



PE

CURRICULUM: PE

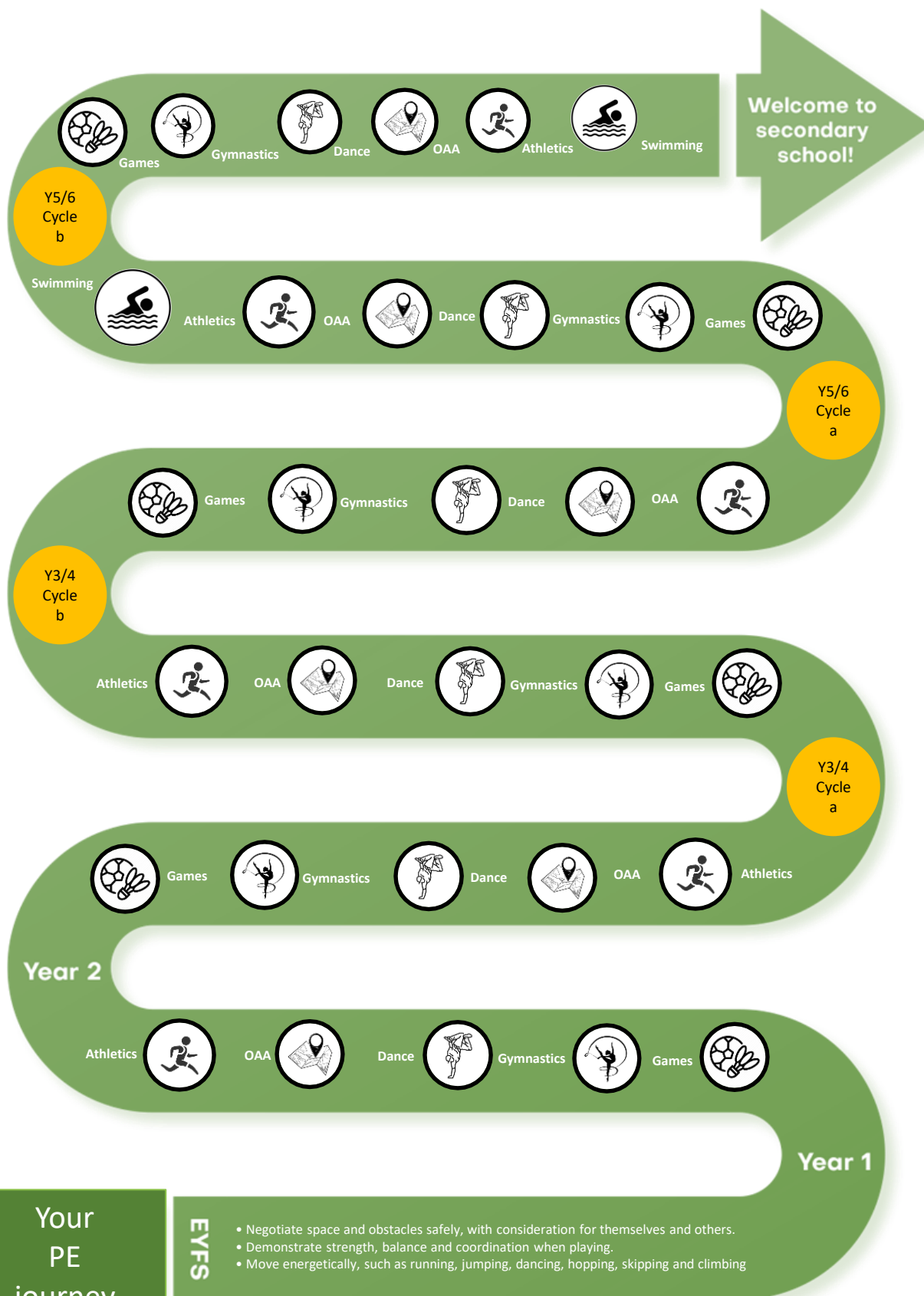


St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE





CURRICULUM NARRATIVE

Games

Welcome to
secondary
school!

Y5/6
Cycle
b



Invasion Games
Skittles



Net and Wall Games
What a Racket!



Invasion Games
End Zone



Net and Wall Games
Target Baggers

Y5/6
Cycle
a



Invasion Games
Three Touch Ball



Net and Wall Games
Mini Tennis

Y3/4
Cycle
b



Invasion Games
Calling the Shots!



Net and Wall Games
Long and Thin or Short and Fat

Y3/4
Cycle
a



Games
Piggy in the Middle



Multi Skills
Beanbag Throw

Year 2



Games
Ten Point Hoops



Multi Skills
Rolla Ball

Year 1

Your
PE
journey
starts
here!

EYES

- 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

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CURRICULUM NARRATIVE

Dance

Welcome to
secondary
school!

Y5/6
Cycle
b



Dance
Making the Grade

Dance
Masquerade



Y5/6
Cycle
a



Dance
Around the Clock

Y3/4
Cycle
b

Dance
Machines



Y3/4
Cycle
a

Dance
Moving Along



Year 2



Dance
Cat Dance

Year 1

Your
PE
journey
starts
here!

