



Preesall Fleetwood's Charity CE School

Computing Progression Document

Our School Vision Statement

'You are the light of the world. A school built on a hill cannot be hidden.'
Matthew 5:14 (adapted)

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

Physical Education

In line with KLIPs Lancashire

Here at Preesall Fleetwood's Charity School we seek to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

We provide our children with opportunities to become physically confident in a way that promotes leading a healthy, active lifestyle. By providing opportunities to compete in sport and physical activities our children build character and develop personal traits such as respect and fairness.

Key Learning in Games		
Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
	Applying and Linking skills – (gym/dance)	Not Statutory at this stage
<p>Travelling</p> <ul style="list-style-type: none"> ▪ Running, hopping, skipping, galloping. ▪ Change direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. beanbag, ball, bat and ball. <p>Sending</p> <ul style="list-style-type: none"> ▪ Roll a ball underarm. ▪ Throw an object underarm (beanbag). ▪ Throw an object overarm (beanbag, ball). ▪ Kick a ball. ▪ Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). ▪ Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> ▪ Trap a ball with feet. ▪ Catching a ball. ▪ Catching a ball at different heights. 	<ul style="list-style-type: none"> ▪ Recognise and use space in a game. ▪ Understand the concept of aiming and the need for accuracy. ▪ Use a feint to try and win a net type game. ▪ Throw or hit an object into space to make it more difficult for their opponents. ▪ Invasion type game – understand to pass the ball to a person in space (Y2). ▪ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> ▪ But advisable in terms of supporting children’s learning. <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i> ▪ Copy actions and ideas and use the information they collect to improve their skills.

Key Learning in Dance type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Body Actions</p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - <i>waddle, slide</i></p> <p>Turn - <i>spin</i></p> <p>Gesture - <i>bob, flap</i></p> <p>Stillness - <i>freeze</i></p> <ul style="list-style-type: none"> ▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> ▪ Show and tell using body actions to explore moods, ideas and feelings. ▪ Vary speed, strength, energy and tension of their movements. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Choose movements to make own simple dance phrase with beginning, middle and ending. ▪ Practise and repeat these movements so they can be performed in a controlled way. ▪ Choose and link actions that express a mood, idea or feeling ▪ Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> ▪ Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i> ▪ Describe why they think particular actions have been chosen. ▪ Describe how a dance makes them feel.

Key Learning in Gymnastic type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling – feet</p> <ul style="list-style-type: none"> ▪ Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> ▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> ▪ Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> ▪ Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> ▪ 2 feet to 2 feet, 2 to 1 and 1 to 2. ▪ 2 feet to 2 feet for height with shape <p>Handle small and large apparatus</p> <ul style="list-style-type: none"> ▪ Mats, benches, tables. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i> ▪ To link “like” movements with a beginning, middle and end ▪ To copy a partner’s sequence. ▪ Remember and repeat simple linked sequences. ▪ Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i> ▪ Devise short sequence, clear begin, middle, and end. ▪ Adapt sequence to include partner or apparatus. ▪ Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> ▪ Observe and describe sequences using appropriate vocabulary. ▪ Observe and copy a partner’s sequence. ▪ Comment on one a sequence and say how to improve it.

Other Key Learning

- Knows the lesson begins with a warm up & ends with cool down.
- Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.
- Understand and describe changes to their heart rate when playing different type games.
- Recognise risks when handling and placing large apparatus.
- Begin to understand basic principles of working with a partner or group.
- Explain why running and playing games is good for them.

The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Year 3, 4, 5 & 6

Key Learning in Games		
Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball with/without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> Shoot and score accurately in a range of ways. Shot from a distance and from close range. <p>Net Wall Games</p> <ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. Keep a rally going that is not cooperative. <p>Striking Fielding Games</p>	<ul style="list-style-type: none"> Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. Choose when to pass or dribble, so they keep possession and make progress towards the goal. Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> Know how to mark and defend their goal(s). Ways of keeping the ball away from defenders. How to mark a player and space. Intercept and tackle to get the ball back. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. 	<ul style="list-style-type: none"> Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. Explain why a performance is good. Recognise and describe the best points in an individuals and a team's performance. Identify aspects of their own and others performances that needs improving.

<ul style="list-style-type: none">▪ Hit a ball off a tee.▪ Different ways of striking a ball using different equipment (e.g. rounders, cricket).▪ Catch a small ball with two hands.▪ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.▪ Bowl underarm and overarm with increasing accuracy and speed.▪ Retrieve, intercept and stop a ball when fielding.		
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Key Learning in Gymnastic Activities

Developing Skills	Linking Actions and Sequences of Movement	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Focus on developing quality of travelling actions both on feet and hands and feet. <p>Shape</p> <ul style="list-style-type: none"> As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched. <p>Balance</p> <ul style="list-style-type: none"> Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner. <p>Rolling</p> <ul style="list-style-type: none"> Focus on developing quality in all the different rolling actions from KS1. <p>Jumping</p> <ul style="list-style-type: none"> Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. Jump with shapes in the air. ½ turn jump. 	<ul style="list-style-type: none"> Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Gradually increase their length of sequence. Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner. Make up longer sequences and perform them with fluency and clarity of movement. Vary direction, levels and pathways to improve the look of a sequence. Use planned variations and contrasts in actions and speed in their sequences. Perform actions on the floor then from floor to apparatus, 	<ul style="list-style-type: none"> Explain the difference between two performances. Make simple assessments of performance based on simple criteria given by the teacher. Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. Suggest improvements to speed, direction and level in the composition. Watch performance and use criteria to make judgements and suggest improvements. Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.

Handle apparatus

- Use all actions above on the floor and over, through, across and along apparatus.
- Perform different combinations of actions and perform these with a change of speed, level or direction.
- Develop tension, extension and transfer of weight in their actions



Key Learning in Dance Type Activities

Composing	Performing	Appreciating
<ul style="list-style-type: none">▪ To create movement using a stimulus.▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.▪ To create and link dance phrases using a simple dance structure or motif.▪ To use simple choreographic principles to create motifs.▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles.▪ To explore, improvise and combine movement ideas fluently and effectively.	<ul style="list-style-type: none">▪ To perform dances expressively, using a range of performance skills.▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.▪ To perform more complex dance phrases that communicate character and narrative.▪ Perform in a whole class performance.	<ul style="list-style-type: none">▪ To talk about how they might improve their dances.▪ To describe and evaluate some of the compositional features. of dances performed with a partner and in a group.▪ To understand how a dance is formed and performed.▪ To evaluate, refine and develop their own and others' work.

Key Learning in OAA

Trails	Problem Solving	Orienteering
<ul style="list-style-type: none">▪ To improve communication skills.▪ To improve ability to work with and trust others.▪ To undertake an adventure trail to develop communication skills.▪ To work safely with a partner in an adventurous environment.▪ To complete a Trail within the school grounds.▪ To increase confidence in decision making.▪ To know how to use a control card.	<ul style="list-style-type: none">▪ Take part in outdoor and adventurous activity challenges▪ Develop communication and collaboration skills▪ Evaluate their own success▪ To take responsibility for self and others▪ Take part in activities that involve working with and trusting others▪ To work effectively as part of a team	<ul style="list-style-type: none">▪ Know some of the symbols on a orienteering map.▪ Know how set a map.▪ Know how to keep the map “set or “orientated” when they move around a simple course.▪ Know the eight points of a compass.▪ Record information accurately at the control marker.▪ Plan effectively to visit as many control markers in the time allowed.▪ To run safely with a map around a simple orienteering course.▪ Navigate to a control marker on a score event course.