



Mountford Manor

Curriculum Policy

Physical Education (PE)

“It's not all been rosy; I've had difficult situations where I've failed. But when you fail you learn a lot about yourself and come back stronger. The message is: life need not have limits. Having an opportunity in life is important but what defines you is what you do with that opportunity.”

Richard Whitehead

Whole School Curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated** Learners
- Seek **Meaningful** futures
- Become **Proud** citizens

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities and experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our PE Curriculum

Golden Thread	How this is embedded in PE
Embed Values	Through learning new skills in PE, children develop their resilience and perseverance. During competition both in and out of school; children build their understanding of what it means to work as a team developing cooperation; fairness and respect. Through sport, we encourage children to challenge stereotypes including disabilities, race and gender and offer them the opportunity to learn about both male and female sportspeople from a range of sports and activities.
Develop Oracy Skills	In each unit of work, children are exposed to a range of specific (PE) vocabulary which enables them to describe, discuss and debate different physical, cognitive and PE specific processes. Children are supported in oracy skills by providing them with effective language experiences through the promotion of specialist and technical vocabulary, questioning, feedback on performance, group work and other aspects of co-operative learning.
Cultivating a culture of readers	Where possible, children's PE unit has links to and/or is inspired by a key text and/or theme.
Giving exposure to real life opportunities and experiences	In each unit of work, children are exposed to a range of experiences such as visiting local sporting venues. Furthermore, they are provided with the opportunity to experience a variety of specialist after school sports clubs, in-school sports clubs (e.g ice skating) and interschool sporting competitions. They also have the opportunity to speak to guest speakers to further enhance aspirations. Children are made aware of the different types of careers and opportunities the world of

	sport brings. Work is celebrated with various stakeholders (including) parents and opportunities are planned so that children can share what they are learning with others at home.
Encourage curiosity	By learning about and practicing new sports, the children build upon their skills as sportspeople. We seek to ignite excitement about sport and fitness and encourage children to seek opportunities to play and participate in sport away from school.

PE Curriculum intent.

The Intent of the PE Curriculum at Mountford Manor is to offer a high-quality education which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. PE at Mountford Manor also provides opportunities to compete in sport and other activities which builds character and helps to embed values such as fairness and respect.

Aims and Objectives:

The PE curriculum at Mountford Manor 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

Curriculum Map (Progression and sequencing):

EYFS – Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity⁶, and to make healthy choices in relation to food

Moving and handling	Health and self-care
<ul style="list-style-type: none"> • children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment and tools effectively, including pencils for writing 	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

For information around the mapping of when each unit is covered across the school and within the year group please refer to the whole school PE curriculum Map.

PE Curriculum Map						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
First PE	Dance	Dance	Dance	Dance	Dance	Dance
Superhero Dance	Multi Skills	Multi Skills	Multi Skills	Multi Skills	Multi Skills	Multi Skills
Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Enjoy-a-ball (EY)	BALL GAMES	Ball Games KS1 Y1-2	Quicksticks	Quicksticks	Quicksticks	Quicksticks
Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Multi Skills	Fitness	Fitness	Football	Football	Football	Football
Mini Muay Thai Early Years	Dodgeball	Dodgeball	Dodgeball	Dodgeball	Dodgeball	Dodgeball
Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Fairy Tale (EY)	Mini Muay Thai Yr 1/2	Mini Muay Thai Yr 1/2	Tennis	Tennis	Tennis	Tennis
Football Fundamentals (EY)	Football Fundamentals KS1 Y1-2	Football Fundamentals KS1 Y1-2	Netball	Netball	Netball	Netball
Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Tennis	Kwik Cricket	Kwik Cricket	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
Outdoor adventure	Space Dance	Space Dance	Basketball KS2 Y3-4	Basketball KS2 Y3-4	Basketball KS2 Y5-6	Basketball KS2 Y5-6
Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
Olympic Dance (Yr EY)	Outdoor adventure	OAA	Outdoor adventure	Outdoor adventure	Outdoor adventure	OAA