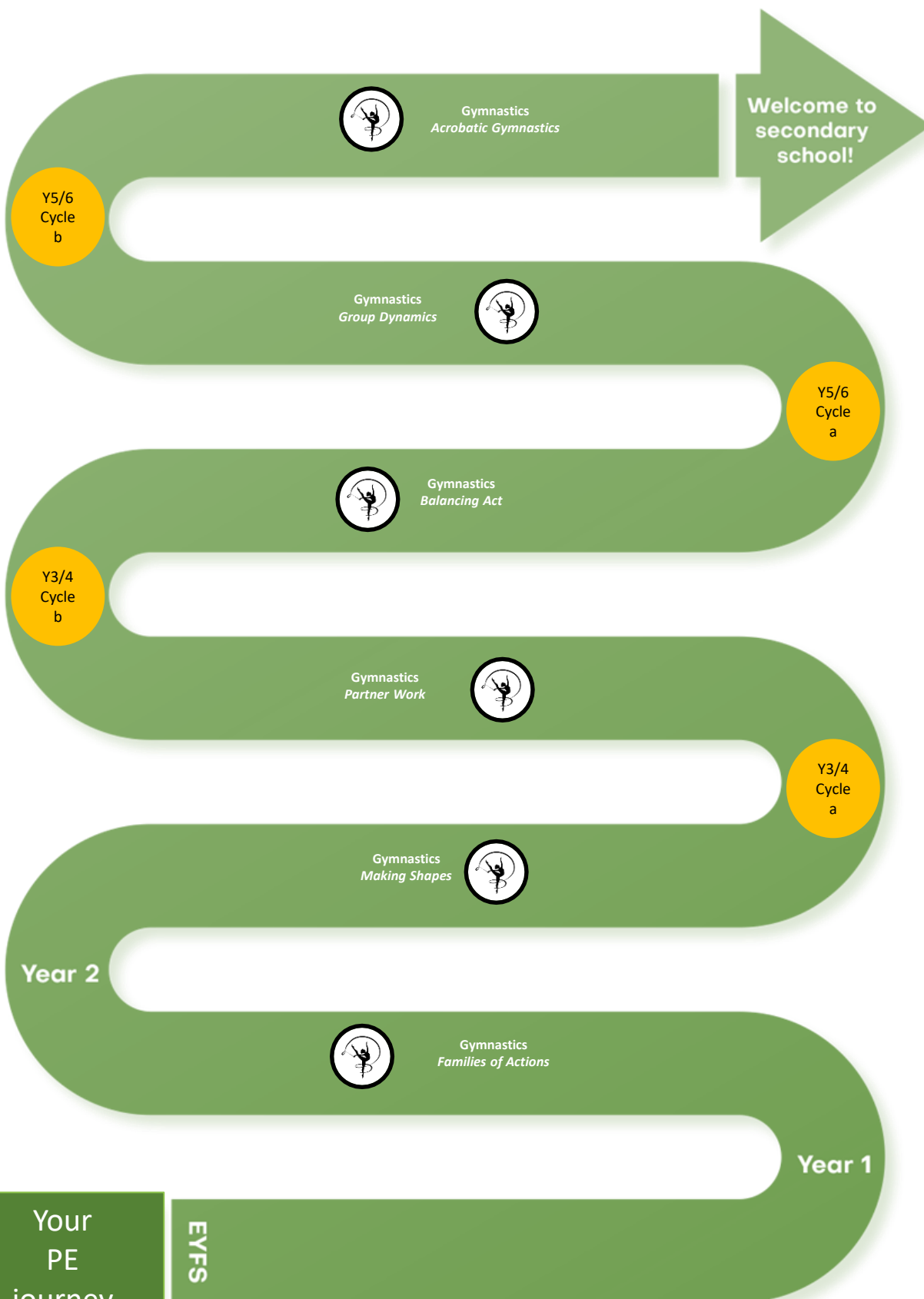
EYFS

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Gymnastics



Your
PE
journey
starts
here!

EYFS

Welcome to
secondary
school!

