



Intent

Stoke Prior School places great emphasis on developing a love of physical activity and sports throughout the school. Our Curriculum is designed to prioritise depth and quality of learning over time. It recognises that there are different areas of the PE curriculum, and our curriculum plan identifies key knowledge and skills to develop in each area. However the school knows that these areas are interlinked and woven into the whole school approach to PE, physical activity and sport.

Implementation

In Monkey Puzzle Class, Physical Development sessions are structured into six blocks, with each block designed to progressively build upon the concepts and skills introduced throughout the year. This approach ensures that children are consistently developing their physical abilities alongside social skills in a structured way, working towards, and often beyond the Early Learning Goals for Physical Development and Personal, Social and Emotional Development (PSED). The progression across these blocks enables children to refine and extend their skills, providing them with a strong foundation for future physical education and learning as they move into Key Stage One.

In Key Stage One, the early part of the year is dedicated to ball skills and gymnastics. At this stage, gymnastics lessons are centred around developing key stability and locomotor fundamental movement skills, while ball skills lessons focus on improving coordination and manipulative skills. These fundamental movement skills are essential for all future PE learning throughout the year. By emphasising these skills early on, and ensuring they are revisited and built upon throughout Key Stage One, teachers provide a thorough grounding in the fundamental movement skills required both to access and thrive in their PE lessons. This Mastery approach also means that teachers can guarantee that no learner will be left behind as the children progress to Key Stage Two with firm foundations to build upon.

In Key Stage Two, the Autumn term focuses on fundamental movement skills and gymnastics. Initially, the fundamental movement skills units emphasise the development of agility, balance and coordination, before progressing to more advanced manipulative skills— both fundamental and specialised. Gymnastics lessons in this stage aim to further develop balance, flexibility and control of movements, helping students gain greater mastery over their physical abilities. These skills form the foundation for future learning throughout the year, equipping children with the necessary tools to engage in units of learning that involve more complex strategy and tactics.

The long term plans identify the overall theme for the unit of work within classes and terms. This enables a balance of content across the curriculum.

In Key Stage One and Two, the curriculum includes designated time for competition, performance and consolidation. This time allows teachers to either reinforce the skills taught during the units, using the consolidation activities outlined in the lesson plans, or to engage students in a performance or intra-school competition using the unit's competition or performance pack. These experiences provide children with the opportunity to participate in a healthy competitive environment, helping them develop important participation skills, such as teamwork, resilience, and sportsmanship, while also giving them the chance to apply their learned skills in real-world scenarios.



Impact

- *In June 2015 Stoke Prior School achieved a Silver Award. School Games Mark. and in 2016, 2017, 2018 and 2019 achieved a Gold Award. In 2022 the school was awarded Platinum (as a result of 5 full years judged as Gold.) This is a 2 year award. In 2024 the school again was awarded the Platinum School Sports Award.*
- *High quality teaching across the school leads to great progression in PE.*
- *Stoke Prior school regularly produces competitive teams that often win local cluster tournaments.*
- *Stoke Prior school has won county wide tournaments in Kwik Cricket and Tag rugby and football over the last 12 months.*
- *Stoke Prior School has a reputation for excellent commitment to whole school sport. At the summer games 61% of KS2 children took part either competitively or in fun tournaments.*
- *We operate a regular fixture list in Football, Netball and Tag Rugby. We attend Cluster and county tournaments in Cricket, Rounders, Tag Rugby, Football, Lacrosse and Hockey.*
- *We maintain links with Hereford Cricket and Luctonians Rugby club. They supply coaches. We also engage with Chance to Shine Cricket Enrichment days.*
- *Our school enters teams of up to 30 children in local cross country competitions.*
- *Sport has an extremely high profile in school life.*
- *Participation and experience of sporting festivals and tournaments for the whole school is promoted through Cluster access to KS1 festivals and in school owl tournaments and sports days.*



Stoke Prior Primary School

Progression in Physical Education Skills



For Monkey Puzzle Class teachers will use EYFS Progression this will be developed through PE and continuous provision. some children will move onto Phase 1.

Movement and control

Using equipment and athletics

- ### Phase 1 Year 1 and 2
- Copy actions.
 - Repeat and explore skills.
 - Move with some control and care.
 - Throw a ball underarm.
 - Roll a ball or a hoop.
 - Hit a ball with a bat.
 - Copy and remember actions.
 - Repeat and explore skills.

- ### Phase 2 Year 3 and 4
- Move with co-ordination and control.
 - Throw and catch a ball with control and accuracy.
 - Strike a ball and field with control.
 - Sprint over a short distance.
 - Run over a longer distance, conserving energy.
 - Have a range of throwing techniques (underarm, over arm, putting and hurling).
 - Throw with accuracy to hit a target.
 - Jump in a number of ways, sometimes using a short run-up.