Gymnastics- Progression of Key Skills

Reception	Year 1	Year 2
<p>Can experiment with different space shapes</p> <p>Experiment with different jumps</p> <p>Experiment with different ways of rolling in small shape (moon roll)</p> <p>Experiment with a rocket roll</p> <p>Moving along the floor in different ways like aliens sliding, rolling, stretching etc</p> <p>Show a start shape, rocket roll and finishing shape (beginning of a sequence)</p>	<p>Can perform shapes</p> <p>Perform basic space jump (rocket jump)</p> <p>Perform a moon rock and a moon roll</p> <p>Perform a rocket roll with pointed toes</p> <p>Perform a bunny hop- hands first then feet</p> <p>Perform a basic sequence (roll and a jump)</p>	<p>Can perform shapes with a strong body and control</p> <p>Perform jumps (rocket, star, moon jump) with control and a strong body</p> <p>Perform a moon rock, moon roll and forward roll</p> <p>Perform a rocket roll and extend to a dish/saucer roll</p> <p>Perform a bunny hop – hands flat with straight arms</p> <p>Perform a sequence – (roll, jump and balance)</p>

Year 3	Year 4	Year 5	Yr 6
<p>Can perform a variety of shapes with good control</p> <p>Perform a rocket jump with a half turn</p> <p>Teddy bear roll</p> <p>Perform matching and mirroring balances</p> <p>Perform a bunny hop across a mat run and onto/across low benches and apparatus</p> <p>Hopscotch on throw down feet</p> <p>Perform a short sequence on mats</p>	<p>Can perform a variety of shapes with good control when performing various skills</p> <p>Perform a rocket jump with a ¼ and full turn with pointed toes</p> <p>Teddy bear roll with a partner/group in sequence with pointed toes</p> <p>Perform matching and mirroring balance routines on apparatus</p> <p>Perform a bunny hop onto variety of apparatus with control</p> <p>Hopscotch across the floor to develop hurdle step</p> <p>Perform a short sequence on mats showing levels, control and pointed toes</p>	<p>Can perform complex shapes with control and some flexibility</p> <p>Perform more complex jumps, tuck, pike and begin leaps</p> <p>Side star roll and T-roll</p> <p>Perform point and patch balances</p> <p>Perform a 'squat on and squat off' on various apparatus</p> <p>To perform a hurdle step on the floor/springboard</p> <p>Link and sequence actions.</p> <p>Co-operate, communicate and collaborate with others.</p>	<p>Can perform complex shapes when performing Sequences and skills with flexibility</p> <p>Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap</p> <p>Side star roll, T-roll (with pointed toes), backwards roll</p> <p>Perform more complex point and patches balances in a sequence on apparatus</p> <p>Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)</p> <p>Perform a hurdle step on the floor/springboard and onto low apparatus</p> <p>Compete in teams to win points with sequences and a vault competitions</p>

Multi-Skills- Progression of Key Skills

Reception	Year 1	Year 2
<p>Experiment with different ways of balancing</p> <p>Experiment with different ways of moving (agility)</p> <p>Experiment with different ways of throwing a moving ball with different body parts (co-ordination)</p> <p>Working with friends in a team – taking turns</p>	<p>Balance on lines with control and use equipment to balance on various parts of body</p> <p>Changing direction quickly with some control (agility)</p> <p>Co-ordinating body whilst beginning to move with equipment</p> <p>Co-operate, compete and challenge themselves as a team in various games</p>	<p>Balance on low apparatus with good control</p> <p>Changing direction quickly with good balance and control (agility)</p> <p>Co-ordinating body whilst beginning to move at different speeds with various equipment</p> <p>Compete challenges in a team in various running/obstacle games and working together to improve team performance</p>