Y5/6
Cycle
b

Gymnastics
Acrobatic Gymnastics



Gymnastics
Group Dynamics



Y5/6
Cycle
a

Gymnastics
Balancing Act



Y3/4
Cycle
b

Gymnastics
Partner Work



Y3/4
Cycle
a

Gymnastics
Making Shapes



Year 2

Gymnastics
Families of Actions



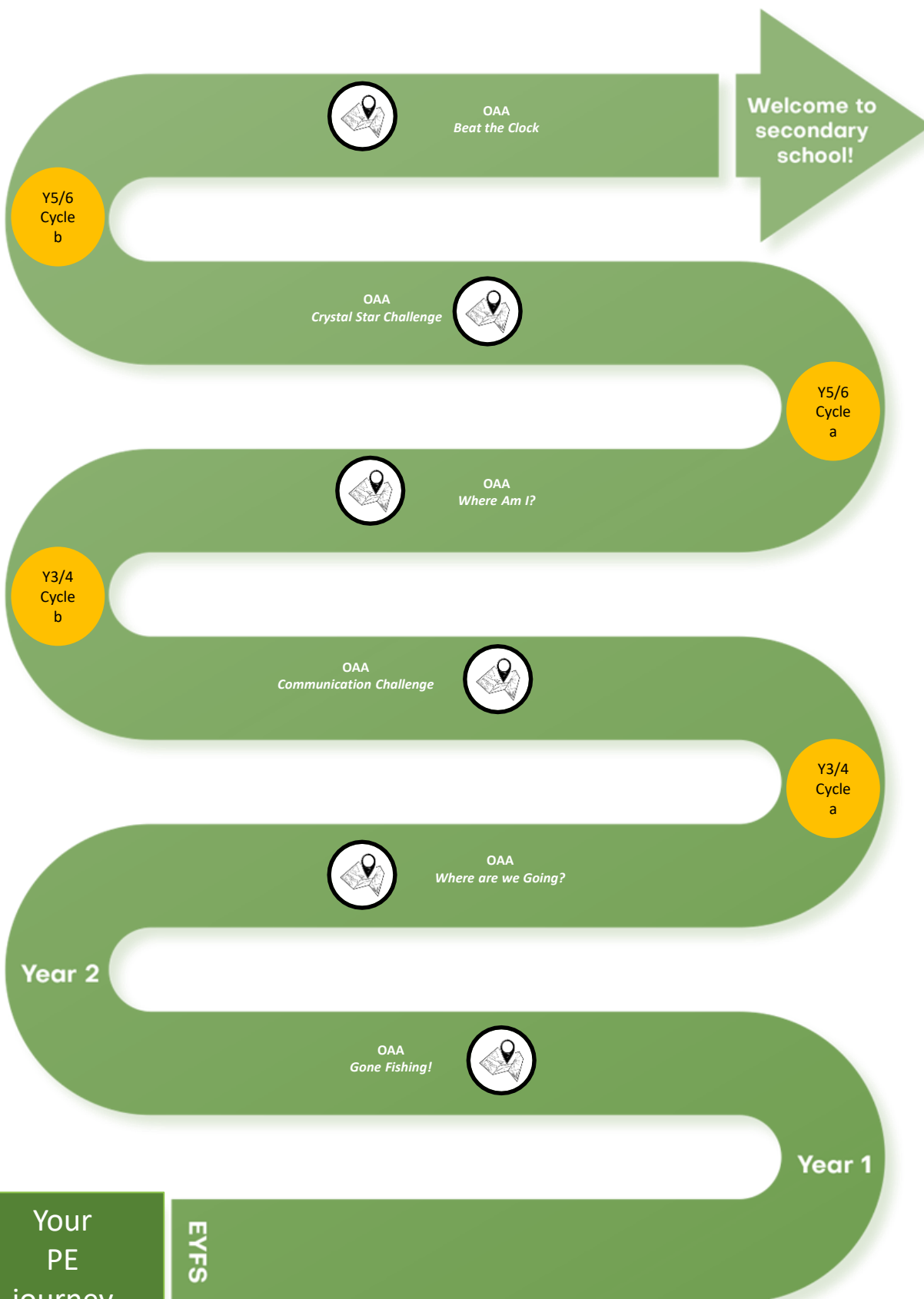
Year 1

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

OAA

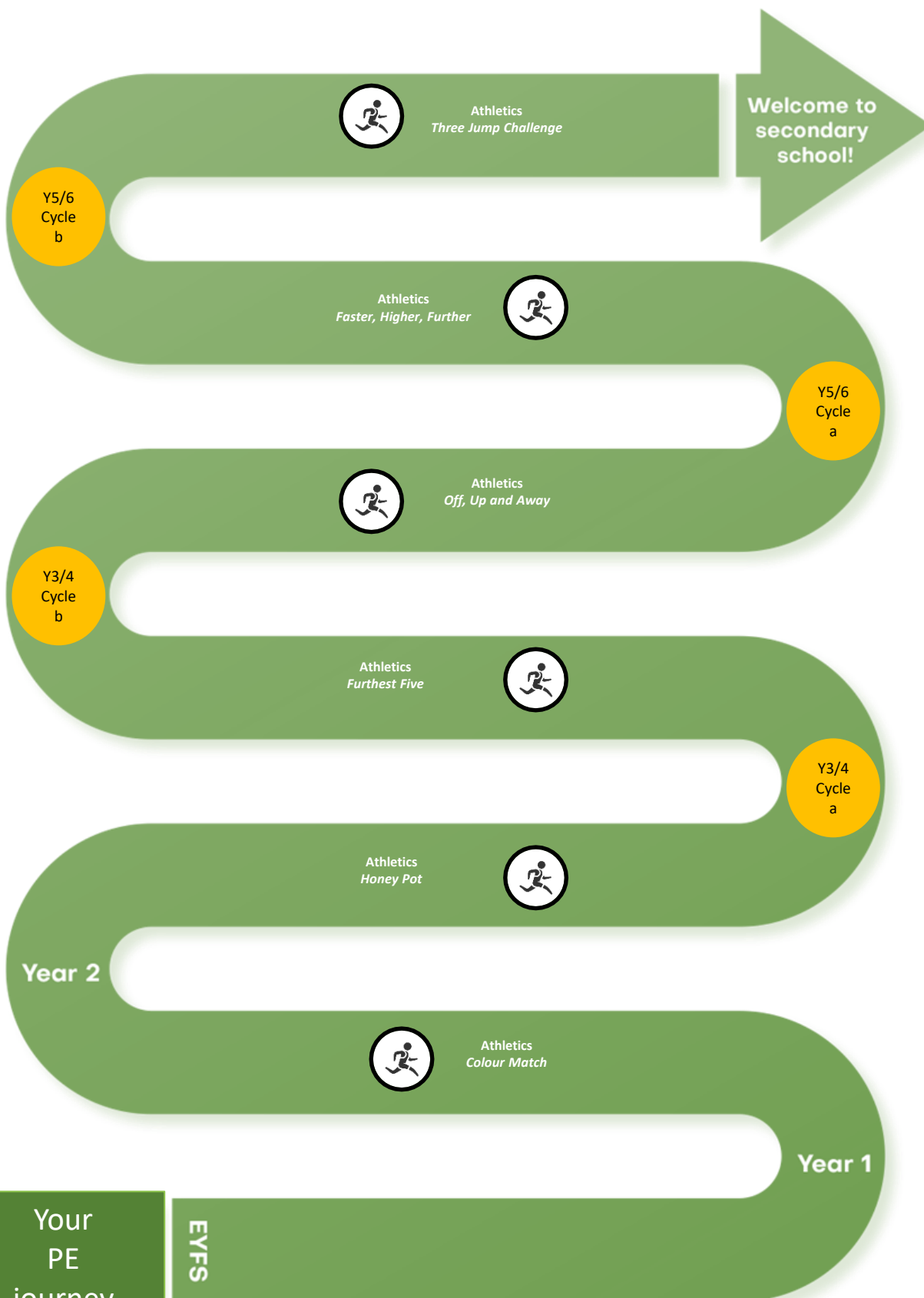


Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Athletics





CURRICULUM NARRATIVE

Swimming



Swimming

Swim competently, confidently, and proficiently over a distance of at least 25 meters, use a range of strokes effectively, and perform safe self-rescue in different water-based situations

Y5/6
Cycle
b

Welcome to
secondary
school!

Swimming

Swim competently, confidently, and proficiently over a distance of at least 25 meters, use a range of strokes effectively, and perform safe self-rescue in different water-based situations



Y5/6
Cycle
a

Y3/4
Cycle
b

Y3/4
Cycle
a

Year 2

Year 1

Your
PE
journey
starts
here!

EYFS

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Intent

PE is an integral part of school life at St. Joseph's, and our intent is to ensure that PE is inclusive, engaging and accessible to all pupils. We aim to develop pupils who are physically confident, resilient and motivated to lead healthy, active lives.

Through our PE curriculum, we aim to ensure that all pupils:

- Become competent and confident in a broad range of physical activities, including games, dance, gymnastics, athletics and outdoor adventurous activities (OAA)
- Engage in competitive sport and physical challenges, both within and beyond the school setting
- Participate in sustained periods of physical activity to support healthy and active lifestyles now and in the future
- Develop a lifelong enjoyment of physical activity and an understanding of the benefits of exercise and physical literacy
- Learn to cooperate, collaborate and compete fairly, embedding fundamental British Values such as respect, tolerance and teamwork

Swimming is recognised as an essential life skill, and we aspire for all children to leave primary school able to swim at least 25 metres, in line with national expectations.

Implementation

Our PE curriculum covers key areas of physical development and is delivered through a rolling two year programme, ensuring breadth, balance and progression.

Pupils access a wide range of activities, including:

- Athletics
- Dance
- Gymnastics
- Games
- Orienteering
- Swimming (Key Stage 2)

In Early Years and Key Stage 1, PE focuses on developing fundamental movement and motor skills, such as balance, coordination and control. These skills provide the foundation for all future PE learning.

Teaching and Learning Approach

PE units begin with a core task, allowing pupils to demonstrate their current skills and understanding. This initial assessment informs planning for the unit.

Across the sequence of lessons:

- Pupils are challenged to develop and refine skills
- Learning is progressive and matched to pupils' needs
- A wide range of equipment is used to support engagement and skill development
- At the end of each unit, the core task is revisited to demonstrate progress, and assessments are used to inform next steps.

Throughout all PE lessons, we actively promote our Trust Virtues and British Values, reinforcing teamwork, respect, determination and fairness.



CURRICULUM NARRATIVE

Enrichment and Leadership Opportunities

At St. Joseph's, we are committed to providing a wide range of extra curricular sporting opportunities, including activities at lunchtime and after school. These may include:

- Football
- Dance
- Tennis
- Fitness sessions
- Ultimate Frisbee
- Hockey
- Archery

Each year, a group of Year 5 and 6 pupils are selected as Sports Leaders. These pupils:

- Act as role models and sporting ambassadors
- Support peers during breaktime and lunchtime activities
- Assist with coaching and mentoring
- Help plan and deliver Sports Day

This leadership develops confidence, responsibility and teamwork.

