew Stoke Church School we aim to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sports and other physically-demanding activities. We do this through fully adhering to the aims of the national curriculum for physical education to ensure that all children:

• 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

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect.

Through enrichment activities, intra-school and inter-school competitions, we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with.

Our PE syllabus is based on the Early Years Framework and the National Curriculum with a clear progression structure from Reception to Year 6. This progression of skills has been planned in order to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum.

Additionally, an imperative element of the curriculum at Chew Stoke Church School shows a need for healthy life styles, a balanced diet, positive mind-set and the resilience to persevere.

We are passionate about the need to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Implementation

The PE curriculum is taught through the use of the BANES SSP Planning, which is in-line with the National Curriculum. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group.

Each class has access to two hours of high-quality physical activity every week. These are either taught by the class teacher or by HLTA’s who have received training and support. Chew Stoke Church School also uses organisations such as Bristol Sport Foundation and The School Sports Partnership to support and help run PE sessions. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice. Additional CPD courses specific to areas of development identified by staff are offered to staff through our SSP throughout the year.

Each lesson, children are given the opportunity to practice skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout, and across, the years, each time they are being built upon; allowing children to know more and remember more.

Both Fox (Years 4 and 5) and Badger Classes (Year 5 and 6) receive swimming lessons with the aim that by the end of Year 6 all children are able to swim a minimum of 25m unassisted. These lessons run throughout the Autumn Term, giving the children the opportunity to take part in other sports throughout the year too.

We offer a wide range of sporting lunchtime and after-school clubs (E.g. Climbing, sailing, skiing, netball, basketball, football, rugby, dance, hockey, multi-sports, cricket, athletics, orienteering, scooter) run by both teaching staff and outside agencies: Bristol Sport Foundation, All Aboard Watersports, Redpoint Climbing Centre, Mendip Activity Centre, South West Soccer Project and Matt Analts Basketball Coaching. These clubs provide children with access to a wide range of sporting activities. These activities are chosen by pupils through class votes and pupil voice to ensure the clubs are successful and popular.

Bristol Sport Foundation changes activities every half term to cater to a range of abilities and preferences. Clubs run every day except Friday and take place some lunchtimes and after school. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports. Children from all year groups are invited to take part in non-competitive events and festivals with other schools from the local and wider area to introduce them to a wider range of sports and skills. Opportunities are also offered to less active and SEND pupils to help instill a love of physical activity and an understanding of why PE is important for both our physical and mental health. These opportunities are offered through our links with Bristol Sport Foundation and the BANES SSP.

Impact

The impact of the PE curriculum is that the children will meet their age-appropriate skills in Physical Education and be able to transfer these skills into other sports and everyday activities. Bristol Sport Foundation lead

It is hoped that physical education will light a love of sport and physical activity, so that our children will engage in extra-curricular sporting opportunities provided by the school and local clubs and agencies. Children at Chew Stoke Church School are eager to attend after school clubs and competitive sports events. Clubs are well attended, sometimes with waiting lists and children are very enthusiastic about our variety of competitions and tournaments with the majority of children demonstrating the confidence to put themselves forward to take part. Through working closely with our past pupils and local secondary school we have discovered that the vast majority of children go on to participate in clubs or teams as they transition to KS3.

Through our Physical Education curriculum, we believe we equip children with skills in team building, promote physical and mental health and boost confidence and resilience.

As a result of our physical education curriculum, we are extremely proud to have been awarded the highest award available - Platinum in the School Games Mark recognising the high standard of our curriculum offer since the academic year 2017/18.

**Progression of skills within PE**

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| **Progression of skills: PHYSICAL EDUCATION** | | | | | | |
|  | **Year 1**  **(KS1 skills)** | **Year 2**  **(KS1 skills)** | **Year 3**  **(Lower KS2 skills)** | **Year 4**  **(Lower KS2 skills)** | **Year 5**  **(Upper KS2 skills)** | **Year 6**  **(Upper KS2 skills)** |
| **Dance** | Copies and explores basic movements and body patterns  Remembers simple movements and dance steps  Links movements to sounds and music.  Responds to a range of stimuli. | Copies and explores basic movements with clear control.  Varies levels and speed in sequence  Can vary the size of their body shapes  Add a change of direction to a sequence  Uses space well and negotiates space clearly.  Can describe a short dance using appropriate vocabulary.  Responds imaginatively to stimuli. | Beginning to improvise independently to create a simple dance.  Beginning to improvise with a partner to create a simple dance.  Translates ideas from stimuli into a movement with support.  Beginning to compare and adapt movements and motifs to create a larger sequence.  Uses simple dance vocabulary to compare and improve work. | Confidently improvises with a partner or on their own.  Beginning to create longer dance sequences in a larger group.  Demonstrating precision and some control in response to stimuli.  Beginning to vary dynamics and develop actions and motifs.  Demonstrates rhythm and spatial awareness.  Modifies parts of a sequence as a result of self-evaluation.  Uses simple dance vocabulary to compare and improve work. | Beginning to exaggerate dance movements and motifs (using expression when moving)  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  *e.g using various levels, ways of travelling and*  *motifs.*  Beginning to show a change of pace and timing in their movements.  Uses the space provided to his maximum potential.  Improvises with confidence, still demonstrating fluency across their sequence.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work. | Exaggerate dance movements and motifs (using expression when moving)  Performs with confidence, using a range of movement patterns.  Demonstrates a strong imagination when creating own dance sequences and motifs.  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  *e.g using various levels, ways of travelling and*  *motifs.*  Beginning to show a change of pace and timing in their movements.  Is able to move to the beat accurately in dance sequences.  Improvises with  confidence, still demonstrating fluency |