Year 3	Year 4	Year 5	Yr 6
<p>Balancing on various body parts while moving</p> <p>Agility focus -changing direction at speed</p> <p>Co-ordinate body to perform a combination of movements</p> <p>Complete a variety of fitness test successfully and get a personal best</p>	<p>Balancing confidently using various equipment and body parts</p> <p>Agility focus - changing direction at speed with good technique</p> <p>Co-ordinate body efficiently to perform combination of movements or actions</p> <p>Complete a variety of fitness tests confidently and achieve a number of personal bests</p>	<p>In combination with different skills can balance equipment while moving and co-ordinating another body action</p> <p>Agility focus – change direction quickly and efficiently with equipment</p> <p>Co-ordinate using both sides of the body</p> <p>Test and measure balance agility and co-ordination confidently and accurately. Can compare their performances with previous ones and a strive to achieve a personal best</p>	<p>Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately</p> <p>Agility focus – can change direction at speed with balance and control whilst using various equipment</p> <p>Co-ordinate using both sides of the body with fluency to perform combination of movements or actions</p> <p>Complete each test with fluency and accurately measure and record. Evaluate previous performance levels and demonstrate improvements to achieve their personal best</p>

Tennis- Progression of Key Skills (Net/Wall Games)

Reception-(through into first PE unit)	Year 1	Year 2
<p>Throw and catch to self with a soft ball and attempt to bounce catch to self</p> <p>Balance an object e.g. beanbag on racket</p> <p>Hand eye co-ordination passing ball to a partner</p> <p>Move on the floor ball with hand in a variety of ways</p> <p>Push the ball with throw down strips to develop hand eye co-ordination</p>	<p>Throwing and catching a small ball with control and bounce catch to self and partner</p> <p>Balance a ball on racket</p> <p>Racket familiarisation- moving ball with racket in forehand position</p> <p>Racket Familiarisation – moving a ball in backhand position</p> <p>Tap up tennis to self keeping control</p>	<p>Throw and catch from one hand to the other and bounce catch into a target with a partner</p> <p>Balance a ball on racket with control</p> <p>Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving</p> <p>Racket Familiarisation – moving a ball in backhand position whilst moving</p> <p>Tap up tennis with a partner to keep control of the ball</p>

Year 3	Year 4	Year 5	Yr 6
<p>Move to catch a ball</p> <p>Control a ball on racket when moving</p> <p>Hit ball across the floor with forehand position</p> <p>Hit the ball across the floor using back hand position</p> <p>Hit a ball into a target (with one bounce)</p>	<p>Move with balance and control to catch a ball</p> <p>Hit/bounce ball on racket when moving</p> <p>Hit ball in forehand position with drop feed</p> <p>Hit a ball in backhand position with a dropfeed</p> <p>Hit a ball into a target from a variety of distances with no bounce</p>	<p>Move to hit a ball with some control</p> <p>Hit/ bounce a ball with control when moving</p> <p>Moving into position to hit a ball with forehand in skills practice and game</p> <p>Moving into position to hit a ball with backhand in skill practice and game</p> <p>Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target.</p>	<p>Move in a variety of directions when hitting a ball</p> <p>Hit/bounce ball to a partner with control</p> <p>Move to hit a ball in game in forehand position</p> <p>Move into position to hit a ball with backhand. Begin to choose which shot it best in a game.</p> <p>Serve diagonally under/overarm in a game of mini tennis</p>

Athletics- Progression of Key Skills

Reception-(through into first PE unit)	Year 1- (through ball skills unit)	Year 2-- (through ball skills unit)
<p>Marching/running for co-ordination</p> <p>Experiment with different ways of throwing under/overarm</p> <p>Experiment with different ways of jumping- measuring with various objects</p> <p>Working with friends in a team – taking turns</p>	<p>Running pumping arms at various speeds</p> <p>Throw a variety of objects with some accuracy</p> <p>Jumping bending knees and pushing off – being competitive to improve distance as a pair</p> <p>Co-operate and compete in a team in various running games</p>	<p>Using arms and keeping head still when exploring running patterns</p> <p>Throw in correct stance 'Usain Bolt position'</p> <p>Use arms to improve jumping technique – beating their own score</p> <p>Compete in a team in various running/obstacle games and working together to improve team performance</p>