PE and Careers

Explicit teaching of career links is embedded within PE units and enrichment activities.

Pupils learn how physical skills, teamwork and leadership are applied in real world contexts and explore careers such as:

- Professional athletes and coaches
- Sports teachers and instructors
- Personal trainers and fitness professionals
- Sports scientists and physiotherapists
- Sports event managers and officials

This helps pupils see the wider purpose of PE, builds aspiration and supports understanding of how sport and physical activity can lead to future opportunities.

Impact

By the time pupils leave St. Joseph's, they will:

- Have developed key physical skills and confidence across a wide range of activities
- Show positive attitudes towards health, fitness and physical activity
- Understand the importance of teamwork, fairness and perseverance
- Be prepared for the next stage of their PE journey and lifelong participation in sport

The impact of our PE curriculum is measured through:

- Monitoring by the PE subject lead to ensure National Curriculum coverage
- Subject deep dives, including pupil voice, staff discussion, drop ins and observation
- Assessment of key skills through core tasks
- Professional dialogue and sharing of best practice
- Ongoing monitoring, evaluation and review to identify next steps
- Tracking progress year on year to ensure pupils remain on track from their starting points.

Pupils leave St. Joseph's as physically confident, motivated and active learners, equipped with the skills and attitudes needed for secondary school and beyond.



PROGRESSION OF SKILLS

Health and Fitness The objectives below will be taught in all PE units.						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
Describe how the body feels when still and when exercising.	- Carry and place equipment safely. - Explain what they need to stay healthy	- Describe how the body feels before, during and after exercise - Recognise and describe how the body feels during and after different physical activities.	- Recognise and describe the effects of exercise on the body. - Describe how the body reacts at different times and how this affects performance. - Know the importance of strength and flexibility for physical activity.	- Explain why exercise is good for your health. - Know some reasons for warming up and cooling down. - Explain why it is important to warm up and cool down.	- Know and understand the reasons for warming up and cooling down. - Understand the importance of warming up and cooling down. - Carry out warm-ups and cool-downs safely and effectively.	- Understand why exercise is good for health, fitness and wellbeing. - Know ways they can become healthier. - Explain some safety principles when preparing for and during exercise.

Evaluate The objectives below will be taught in all PE units.						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Talk about what they have done. - Talk about what others have done.	- Watch and describe performances. - Watch and describe performances, and use what they see to improve their own performance.	- Begin to say how they could improve. - Talk about the differences between their work and that of others.	- Watch, describe and evaluate the effectiveness of a performance. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	- Modify their use of skills or techniques to achieve a better result. - Describe how their performance has improved over time.	- Choose and use criteria to evaluate own and others' performances. - Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



PROGRESSION OF SKILLS



Dance						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<i>Cat Dance</i>	<i>Moving Along</i>	<i>Machines</i>	<i>Around the Clock</i>	<i>Masquerade</i>	<i>Making the Grade</i>
- Join a range of different movements together. - Change the speed of their actions. - Change the style of their movements. - Create a short movement phrase which demonstrates their own ideas. - Control my body when performing a sequence of movements. - Talk about what they have done. - Talk about what others have done. - Control my body when performing a sequence of movements.	- Copy and repeat actions. Put a sequence of actions together to create a motif. - Vary the speed of their actions. - Use simple choreographic devices such as unison, canon and mirroring. - Begin to improvise independently to create a simple dance - Perform using a range of actions and body parts with some coordination. - Begin to perform learnt skills with some control.	- Copy, remember and repeat actions. - Create a short motif inspired by a stimulus. - Change the speed and level of their actions. - Use simple choreographic devices such as unison, canon and mirroring. - Use different transitions within a dance motif. - Move in time to music. Improve the timing of their actions. - Perform sequences of their own composition with coordination. - Perform learnt skills with increasing control. - Compete against self and others.	- Begin to improvise with a partner to create a simple dance. - Create motifs from different stimuli. - Begin to compare and adapt movements and motifs to create a larger sequence. - Use simple dance vocabulary to compare and improve work. - Perform with some awareness of rhythm and expression. - Develop the quality of the actions in their performances. - Perform learnt skills and techniques with control and confidence. - Compete against self and others in a controlled manner.	- Identify and repeat the movement patterns and actions of a chosen dance style. - Compose a dance that reflects the chosen dance style. - Confidently improvise with a partner or on their own. - Compose longer dance sequences in a small group. - Demonstrate precision and some control in response to stimuli. - Begin to vary dynamics and develop actions and motifs in response to stimuli. - Demonstrate rhythm and spatial awareness. - Change parts of a dance as a result of self-evaluation. - Use simple dance vocabulary when comparing and improving work.	- Identify and repeat the movement patterns and actions of a chosen dance style. - Compose individual, partner and group dances that reflect the chosen dance style. - Show a change of pace and timing in their movements. - Develop an awareness of their use of space. - Demonstrate imagination and creativity in the movements they devise in response to stimuli. - Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. - Ensure their actions fit the rhythm of the music. - Modify parts of a sequence as a result of self and peer evaluation.	- Identify and repeat the movement patterns and actions of a chosen dance style. - Compose individual, partner and group dances that reflect the chosen dance style. - Use dramatic expression in dance movements and motifs. - Perform with confidence, using a range of movement patterns. - Demonstrate strong and controlled movements throughout a dance sequence. - Combine flexibility, techniques and movements to create a fluent sequence. - Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a



PROGRESSION OF SKILLS



Dance Continued						
EYFS	Year 1 <i>Cat Dance</i>	Year 2 <i>Moving Along</i>	Y3/4 (Cycle a) <i>Machines</i>	Y3/4 (Cycle b) <i>Around the Clock</i>	Y5/6 (Cycle a) <i>Masquerade</i>	Y5/6 (Cycle b) <i>Making the Grade</i>
				- Perform and create sequences with fluency and expression. - Perform and apply skills and techniques with control and accuracy.	- Use more complex dance vocabulary to compare and improve work. - Perform own longer, more complex sequences in time to music. - Consistently perform and apply skills and techniques with accuracy and control.	- change of pace and timing in their movements. - Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. - Dance with fluency and control, linking all movements and ensuring that transitions flow. - Demonstrate consistent precision when performing dance sequences. - Modify some elements of a sequence as a result of self and peer evaluation. - Use complex dance vocabulary to compare and improve work. - Link actions to create a complex sequence using a full range of movement. - Perform the sequence in time to music. - Perform and apply a variety of skills and techniques confidently, consistently and with precision.