- ### Phase 3 Years 5 & 6
- Link skills, techniques and ideas and apply them accurately and appropriately.
 - Choose the most appropriate tactics in a game.
 - Use forehand and backhand when playing racquet games.
 - Field well.
 - Use a variety of techniques to pass.
 - Strike a bowled ball.
 - Work with a team or alone to gain possession of the ball.
 - Combine running and jumping well.
 - Show accurate control, speed, strength and stamina in my athletics.



Movement and control



Dance

- Perform some dance moves.
- Put moves together to make a short dance.
- Show rhythm in my dance.
- Choose the best movements to show different ideas.
- Move carefully with control.
- Use space safely.
- Move with careful control, co-ordination and care.
- Perform my dance actions with control and co-ordination.
- Link two or more actions together to make a sequence.
- Remember and repeat dance movements.
- Choose the best movements to communicate a mood or feeling.

- Dance movements communicate an idea.
- Refine my movements into sequences.
- Dance movements are clear and fluent.
- Know that dance can express a variety of things.

- Creative and imaginative in composing my own dances.
- Perform expressively.
- Show precision, control and fluency.
- Dance matches the mood of the accompanying music.



Movement and control



Gymnastics

- Show control and co-ordination when travelling or balancing.
- Choose which actions to make.
- Copy sequences and repeat them.
- Be able to roll.
- Travel in lots of ways.
- Balance.
- Climb safely.
- Stretch body.
- Curl body.
- I plan sequences of movements.
- Show contrasts such as small/tall, straight/ curved and wide/narrow.
- Movements are controlled.
- Balance on different points of body.

- Body is balanced.
- Shapes are controlled.
- I plan, perform and repeat sequences.
- Sequences include changes in speed and level.
- I work on improving strength and suppleness by practising stretches and shapes.

- I am controlled and skilful in actions and movements.
- Movements are controlled and express emotion or feeling.
- Make complex sequences that include changes in direction, level and speed.
- Combine actions, shapes and balances in gymnastic performance.
- Movements are clear, accurate and consistent.
- Prepare and perform to an audience.
- I practise and perform with control.
- Movements include very controlled balances, shapes, levels and actions.



Movement and control



Swimming

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| <ul style="list-style-type: none"> • With help can swim up to 20 metres with floats. • Swim up to 5 metres without floats. • Put head in the water. • I join in water activities at the pool. • I explore different ways of moving in water. • Swim up to 20 metres using arms and legs to move. • I use one basic stroke to swim, breathing properly. • Using floats, I swim with a controlled leg kick. • I describe different swimming strokes. | <ul style="list-style-type: none"> • Swim between 25 and 50 metres. • Arms and legs are co-ordinated. • I use more than one swimming stroke. • I swim both on the surface and below the surface of the water. • Breathing is co-ordinated with the stroke I am using. | <ul style="list-style-type: none"> • Swim between 50 and 100 metres. • I use breast, front crawl and back stroke styles confidently. • Swimming uses arms and legs in a confident and co-ordinated manner. • Swim over 100 metres. • I swim fluently. • I use all three strokes with control and sustain this for over 2 minutes. • I breathe so that the pattern of swimming is not interrupted. |
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Planning and implementing



- Use the terms 'opponent' and 'team-mate' when playing games.
- Use rolling, hitting and kicking skills in games.
- Decide on the best position to be in during a game.
- Have developed some tactics for the game I am playing.

- Select and use the most appropriate skills, actions and ideas.
- Choose the appropriate tactics to cause a problem for the opposition.
- Follow rules in a game.
- Keep possession of a ball (feet, hockey stick, hands).
- Improvise with ideas and movements.
- Use plans and diagrams to help me get from one place to another.
- Enjoy solving problems or challenges outdoors.

- Link skills, techniques and ideas and apply them accurately and appropriately.
- Choose the most appropriate tactics in a game.
- I am creative and imaginative in composing own dances.
- Select and combine skills, techniques and ideas.
- Apply skills, techniques and ideas accurately, appropriately and consistently.
- Use tactics and follow rules.
- Plan approach to attacking and defending.
- Know and follow event rules.
- Use senses to assess risks and adapt plans accordingly.
- Prepare well by considering safety first.
- Plan with others, seeking advice.



Reflecting and evaluating



- Exercise safely by looking for space.
- Talk about the differences between own and others' performances.
- Say what has gone well and why.
- Identify how a performance could be improved.
- Describe how body feels during different activities, using parts of the body to describe the effects.

- Work and behave safely.
- Discuss 'I say how work is similar to and different from others'.
- Use this understanding to improve own performance.
- Give reasons why warming up before an activity is important.
- Give reasons why physical activity is good for health.

- Explain and apply basic safety principles in preparing for exercise.
- Analyse and comment on skills and techniques and how they are applied in own and in others' work.
- Modify and refine skills and techniques to improve performance.
- Explain how different parts of body react during different types of exercise.
- Warm up and cool down in ways that suit the activity.
- Describe why regular, safe exercise is good for fitness and health.