Year 3	Year 4	Year 5	Yr 6
<p>Begin to perform 'FAST' technique</p> <p>Throw a javelin/vortex using correct stance rotating hips forward</p> <p>Perform a hop, step and jump (standing triple jump) in isolation and in combination</p> <p>In warm ups develop running for distance</p> <p>Develop relay change over techniques</p> <p>Run and take off over obstacles at some speed</p>	<p>Perform 'FAST' technique confidently when sprinting</p> <p>Throw a javelin/vortex with height and distance</p> <p>Perform a hop, step and jump (standing triple jump)</p> <p>In warm ups develop running for distance increasing each lesson</p> <p>Pass a relay baton with control with a partner in adapted games</p> <p>Run and jump over hurdles with some speed and control</p>	<p>React quickly and accelerate over short distances</p> <p>Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance</p> <p>Perform a variety of jumps (Long jump and triple jump) and measure for distance</p> <p>Develop pace when running longer distance</p> <p>Pass a relay baton with control and timing in a pairs change over</p>	<p>Accelerate quickly with speed and control in movement – timed/competitive races</p> <p>Throw a javelin/vortex /shot put safely with accuracy and power.</p> <p>Perform a jump for distance varying techniques to improve performance</p> <p>In a competitive game and begin to hit/place a ball into a space</p> <p>Develop long distance running- learning to pace and show good technique</p> <p>Pass a relay baton in competitive situations (timed)</p>

Kwik Cricket- Progression of Key Skills (Striking and Fielding)

Reception-(through intro first PE unit)	Year 1- (through kwik cricket unit)	Year 2-- (through kwik cricket unit))
Rolling and stopping a ball sitting down and standing up Move with different objects in their hands Passing an object to another child	Rolling and stopping a ball with one/two hands Throw and catch a ball with some control Bowl underarm towards a target	Roll and stop a ball with control/accuracy Throw underarm with some accuracy and catch a ball Bowl underarm towards a target with control and accuracy
Pushing a ball away from body with hands	Hit a ball off a tee using various bats	Begin to hold the bat in correct position and hit a ball off a tee
Push ball with throw down strips to develop hand eye co-ordination	Play a modified game hitting off a tee	Play a modified game encouraging teamwork when fielding

Year 3	Year 4	Year 5	Yr 6
Roll the ball with one hand and stop the ball attempting Long barrier method Throw and catch underarm with both hands (in isolation)	Roll the ball with one hand and stop the ball from different directions using Long barrier method Throw and catch under pressure in modified games	Begin to use fielding techniques with throwing and stopping and scooping up the ball Throwing over/underarm and catching over various distances	Positioning in a modified game to field a ball (both throwing and stopping it)
Bowl at a wicket underarm and attempt overarm	Bowl at a wicket underarm/overarm with accuracy and control	Bowl attempting to hit the wicket using under/overarm	Making correct decisions with the type of throw to use in modified game. Move body into a position to catch the ball Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket
Control with a bat (holding it correctly) hitting a ball off a tee and whilst moving	Hit a drop fed ball and/or moving ball with a bat	Hit a moving ball with control and some distance	In a competitive game begin to tactically hit/place a ball into a space
Play a modified game using fielding and batting skills	Play a game communicating as a team	Communicate and collaborate as team to beat an opponent	Use a variety of tactics to attack and defend in a game of quick cricket

Dance - Progression of Key Skills

Reception	Year 1	Year 2
Moving in time to happy and sad music	Listen to the music and begin to move in time to it	Move in time to the music showing some expression
Experiment with different ways of moving	Perform basic dance movements	Perform dance movements with control
Experiment with actions at different levels	Perform dance movements showing some levels	Perform dance movements showing a variety of levels
Moving around as different characters or animals to the music	Perform basic dance travelling movements e.g. stepping, skipping, jumping	Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing
	Perform simple dance moves with some control	Remember simple dance steps perform with control in time to the music