PROGRESSION OF SKILLS



OAA						
EYFS	Year 1 <i>Gone Fishing!</i>	Year 2 <i>Where are we Going?</i>	Y3/4 (Cycle a) <i>Communication Challenge</i>	Y3/4 (Cycle b) <i>Where am I?</i>	Y5/6 (Cycle a) <i>Crystal Star Challenge</i>	Y5/6 (Cycle b) <i>Beat the Clock</i>
	- Know that working collaboratively with others will help to solve challenges. - Know that deciding which way to go before starting will help me. - Know that using short instructions will help my partner e.g. start/stop. - Identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly. - Suggest ideas in response to a task. - Follow a path and lead others. - Communicate simple instructions and listen to others	- Know that listening to each other's ideas might give us an idea we hadn't thought of. - Understand that the map tells us what to do. - Know to use encouraging words when speaking to a partner or group to help them to trust me. - Verbalise when I am successful and areas that I could improve. - Know how to follow and apply simple rules - Begin to plan and apply strategies to overcome a challenge. - Follow and create a simple diagram/map. - Work co-operatively with a partner and a small group	- Know that trying ideas before deciding on a solution will help us to come up with the best idea. - Know to hold the map so that the items on the map match up to the items that have been placed out. - Know to take turns when giving ideas and not to interrupt each other. - Reflect on when and why I am successful at solving challenges. - Know that using the rules honestly will help to keep myself and others safe, - Discuss how to follow trails and solve problems. - Work with others to select appropriate equipment for the task . - Identify where I am on a simple map. - Use and begin to create simple maps and diagrams and follow a trail. - Follow and give instructions and accept other peoples' ideas.	- Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. - Understand how to use a key and use the cardinal points on a map to orientate it. - Understand that there are different types of communication and that I can communicate without talking. - With increased accuracy, critically reflect on when and why I am successful at solving challenges. - Understand the importance of working with integrity. - Plan independently and in small groups, implementing a strategy with increased success. - Identify key symbols on a map and follow a route. - Confidently communicate ideas and listen to others	- Recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. - Use a key to identify objects and locations. - Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. - Reflect on when I am successful at solving challenges and alter my methods in order to improve. - Know that abiding by rules will enable my classmates to complete the course e.g. not moving controls - Explore tactical planning within a team to overcome increasingly challenging tasks. - Develop navigational skills and map reading in increasingly challenging tasks. - Explore a variety of communication methods with increasing success	- Understand that being able to solve problems is an important life skill. - Understand why having good navigational skills are important. - Know that good communication skills are key to solving problems and working effectively as a team. - With increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. - Understand the rules and think creatively to solve the challenge whilst abiding by the rules - Pool ideas within a group, selecting and applying the best method to solve a problem. - Orientate a map efficiently to navigate around a course with multiple points. - Inclusively communicate with others, share job roles and lead when necessary.



PROGRESSION OF SKILLS



Gymnastics						
EYFS	Year 1 <i>Families of Actions</i>	Year 2 <i>Making Shapes</i>	Y3/4 (Cycle a) <i>Partner Work</i>	Y3/4 (Cycle b) <i>Balancing Act</i>	Y5/6 (Cycle a) <i>Group Dynamics</i>	Y5/6 (Cycle b) <i>Acrobatic Gymnastics</i>
- Create a short sequence of movements. - Roll in different ways with control. - Travel in different ways. Stretch in different ways. - Jump in a range of ways from one space to another with control. - Begin to balance with control. - Move around, under, over, and through different objects and equipment. - Rolls: Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll - Jumps: Straight jump Tuck jump Jumping jack Half turn jump - Handstand, cartwheel and round-offs: Bunny hop Traveling and linking ideas: Tiptoe, step, jump and hop - Shapes and balance: Standing balances - Control my body when performing a sequence of movements. - Participate in simple games.	- Create and perform a movement sequence. - Copy actions and movement sequences with a beginning, middle and end. - Link two actions to make a sequence. - Recognise and copy contrasting actions (small/tall, narrow/wide). - Travel in different ways, changing direction and speed. - Hold still shapes and simple balances. - Carry out simple stretches. - Carry out a range of simple jumps, landing safely. - Move around, under, over, and through different objects and equipment. - Begin to move with control and care. - Rolls: Log roll (controlled) Curled side roll (egg roll) Teddy bear roll (controlled) - Jumps: Straight jump, Tuck jump, Jumping jack, Half turn jump, Cat spring	- Copy, explore and remember actions and movements to create their own sequence. - Link actions to make a sequence. - Travel in a variety of ways, including rolling. - Hold a still shape whilst balancing on different points of the body. - Jump in a variety of ways and land with increasing control and balance. - Climb onto and jump off the equipment safely. - Move with increasing control and care. - Rolls: Log roll (controlled) Curled side roll (egg roll) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll. - Jumps: Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle - Handstand, cartwheel and round-offs: Bunny hop, Front support wheelbarrow with partner, T-lever Scissor kick	- Choose ideas to compose a movement sequence independently and with others. - Link combinations of actions with increasing confidence, including changes of direction, speed or level. - Develop the quality of their actions, shapes and balances. - Move with coordination, control and care. - Use turns whilst travelling in a variety of ways. - Use a range of jumps in their sequences. - Begin to use equipment to vault. - Create interesting body shapes while holding balances with control and confidence. - Begin to show flexibility in movements - Rolls: Crouched forward roll Forward roll from standing Tucked backward roll - Jumps: Straight jump, Tuck jump, Jumping jack Star jump, Straddle jump, Pike jump, Straight jump, half-turn Cat leap	- Create a sequence of actions that fit a theme. - Use an increasing range of actions, directions and levels in their sequences. - Move with clarity, fluency and expression. - Show changes of direction, speed and level during a performance. - Travel in different ways, including using flight. - Improve the placement and alignment of body parts in balances. - Use equipment to vault in a variety of ways. - Carry out balances, recognising the position of their centre of gravity and how this affects the balance. - Begin to develop good technique when travelling, balancing and using equipment. - Develop strength, technique and flexibility throughout performances - Rolls: Forward roll from standing & Straddle Tucked backward roll Backward roll to straddle	- Select ideas to compose specific sequences of movements, shapes and balances. - Adapt their sequences to fit new criteria or suggestions. - Perform jumps, shapes and balances fluently and with control. - Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. - Confidently use equipment to vault in a variety of ways. - Apply skills and techniques consistently. - Develop strength, technique and flexibility throughout performances. - Combine equipment with movement to create sequences. - Rolls: Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	- Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. - Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. - Confidently use equipment to vault and incorporate this into sequences. - Apply skills and techniques consistently, showing precision and control. - Develop strength, technique and flexibility throughout performances. - Rolls: Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike, Pike backward roll.



