

# Physical Education – Whole School Overview

## Flowery Field Primary School- PE Progression Map



### Nursery

Be increasingly independent as they get dressed and undressed

### Reception

Revise and refine the fundamental movement skills they have already acquired:

- rolling - crawling - walking - jumping - running - hopping - skipping – climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.

Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

### Level Expected at the end of EYFS

#### **ELG Gross Motor**

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.

### Key Stage 1 National Curriculum

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 National Curriculum

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.

### **Intent**

At Flowery Field we firmly believe that all children should experience high quality PE, Dance and School Sport. We offer a broad range of activities allowing children to be physically active, experience competition and understand how to lead and enjoy a healthy lifestyle. They should leave our school physically literate, confident young people with a life-long enjoyment and understanding of being active. We believe that P.E is a fundamental subject for developing both the physical body and emotional (life) skills too. This belief and ethos allows the school to shape our children into healthy, social and active young people. Our broad, dynamic and engaging PE curriculum builds the skills, knowledge and confidence of our pupils, which leads to lifelong participation. The P.E provision follows a Spiral Curriculum which develops mastery in skills allowing for revisiting prior learning and applying new knowledge linked to what is already known. The skills learnt are logically sequenced to build upon previous learning within and across the year group as pupils move through the school allowing a depth of learning key skills, knowledge and concepts.

### **Implementation**

All children have two hours of quality P.E and Dance with a qualified coach per week. Through these sessions children develop skills in: Agility, Balance and Coordination; Gymnastics; Orienteering; Invasion Games; Striking and Fielding ; Net and Wall.

All children have free access to before and afterschool clubs for Sport/Dance every school day.

All children have 13 weeks access to Forrest School Sessions delivered by a trained Practitioner.

All Y5 children have 3 terms of swimming lessons per year to enable them to achieve the National Curriculum Award.

All children take part in Intra School competition from KS1 and have access to Inter School competitive school sport from KS2 in partnership with Hyde School Sports, Tameside School Sport Partnership and The F.A., M.U.F.C and M.C.F.C.

Children have access to sporting equipment at break times and Midday Supervision Staff are trained to lead active games with them.

## Impact

The sports team, which comprises a member from each phase, will monitor the study of PE and Dance (as part of the school's monitoring cycle) using a range of strategies. Lesson walkthroughs and pupil voice. The team will look for evidence of the progressions below and reference them with the objectives for the year group. These are then matched to ensure complete coverage.

<u>KS1</u>	<u>Hour</u>	<u>Autumn 1</u>		<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>R</u>	1	<u>Agility, Balance, Coordination</u>  Fundamental Movement Skills/SAQ (Speed, Agility, Quickness) Running, jumping, hopping		<u>Gymnastics</u>  Developing FMS through Gymnastic Activities. Climbing, Rolling, Jumping,	<u>Skill development</u>  Developing gross/fine motor skills using small/large equipment.	<u>FMS</u>  Multi-Sport Activities. Running, jumping, hopping, catching, throwing, balance, control,	<u>Ball Skills</u>  Developing catching and throwing, introduction to sports.	<u>FMS</u>  Multi-Sport Activities. Running, jumping, hopping, catching, throwing, balance, control,
	2	<u>Dance</u>		<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	<u>Dance</u>
	1	<u>Fundamental Movement Skills/SAQ</u> Running,		<u>Gymnastics</u>  Balance/ agility /	<u>(Orienteering In Forest School)</u>	<u>FMS</u>  Multi-Sport Activities.	<u>Ball Skills</u>  Developing catching and	<u>FMS</u>  Developing travelling and

<u>1</u>		hopping, skipping, jumping, underarm throw, overarm throw, rolling a ball, bouncing a ball, kicking		Jumping, Balancing, Travelling.	<u>Ball Skills</u> throwing, catching, striking, fielding and simple principles of attack and evaluating tactics.	Running, jumping, hopping, catching, throwing, balance, control,	throwing and team building skills through Games activities.	sending skills, body actions and movement patterns through Athletics and Dance activities
	2	Dance		Dance	Dance	Dance	Dance	Dance
<u>2</u>	1	<u>FMS</u> Developing FMS of running, dodging, catching and striking		<u>Gymnastics</u> Combing gymnastics skills previously learnt into complex movements.	<u>FMS Revisit</u> Running fast, hopping, skipping, jumping, underarm throw, overarm throw, rolling a ball, bouncing a ball, kicking a ball, catching	<u>Ball Skills</u> Developing travelling, sending, receiving, attacking and defending strategies through Games activities.	<u>FMS - Athletics</u> Developing running, throwing, jumping and catching skills through Athletics activities.	<u>FMS Striking and Fielding</u> Developing travelling, sending, receiving skills and attacking and defending strategies through Athletics and Games activities.
	2	Dance		Dance	Dance	Dance	Dance	Dance