Year 3	Year 4	Year 5	Yr 6
Collaborate to make a dance warm up	Cooperate to make a dance warm up and take on a leadership role	Co-operate and collaborate to create a warm up displaying a variety of movement patterns	Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing
Use a stimulus to create a dance	Respond imaginatively to a stimulus	I can translate ideas from a stimulus showing control and fluency	I can translate ideas from a stimulus into movement showing expression, precision, control and fluency
Dance in unison with a partner	Dance in unison with a partner/group Performing a range of movement patterns	Dance in unison in a group keeping in time with each other	Dance in unison in a group showing good timing, energy and strength
Perform canon with a group	Perform canon showing a range of movement patterns	Dance in canon showing good timing	Dance in canon in a group showing good timing, energy and strength
Use some different levels and pathways	Perform a variety of levels and pathways in a dance	Perform using a variety of levels and using the space	Use levels, travelling and space with timing and musicality

Football- Progression of Key Skills (Invasion Games)

Reception (through multi skills unit)	Year 1- (through ball skills unit)	Year 2 (through ball skills unit)
<p>Explore stopping a ball with different parts of the body</p> <p>Experiment kicking the ball with feet to a partner</p> <p>Move a bean bag on the floor using inside of foot</p> <p>Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space)</p> <p>Passing with a partner and counting to 5 and 10</p>	<p>Stopping a ball with the inside of feet</p> <p>Pass the ball beginning to use inside of feet "toe, toe, toe, no, no, no!"</p> <p>Dribble the ball with the inside of feet</p> <p>Follow my leader – trying to stay near their partner</p> <p>Scoring point in a variety of ways in adapted games</p>	<p>Stopping a ball with the sole and inside of feet</p> <p>Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy</p> <p>Dribble the ball with the inside of feet keeping the ball close to their body</p> <p>Tag game– trying to catch their partner</p> <p>Scoring in a variety of ways and begin to use scoring techniques game situations</p>

Year 3	Year 4	Year 5	Yr 6
<p>Control a ball using inside, outside and sole of feet</p> <p>Pass the ball with inside of feet with accuracy</p> <p>Dribble the ball beginning to turn with some control (inside and outside hook)</p> <p>Begin to defend making a standing tackle in a 1v1</p> <p>Kick a ball stationary past a goal keeper</p> <p>Embracing rules and playing fairly</p>	<p>Move body to correct position to stop and control a ball</p> <p>Pass the ball with inside of feet whilst on the move</p> <p>Dribble the ball using inside, outside hook and drag back beginning to accelerate</p> <p>Begin to defend making a standing tackle or intercept a pass</p> <p>Kick a ball whilst moving past a goal keeper with some accuracy</p> <p>Inspire others with fair play and being gracious in victory and defeat</p>	<p>Control the ball using either foot when moving</p> <p>Pass the ball with inside, front or laces on the foot</p> <p>Dribble the ball using various turns beginning to accelerate past an opponent</p> <p>Show good body position to defend and press in a 2v2 game</p> <p>Scoring using top of foot (laces)- aiming for corners of the goal</p> <p>Begin to communicate with team to develop tactics for attacking and defending</p>	<p>Move into space to receive the ball and control with either foot in a game</p> <p>Select the correct pass for various distances in a game situation</p> <p>Dribble the ball in a game situation around a defender</p> <p>Communicate with team when defending in a game -making interceptions, cover space</p> <p>To work as a team to score, shooting from various angles</p> <p>Communicate with team evaluate and recognise success to help improve individual and team performance</p>