PROGRESSION OF SKILLS



Gymnastics Continued						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<i>Families of Actions</i>	<i>Making Shapes</i>	<i>Partner Work</i>	<i>Balancing Act</i>	<i>Group Dynamics</i>	<i>Acrobatic Gymnastics</i>
	- Handstand, cartwheel and round-offs: Bunny hop, Front support wheelbarrow with partner - Traveling and linking ideas: Tiptoe, step, jump and hop, Hopscotch, Skipping, Galloping - Shapes and balance: Standing balances, Kneeling balances Pike, tuck, star, straight, straddle shapes - Vault: Straight jump off springboard - Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	- Traveling and linking ideas: Tiptoe, step, jump and hop, Hopscotch, Skipping, Galloping, Straight jump half-turn - Shapes and balance: Standing balances, Kneeling balances, Large body part balances, Balances on apparatus, Balances with a partner Pike, tuck, star, straight, straddle shapes, Front and back support - Vault: Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard - Perform sequences of their own composition with coordination. - Perform learnt skills with increasing control.	- Handstand, cartwheel and round-offs: Handstand Lunge into handstand Cartwheel - Traveling and linking ideas: Tiptoe, step, jump and hop, Hopscotch, Skipping, Chassis steps, Straight jump, half turn Cat leap - Shapes and balance: Large and small body part balances, including standing and kneeling balances, Balances on apparatus, Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support - Vault: Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off - Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. - Compete against self and others in a controlled manner.	- Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn - Handstand, cartwheel and round-offs: Lunge into handstand Lunge into cartwheel - Traveling and linking ideas: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot - Shapes and balance: 1, 2, 3 and 4- point balances, Balances on apparatus, Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support - Vault: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off - Perform and create sequences with fluency and expression. - Perform and apply skills and techniques with control and accuracy	- Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap - Handstand, cartwheel and round-offs: Lunge into handstand Lunge into cartwheel Lunge into round-off - Traveling and linking ideas: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot - Shapes and balance: 1, 2, 3 and 4- point balances, Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support - Vault: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault - Perform own longer, more complex sequences in time to music. - Consistently perform and apply skills and techniques with accuracy and control.	- Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap - Handstand, cartwheel and round-offs: Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off - Traveling and linking ideas: Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot - Shapes and balance: 1, 2, 3 and 4- point balances, Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support - Vault: Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault - Link actions to create a complex sequence & performed in time to music. - Begin to record their peers' performances, and evaluate these.



PROGRESSION OF SKILLS



Athletics						
EYFS	Year 1 <i>Colour Match</i>	Year 2 <i>Honey Pot</i>	Y3/4 (Cycle a) <i>Furthest Five</i>	Y3/4 (Cycle b) <i>Off, Up and Away</i>	Y5/6 (Cycle a) <i>Faster, Higher, Further</i>	Y5/6 (Cycle b) <i>Three Jump Challenge</i>
- Run in different ways for a variety of purposes. - Jump in a range of ways, landing safely. - Roll equipment in different ways. - Throw underarm. - Throw an object at a target. - Control their body when performing a sequence of movements. - Participate in simple games.	- Vary their pace and speed when running. - Run with a basic technique over different distances. - Show good posture and balance. - Jog in a straight line. - Change direction when jogging. - Sprint in a straight line - Change direction when sprinting. - Maintain control as they change direction when jogging or sprinting. - Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. - Perform a short jumping sequence. Jump as high as possible. Jump as far as possible - Land safely and with control. - Work with a partner to develop the control of their jumps - Throw underarm and overarm. - Throw a ball towards a target with increasing accuracy. - Improve the distance they can throw by using more power - Begin to perform learnt skills with some control. - Engage in competitive activities and team games.	- Run at different paces, describing the different paces. - Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. - Complete an obstacle course. Vary the speed and direction in which they are travelling. - Run with basic techniques following a curved line. - Be able to maintain and control a run over different distances. - Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. - Combine different jumps together with some fluency and control. - Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. - Choose the most appropriate jumps to cover different distances. - Know that the leg muscles are used when performing a jumping action. - Throw different types of equipment in different ways, for accuracy and distance.	- Identify and demonstrate how different techniques can affect their performance. - Focus on their arm and leg action to improve their sprinting technique. - Begin to combine running with jumping over hurdles. - Focus on trail leg and lead leg action when running over hurdles. - Understand the importance of adjusting running pace to suit the distance being run. - Use one and two feet to take off and to land with. - Develop an effective take-off for the standing long jump. - Develop an effective flight phase for the standing long jump. - Land safely and with control. - Throw with greater control and accuracy. - Show increasing control in their overarm throw. - Perform a push throw. - Continue to develop techniques to throw for increased distance. - Perform learnt skills and techniques with control and confidence. - Compete against self and others in a controlled manner.	- Confidently demonstrate an improved technique for sprinting. - Carry out an effective sprint finish. - Perform a relay, focusing on the baton changeover technique. - Speed up and slow down smoothly. - Learn how to combine a hop, step and jump to perform the standing triple jump. - Land safely and with control. - Begin to measure the distance jumped. - Perform a pull throw. - Measure the distance of their throws. - Continue to develop techniques to throw for increased distance. - Perform and apply skills and techniques with control and accuracy. - Take part in a range of competitive games and activities.	- Accelerate from a variety of starting positions and select their preferred position. - Identify their reaction times when performing a sprint start. - Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. - Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. - Identify and demonstrate stamina, explaining its importance for runners. - Improve techniques for jumping for distance. - Perform an effective standing long jump. - Perform the standing triple jump with increased confidence. - Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. - Land safely and with control. - Measure the distance and height jumped with accuracy. - Investigate different jumping techniques. - Perform a fling throw. - Throw a variety of implements using a range of throwing techniques. - Measure and record the distance of their throws.	- Recap, practise and refine an effective sprinting technique, including reaction time. - Build up speed quickly for a sprint finish. - Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. - Accelerate to pass other competitors. - Work as a team to competitively perform a relay. - Confidently and independently select the most appropriate pace for different distances and different parts of the run. - Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. - Develop the technique for the standing vertical jump. - Maintain control at each of the different stages of the triple jump. - Land safely and with control. - Develop and improve their techniques for jumping for height and distance and support others in improving their performance. - Perform and apply different types of jumps in other contexts. - Set up and lead jumping activities including measuring the jumps with confidence and accuracy. - Perform a heave throw.



PROGRESSION OF SKILLS



Athletics Continued						
EYFS	Year 1 <i>Colour Match</i>	Year 2 <i>Honey Pot</i>	Y3/4 (Cycle a) <i>Furthest Five</i>	Y3/4 (Cycle b) <i>Off, Up and Away</i>	Y5/6 (Cycle a) <i>Faster, Higher, Further</i>	Y5/6 (Cycle b) <i>Three Jump Challenge</i>
		• Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance. • Perform learnt skills with increasing control. Compete against self and others.			• Continue to develop techniques to throw for increased distance. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition.	• Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition.