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|  |  |  |  |  |  | across their sequence.  Dances with fluency, linking all movements and ensuring they flow.  Demonstrates consistent precision when performing dance sequences.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work. |
| **Gym** | Copies and explores basic movements with some control and coordination.  Can perform different body shapes  Performs at different levels Can perform 2 footed jump Can use equipment safely  Balances with some control  Can link 2-3 simple movements | Explores and creates different pathways and patterns.  Uses equipment in a variety of ways to create a sequence  Link movements together to create a sequence | Applies compositional ideas independently and with others to create a sequence.  Copies, explores and remembers a variety of movements and uses these to create their own sequence.  Describes their own work using simple gym vocabulary.  Beginning to notice similarities and differences between sequences.  Uses turns whilst travelling in a variety of ways.  Beginning to show flexibility in movements  Beginning to develop good technique when travelling, balancing, using equipment etc | Links skills with control, technique, coordination and fluency.  Understands composition by performing more complex sequences.  Beginning to use gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Creates sequences using various body shapes and equipment.  Combines equipment with movement to create sequences. | Select and combine their skills, techniques and ideas.  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.  Draw on what they know about strategy, tactics and composition when performing and evaluating.  Analyse and comment on skills and techniques and how these are applied in their own and others' work.  Uses more complex gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Links skills with control, technique, coordination | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.  Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.  Adapts sequences to include a partner or a small group.  Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.  Draw on what they know  about strategy, tactics and composition when |

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|  |  |  |  |  | and fluency.  Understands composition by performing more complex sequences. | performing and evaluating.  Analyse and comment on skills and techniques and how these are applied in their own and others' work.  Uses more complex gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances. |
| **Games** | Can travel in a variety of ways including running and jumping.  Beginning to perform a range of throws.  Receives a ball with basic control  Beginning to develop hand-eye coordination  Participates in simple games | Confident to send the ball to others in a range of ways.  Beginning to apply and combine a variety of skills (to a game situation)  Develop strong spatial awareness.  Beginning to develop own games with peers.  Understand the importance of rules in games.  Develop simple tactics and use them appropriately.  Beginning to develop an understanding of attacking/ defending | Understands tactics and composition by starting to vary how they respond.  Vary skills, actions and ideas and link these in ways that suit the activity of the game.  Beginning to communicate with others during game situations.  Uses skills with co- ordination and control.  Develops own rules for new games.  Makes imaginative pathways using the equipment.  Works well in a group to develop various games.  Beginning to understand how to compete with each other in a controlled manner.  Beginning to select resources independently | Vary skills, actions and ideas and link these in ways that suit the activity of the game.  Shows confidence in using ball skills in various ways, and can link these together.  *e.g. dribbling, bouncing, kicking*  Uses skills with coordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Works well in a group to develop various games.  Compares and comments on skills to support the creation of new games. | Vary skills, actions and ideas and link these in ways that suit the activity of the game.  Shows confidence in using ball skills in various ways, and can link these together.  Uses skills with coordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Can make suggestions as to what resources can be used to differentiate a game.  Apply basic skills for attacking and defending.  Uses running, jumping, throwing and catching in | Vary skills, actions and ideas and link these in ways that suit the activity of the game.  Shows confidence in using ball skills in various ways, and can link these together effectively.  *e.g. dribbling, bouncing, kicking*  Keeps possession of balls during games situations.  Consistently uses skills with coordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Modifies competitive games.  Compares and comments |

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|  |  |  | to carry out different skills. | Can make suggestions as to what resources can be used to differentiate a game.  Apply basic skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and combination. | isolation and combination. | on skills to support the creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply knowledge of skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and in combination. |
| **Athletics** | Can run at different speeds.  Can jump from a standing position  Performs a variety of throws with basic control. | Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and coordination.  *preparation for shot put and javelin*  Can use equipment safely | Beginning to run at speeds appropriate for the distance.  *e.g. sprinting and cross country*  Can perform a running jump with some accuracy  Performs a variety of throws using a selection of equipment.  Can use equipment safely and with good control. | Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. | Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. | Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. |
| **Outdoor Adventurous Activities** | - | - | Develops listening skills.  Creates simple body shapes.  Listens to instructions from | Develops strong listening skills.  Uses simple maps. Beginning to think | Develops strong listening skills.  Uses and interprets simple maps. | Develops strong listening skills.  Uses and interprets simple maps. |

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|  |  |  | a partner/ adult.  Beginning to think activities through and problem solve.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. | activities through and problem solve.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. | Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. | Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe. |
| **Swimming** |  |  |  |  |  | Swims competently, confidently and proficiently over a distance of at least 25 metres  Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Performs safe self-rescue in different water-based situations. |
| **Evaluation** | Can comment on own and others performance  Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. | | Watches and describes performances accurately.  Beginning to think about how they can improve their own work.  Work with a partner or small group to improve their skills.  Make suggestions on how to improve their work, commenting on similarities and differences. | | Watches and describes performances accurately. Learn from others how they can improve their skills.  Comment on tactics and techniques to help improve performances.  Make suggestions on how to improve their work, commenting on similarities and differences. | |
| **Healthy Lifestyles** | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle. | | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down. | | Can describe the effect exercise has on the body  Can explain the importance of exercise and a healthy lifestyle.  Understands the need to warm up and cool down. | |