Quicksticks Hockey- Progression of Key Skills

Year 3	Year 4	Year 5	Yr 6
<p>Dribble the ball holding the stick in correct position</p> <p>Perform a pass at a short distance and receive the ball with some control</p> <p>Pass the ball over a longer distance</p> <p>Begin to tackle a player safely</p> <p>Can occasionally score whilst the ball is stationary</p> <p>Embracing rules and playing fairly</p>	<p>Dribble the ball the ball with control</p> <p>Perform a short pass and begin to move into a space and receive the ball with some control</p> <p>Pass the ball over a longer distance with accuracy and power</p> <p>Tackle a player using correct grip</p> <p>Can occasionally score whilst the ball is moving</p> <p>Inspire others with fair play and being gracious in victory and defeat</p>	<p>Dribbling the ball in different directions keeping head up</p> <p>Perform a pass with control, accuracy and with movement into a space</p> <p>Pass the ball over a variety of distances with some accuracy and power in a game situation</p> <p>I can begin to defend against an opponent in a game situation</p> <p>Can hit a moving ball with some accuracy and control into a goal</p> <p>Begin to communicate with team to develop tactics for attacking and defending</p>	<p>Dribble the ball at various speeds- both in isolation and a game situation</p> <p>Pass and move into a space with accuracy, control and speed (in isolation/game situation)</p> <p>I can start to pass the ball over a variety of distances in attacking or defensive situations</p> <p>Begin to defend as an individual and communicate to defend as a team (marking and tackling)</p> <p>I can hit a moving ball into a goal from different angles and sometimes with different levels of power.</p> <p>Communicate with team evaluate and recognise success to help improve individual and team performance</p>

Netball - Progression of Key Skills (Invasion Games)

Reception-(through intro first PE unit)	Year 1- (through ball skills unit)	Year 2 (through ball skills unit)
<p>Throw to self, catching a soft ball/balloon Experiment with rolling the ball, throw and catch to self and to a partner (hand eye coordination)</p> <p>Moving around at speed and changing direction</p> <p>Fun games encouraging throwing and catching different types of balls</p> <p>Passing with a partner and counting to 5 and 10</p>	<p>Catch a soft ball safely</p> <p>Pass the soft ball from chest – 'W' shape when passing and receiving.</p> <p>Small sided games (super hero ball) 3v3 introducing passing and receiving a ball</p> <p>Play an adapted superhero game and introduces rules</p> <p>Scoring in a variety of ways</p>	<p>Catch a ball in an adapted game</p> <p>Bounce pass from a short distance to a partner.</p> <p>Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game</p> <p>Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.</p> <p>Scoring in a variety of ways and begin to use in a game situation</p>

Year 3	Year 4	Year 5	Yr 6
<p>Pass and receive a netball safely (chest and bounce pass)</p> <p>Perform a stride stop in netball</p> <p>Perform a jump stop in netball</p> <p>Perform a dodge in netball to get into a space</p> <p>Marking a player keeping on the balls of your feet</p> <p>Shooting the ball high and bending knees</p> <p>Introduce high fives game or an adapted game</p>	<p>Pass and receive stepping into the pass (chest, bounce and shoulder pass)</p> <p>Perform a stride stop with a pivot</p> <p>Perform a jump top with a pivot</p> <p>Perform two different dodges (Drive and the dodge)</p> <p>Marking a player standing side on sticking to player</p> <p>Shooting- bend knees and place hand under the ball to shoot</p> <p>Begin to understand the positions in a high five game</p>	<p>Pass and move (chest, shoulder and bounce)</p> <p>Receive the ball on the move and perform the correct footwork (stride stop,)</p> <p>Receive the ball on the move and perform the correct footwork (jump stop)</p> <p>Perform three different dodges (Drive dodge and double dodge) and receive a ball</p> <p>To defend a player and attempt to intercept a pass</p> <p>Flick my wrist to shoot into a goal</p> <p>Know where the positions are on a netball court</p>	<p>Perform a variety of passes within a game with precision and control</p> <p>Perform correct footwork in a game (stride stop with a pivot)</p> <p>Perform correct footwork in a game (jump stop with a pivot)</p> <p>Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation</p> <p>To defend a player during a game to intercept the ball</p> <p>Shoot into a goal and attempt to get the rebound if missed.</p> <p>Rotate into different positions on the court.</p>

Rugby- Progression of Key Skills (Invasion Games)