PROGRESSION OF SKILLS



Games						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<i>Ten Point Hoops</i> <i>Rolla Ball</i>	<i>Bean Bag Throw</i> <i>Piggy in the Middle</i>	<i>Long and Thin or Short and Fast</i> <i>Calling the Shots</i>	<i>Mini Tennis</i> <i>Three Touch Ball</i>	<i>Target Baggers</i> <i>End Zone</i>	<i>Skittles</i> <i>What a racket!</i>
• Hit a ball with a bat or racquet. • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands. • Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball. • Kick an object at a target • Move safely around the space and equipment. • Travel in different ways, including sideways and backwards • Play a range of chasing games. • Follow simple rules. • Control my body when performing a sequence of movements.	• Use hitting skills in a game. • Practise basic striking, sending and receiving. • Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching. • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency • Pass the ball to another player in a game. • Use kicking skills in a game. • Use different ways of travelling in different directions or pathways. • Run at different speeds. • Begin to use space in a game. • Begin to use the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space.	• Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. • Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game. • Know how to pass the ball in different ways. • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running.	• Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl. • Move with the ball in a variety of ways with some control.	• Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. • Accurately serve underarm. • Build a rally with a partner. • Use at least two different shots in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. • Develop different ways of throwing and catching. • Move with the ball using a range of techniques, showing control and fluency. • Pass the ball with increasing speed, accuracy and success in a game situation.	• Use different techniques to hit a ball. • Identify and apply techniques for hitting a tennis ball. • Explore when different shots are best used. • Develop a backhand technique and use it in a game. • Practise techniques for all strokes. • Play a tennis game using an overhead serve. • Consolidate different ways of throwing and catching, and know when each is appropriate in a game • Use a variety of ways to dribble in a game with success. • Pass a ball with speed and accuracy using appropriate techniques in a game situation. • Use ball skills in various ways, and begin to link together. • Keep and win back possession of the ball effectively in a team game.	• Hit a bowled ball over longer distances. • Use good hand-eye coordination to be able to direct a ball when striking or hitting. • Understand how to serve in order to start a game. • Throw and catch accurately and successfully under pressure in a game. • Show confidence in using ball skills in various ways in a game situation, and link these together effectively. • Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. • Keep and win back possession of the ball effectively and in a variety of ways in a team game. • Demonstrate a good awareness of space. • Think ahead and create a plan of attack or defence.



PROGRESSION OF SKILLS



Games Continued						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<i>Ten Point Hoops</i> <i>Rolla Ball</i>	<i>Bean Bag Throw</i> <i>Piggy in the Middle</i>	<i>Long and Thin or Short and Fast</i> <i>Calling the Shots</i>	<i>Mini Tennis</i> <i>Three Touch Ball</i>	<i>Target Baggers</i> <i>End Zone</i>	<i>Skittles</i> <i>What a racket!</i>
	• Use simple attacking skills such as dodging to get past a defender. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control.	• Begin to choose the best space in the game. • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully. • Perform sequences of their own composition with coordination.	• Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. • Know how to keep and win back possession of the ball in a team game. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Know how to play a striking and fielding game fairly • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner.	• Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. • Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. • Use fielding skills as an individual to prevent a player from scoring. • Vary the tactics they use in a game. • Adapt rules to alter games • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities.	• Demonstrate an increasing awareness of space. • Choose the best tactics for attacking and defending. Shoot in a game. • Use fielding skills as a team to prevent the opposition from scoring • Know when to pass and when to dribble in a game. • Devise and adapt rules to create their own game. • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition.	• Apply knowledge of skills for attacking and defending. • Work as a team to develop fielding strategies to prevent the opposition from scoring. • Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. Lead others during a game. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition.



PROGRESSION OF SKILLS



Swimming						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
					- Perform safe self-rescues in different water-based situations - Tread water for 30 seconds - Perform a fall-in entry and recover to the surface - Swim 10 metres in clothing - Demonstrate rhythmic breathing for at least 10 metres when swimming front crawl - Swim full backstroke for at least 10 metres - Demonstrate rhythmic breathing for at least 10 metres when swimming breaststroke - Swim 10 metres butterfly kick - Travel 5 metres using a sculling action - Swim 25 metres in at least one stroke, demonstrating rhythmic breathing - Demonstrate a sequence of floats without touching the pool floor - Demonstrate an underwater push and glide on front - Demonstrate a surface dive	



CURRICULUM END POINTS

	Movement Stability	Locomotion	Object Control	Healthy Lifestyle Awareness	Participation and Competition
EYFS	Balance in simple positions and begin to show dynamic balance when moving around obstacles.	Move confidently using walking, running, jumping, hopping, skipping and climbing.	Roll, kick and throw a ball with basic accuracy; attempt simple catching.	Talk about how exercise affects their body (hot, tired, breathing faster).	Follow simple rules, take turns and share equipment safely.
Y1	Hold basic balances with control and begin to transition between them.	Travel in different ways and directions with increasing co-ordination.	Throw underarm, catch a large ball and strike a ball with hand or simple equipment.	Describe how their body feels during activity and recognise the need for movement.	Work co-operatively in simple games and follow basic rules.
Y2	Balance with control in static and moving situations, including simple sequences.	Link movements smoothly in dance and gymnastics.	Throw overarm with developing accuracy, catch a medium ball consistently and dribble with basic control.	Explain why exercise is important and how warm-ups help.	Use simple tactics in small games and show good sporting attitudes.
Y3	Balance while changing levels, speeds and directions, showing improved co-ordination.	Use varied pathways and dodging techniques in games.	Throw and catch with accuracy over short distances and strike a ball with control	Identify components of fitness (strength, stamina, flexibility) and describe their effects.	Work effectively in small teams, taking on simple roles such as attacker or defender.
Y4	Combine balances and movements into controlled sequences in gymnastics and dance.	Move with fluency and control, adapting speed and direction tactically.	Apply object-control skills (passing, dribbling, striking) with accuracy in small sided games.	Explain how exercise affects the body and why warm-ups and cool-downs matter.	Demonstrate resilience, fairness and respect during competitive activities.
Y5	Maintain balance under pressure (pivoting, landing safely, defending).	Use tactical movement to create space and anticipate play in games.	Apply throwing, catching, striking and dribbling skills with precision in competitive contexts.	Explain how different fitness components contribute to performance in specific sports.	Take on leadership roles, communicating clearly and supporting team organisation.
Y6	Perform complex sequences with precision, control and fluency across activities	Use advanced movement patterns and tactical positioning in games.	Select and apply appropriate techniques for passing, shooting, fielding and striking with confidence.	Understand how to maintain long-term health through activity, rest and nutrition.	Lead others effectively, apply rules consistently and demonstrate mature sporting behaviour.