<b><u>KS2</u></b>	<b>Hour</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>3</u></b>	1	<u><b>Agility, Balance, Coordination</b></u>  Developing FMS further using SAQ Activities. Developing sending/receiving and simple attacking skills through uneven sides (3v1, 4v2)	<u><b>Gymnastics</b></u> Balance/ agility Shapes, movement and rolls	<u><b>Orienteering (how to read a map)</b></u>  <b>Developing orienteering and problem-solving skills through OAA.</b>	<u><b>Basketball/Invasion</b></u> Passing, shooting, dribbling  Developing sending/receiving skills and simple attacking/defending strategies through Invasion Games activities.	<u><b>Striking/fielding games</b></u> Hit a ball into space <u><b>Ball Skills</b></u> Throwing, catching, rolling. One hand passing, catching, blocking.	<u><b>Net and wall</b></u> Directing the ball  <u><b>Athletics</b></u> Agility, Balance, Coordination revision using SAQ.
	2	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>	<b>Dance</b>
<b><u>4</u></b>	1	<u><b>Agility, Balance, Coordination</b></u>  Developing FMS further using SAQ Activities. Developing sending/receiving, dribbling, shooting	<u><b>Gymnastics</b></u> Balance/ agility Shapes, movement and rolls. Developing sequencing and	<u><b>Orienteering (how to read a map)</b></u>  <b>Developing orienteering and problem-solving skills</b>	<u><b>Basketball/Invasion</b></u> Passing, shooting, dribbling  <u><b>Handball/Invasion</b></u> Tactics and Teamwork	<u><b>Striking/fielding games</b></u> Modified competitive games <u><b>Ball Skills</b></u> Throwing, catching, rolling.	<u><b>Net and wall</b></u> Directing the ball  <u><b>Athletics</b></u> Agility, Balance, Coordination revision using SAQ.

		and simple attacking/defending skills through uneven sides (3v1, 4v2, 5v3)	movement skills.	through OAA. Working in unfamiliar locations.		Passing/catching on the move.	
	2	Dance	Dance	Dance	Dance	Dance	Dance
5	1	<b><u>Agility, Balance, Coordination</u></b> Developing FMS further using SAQ Activities. Developing sending/receiving, dribbling, shooting and attacking/defending principles.	<b><u>Gymnastics</u></b> Balance/ agility / Sequencing (different levels), introduction of higher level equipment and using mobile equipment.	<b>(Orienteering In Forest School)</b>  <b><u>Ball Skills</u></b> throwing, catching, striking, fielding and simple principles of attack and evaluating tactics.	<b>Basketball / Invasion games</b> Support play and formations  <b>Handball / Invasion games</b> Hand eye coordination	<b>Striking and fielding</b> Skill specific Striking techniques Blocking the ball. Throwing and catching under pressure.	<b>Net and wall Games</b> Knowing positions. Developing consistency in forearm/backhand shots  <b>Athletics</b> Agility, Balance, Coordination
	2	Dance	Dance	Dance	Dance	Dance	Dance
6	1	<b>Athletics</b> Agility, Balance, Coordination Developing FMS further using SAQ Activities. <b>Basketball/Invasion games</b> Developing sending/receiving, dribbling, shooting	<b>Gymnastics</b> Group Balances & Complex Sequence Building	<b>(Orienteering In Forest School)</b>  <b><u>Ball Skills</u></b> throwing, catching, striking, fielding and simple principles of attack and	<b>Basketball / Invasion games</b> Support play and formations  <b>Handball / Invasion games</b> Tactics and Game Play	<b>Striking and fielding</b> Competing. Revision of striking, throwing and catching techniques. Tactical play and analysis.	<b>Net and wall</b> Developing shooting skills  <b>Athletics</b> Technical development Understanding of physical movement

		and attacking/defending skills in SSG.		evaluating tactics.			
	2	Dance	Dance	Dance	Dance	Dance	Dance

Acquiring and developing skills

**Pupils should be taught to:**

- A – Consolidate their existing skills and gain new ones.
- B – Perform actions and skills with more consistent control and quality.

**Knowledge and understanding of fitness and health**

4 Pupils should be taught:

- A - How exercise affects the body in the short term
- B - To warm up and prepare appropriately for different activities
- C - Why physical activity is good for their health and well-being
- D - Why wearing appropriate clothing and being hygienic is good for their health and safety

**Selecting and applying skills, tactics and compositional ideas**

2 Pupils should be taught to:

- A - Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- B - Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- C - Apply rules and conventions for different activities.

**5 During the key stages, pupils should be taught the Knowledge, skills and understanding through five areas of activity:**

- A- Dance activities
- B - Games activities
- C - Gymnastic activities
- Two activity areas from:
- D - Swimming activities and water safety
- E - Athletic activities
- F - Outdoor and adventurous activities.

**Evaluating and improving performance**

3 Pupils should be taught to:

- A - Identify what makes a performance effective
- B - Suggest improvements based on this information.