Reception-(through intro first PE unit)	Year 1- (through ball skills unit)	Year 2-- (through ball skills unit)
<p>Follow a partner to steal their bib</p> <p>Move with different objects in their hands</p> <p>Passing an object to another child</p> <p>Moving around in a space in different ways</p> <p>Scoring points with beanbag treasure in a simple hoop invasion game.</p>	<p>Play a simple game of tag</p> <p>Move with control with the ball in their hands at chest height</p> <p>Hand over the Rugby ball sideways</p> <p>Attempt to get past a defender</p> <p>Scoring a try in a modified drill using correct technique- stay on feet using 2 hands</p>	<p>Play a tag game whilst moving at speed</p> <p>Move with the ball holding it with hands - in 'W' shape at chest height</p> <p>Pass the ball sideways- with smile technique</p> <p>Dodge around a defender in small area</p> <p>Scoring a try in a 2v2 game in the end zone</p>

Year 3	Year 4	Year 5	Yr 6
<p>Tag a player in isolation using the tag belts</p> <p>Move with a ball in their hand using correct position 'dirty fingers clean palms'</p> <p>Pass the ball backwards and sideways in isolation</p> <p>Move into a space to avoid a defender through dodging techniques</p> <p>Beat a defender to score a try</p>	<p>Tag a player whilst moving using tag belts</p> <p>Move with control in a variety of directions holding the ball in the correct position.</p> <p>Pass the ball backwards/ sideways with control whilst moving</p> <p>Use speed and space to avoid a passive defender</p> <p>Beat a defender at speed to score a try</p>	<p>Tag more than one player using either hand whilst moving with tag belts</p> <p>Choose different pathways to move with a ball in hands against a defender</p> <p>Pass and receive the ball in a game situation</p> <p>Use speed and space to avoid an active defender</p> <p>In a game situation beat defenders to score a try</p>	<p>Tag a player using either hand when moving at full speed in a game situation</p> <p>Dodge around a defender at speed with a ball in hands avoiding being tagged</p> <p>Pass and receive the ball when in a pressurised modified game situation</p> <p>Play modified competitive games avoiding defenders</p> <p>Work as a team in a game situation to score a try</p>

The Teaching and Learning of PE

At Mountford Manor, we approach teaching and learning of PE through 6 Key Principles.

These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

2.EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)

2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)

3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:

- a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
- b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
- c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures**. For example: write an essay, show them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.

2. Deconstruct expert examples and use worked examples – have an excellent finished product and share it, discuss why it is good.

4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate ‘intelligent’ practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.
 - a. Guide student practice (Rosenshine, 2012)
 - b. Require and monitor independent practice (Rosenshine, 2012)

5.FEEDBACK

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two-way process and the teacher should use the students’ feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by ‘learning how to learn’. Students need to be engaged in their own learning, be part of the creation of their ‘next steps’ and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

6.QUESTIONING

Some questions can be planned for, but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.
 - a. Ask a large number of questions and check the responses of all students,
 - b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

Inclusion and the PE Curriculum

When teaching at Mountford Manor, staff are aware of children’s individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor’ SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

Monitoring and Assessment

EYFS

In EYFS the new skills and knowledge learnt in PE is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children's PE knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

Key Stage 1

In KS1 the new skills and knowledge learnt in PE is evidenced through a combination of pupil observations in lessons and pupil's responses to key PE skills questions.

Children's PE knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's performance in lessons/competitions and pupil's responses to key questions show progress against the age-related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills are to be addressed so each child is best prepared for the next stage of their learning.

Key Stage 2

In KS2 the new skills and knowledge learnt in PE is evidenced through a combination of pupil observations in lessons and pupil's responses to key PE skills questions.

Children's PE knowledge and skills are assessed by teacher judgement. These judgements are matched against whether pupil's performance in lessons/competitions and pupil's responses to key questions show progress against the age-related expectations. To ensure progression of knowledge and skills from year group to year group, teachers are to use the key questions outlined in each unit of work as a measure of whether a child is on track. Any gaps in knowledge and skills are to be addressed so each child is best prepared for the next stage of their learning.

Review

To be reviewed September 2023 by Roxanne Jarvis (PE Lead at Mountford Manor).