CAREER LINKS AND INFLUENTIAL PEOPLE

PE							
Year 1		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 OAA	Summer 2 <i>Athletics</i>
	Career	Personal Trainer 	Events Coordinator 	Sports Coach 	Studio Owner 	Mapper 	Sports Therapist 
	Influential Person	Frankie Dettori 	Beth Tweddle 	Jason Steele 	Anton Du Beck 	Thierry Gueorgiou 	Keely Hodgkinson 

PE							
Year 2		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 OAA	Summer 2 <i>Athletics</i>
	Career	Facilities Manager 	Gymnast Coach 	Sports Law Lawyer 	Artistic director 	Field Guide 	Athletics Coach 
	Influential Person	Kobe Bryant 	Amy Tinkler 	Christiano Ronaldo 	Chris Hannon 	Olav Lundanes 	Mo Farah 



CAREER LINKS AND INFLUENTIAL PEOPLE

PE							
Y3/4 (Cycle a)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	Career	Sports Physiotherapist 	Activity Leader (Camp) 	Sports Marketing Manager 	Choreographer 	Outdoor Learning Coord 	Sports Psychologist 
	Influential Person	Diana Taurasi 	Max Whitlock 	Jade Clarke 	Shirley Ballas 	Tove Alexandersson 	Kate Avery 

PE							
Y5/6 (Cycle a)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	Career	Sports Journalist 	Sports Photographer 	Sports Data Analyst 	Dance therapist 	Mapping Software 	Dietician 
	Influential Person	Tommy Wiseman 	Nile Wilson 	Lewis Keeling 	Vaslav Nijinsky 	Simone Niggli-Luder 	Jonathon Edwards 



CAREER LINKS AND INFLUENTIAL PEOPLE

PE							
Y3/4 (Cycle b)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	Career	Commentator 	Welfare Officer 	Referee 	Dance Videographer 	Military Cartographer 	Athletics Scout 
	Influential Person	Michael Jordan 	Simone Biles 	Rafael Nadal 	Emily Atkinson 	Matthias Kyburz 	Usain Bolt 

PE							
Y5/6 (Cycle b)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	Career	Groundsperson 	Gymnastics Judge 	Sports Development Officer 	Massage Therapist 	Cartographer 	Strength and Conditioning Coach 
	Influential Person	Kate Richardson-Walsh 	Mat Baker 	Tim Henman 	Craig Mason 	Megan Carter-Davies 	Sebastian Coe 



BRITISH VALUES, TRUST VALUES AND CATHOLIC SOCIAL TEACHINGS.

PE							
Year 1		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	British Values	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 	Individual Liberty 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Self- Belief 	Participation 	Confidence 	Human Dignity 	Self- Belief 	Confidence 

PE							
Year 2		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	British Values	Individual Liberty 	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Participation 	Self- Belief 	Human Dignity 	Self- Belief 	Self- Belief 	Resilience 



BRITISH VALUES, TRUST VALUES AND CATHOLIC SOCIAL TEACHINGS.

PE							
Y3/4 (Cycle a)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	British Values	Individual Liberty 	Mutual Respect and Tolerance 	Individual Liberty 	Mutual Respect and Tolerance 	Individual Liberty 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 	Self- Belief 	Participation 	Human Dignity 	Resilience 	Self- Belief 

PE							
Y5/6 (Cycle a)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	British Values	Individual Liberty 	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Participation 	Self- Belief 	Human Dignity 	Confidence 	Confidence 	Resilience 



BRITISH VALUES, TRUST VALUES AND CATHOLIC SOCIAL TEACHINGS.

PE							
Y3/4 (Cycle b)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	British Values	Individual Liberty 	Mutual Respect and Tolerance 	Individual Liberty 	Mutual Respect and Tolerance 	Individual Liberty 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Self- Belief 	Participation 	Confidence 	Human Dignity 	Self- Belief 	Confidence 

PE							
Y5/6 (Cycle b)		Autumn 1 <i>Games</i>	Autumn 2 <i>Gymnastics</i>	Spring 1 <i>Games</i>	Spring 2 <i>Dance</i>	Summer 1 <i>OAA</i>	Summer 2 <i>Athletics</i>
	British Values	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 	Individual Liberty 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 	Self-Belief 	Participation 	Human Dignity 	Resilience 	Self- Belief 



SEND

The PE curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include vocabulary banks, sorting and matching cards or manipulatives. Reactive or proactive adaptations can make the maths curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

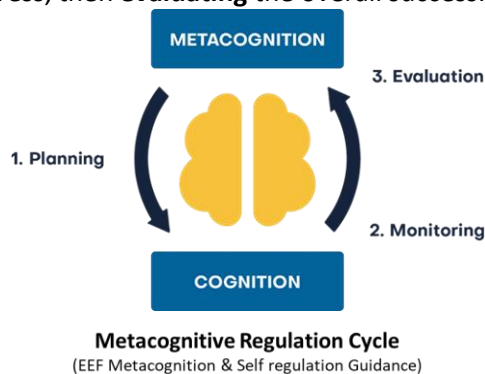
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

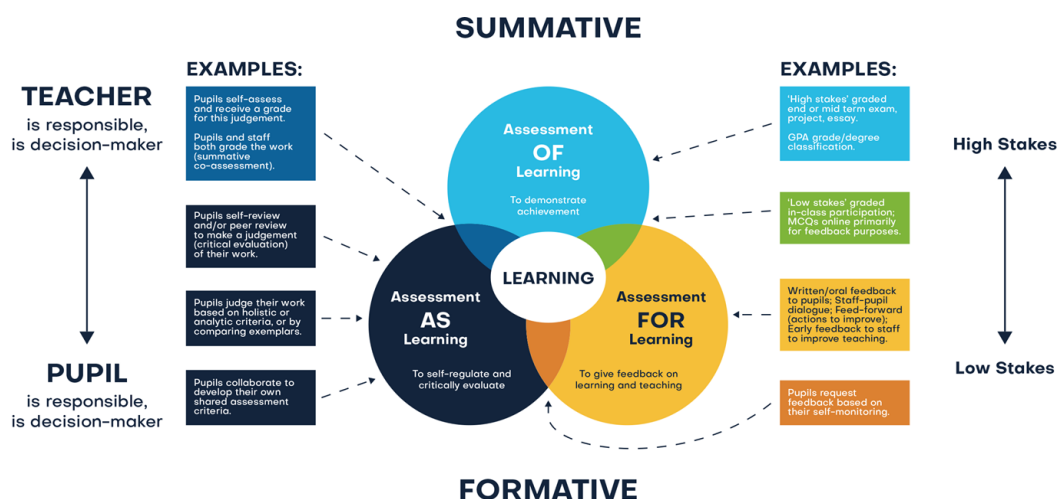
Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.



Love God, Love Learning, Love One Another.