

Crowmarsh Gifford Primary PE Subject Approach

Intent

The aim of the PE curriculum at Crowmarsh is to ensure all students have access to a high-quality PE education and the opportunities that come with being part of an active lifestyle. We aim to develop each child's understanding of PE by promoting the physical and social skills needed to take part successfully and enjoy a range of sports. Throughout our curriculum, we hope to instil a love of being active and taking part in sports both casually and competitively. We aim to develop the key sporting characteristics and personal qualities such as fairness, determination, and sportsmanship as well as our school values, care, grow, persevere and shine.

National curriculum statements

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education 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

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing, and catching, as well as

- developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

- swim competently, confidently, and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]
- perform safe self-rescue in different water-based situations

Implementation

All students at Crowmarsh Gifford will take part in physical education lessons twice a week, including a weekly swimming lesson for Year 4 students.

Our children in Early Years will develop their locomotor, manipulative and stability skills throughout their daily learning. Staff will encourage children to develop fine and gross motor skills, on a daily basis, through a variety of activities, including (but not exclusive to) mark making, threading, building, digging, scooping, cycling, scooting, climbing, balancing, jumping). The Reception class children will have shorter, formal PE lessons in which they will develop their awareness of themselves within a space while moving around and the format of a PE lesson.

Key stage 1 PE lessons will focus on developing key skills which will enable children to access a variety of sports in the future, including (but not exclusive to) throwing, catching, kicking, hitting. The children will also be introduced to attacking and defending and competing against themselves and others. The children will begin to self-assess and persevere to ensure that their skills continue to grow. Developing an intrinsic motivation to progress will keep students engaged in physical activity and partaking in sports as they progress through their school lives.

Key Stage 2 PE lessons will see the continuation of skills being embedded and applied to a variety of sports. Crowmarsh children will develop their awareness of strategic game play, analysing, modifying and refining skills as necessary. They will excel during competitive sports both internally and locally.

The curriculum at Crowmarsh Gifford takes a skills-based learning approach through a variety of sports to ensure all children can meet the requirements of the National Curriculum and that children are familiar with a range of sports. The curriculum has been designed to ensure that the taught skills are progressive and children are given the opportunity throughout their time at Crowmarsh Gifford Primary School to apply these skills, continuing to progress and develop as a team player.

We will focus on fundamental skills such as agility, balance, and coordination in reception and Key Stage One before progressing these skills into more complex movements in later years. By focussing on the key skills of various sports and fundamental movements, children can learn to enjoy taking part in games and feel confident in their own abilities. Once children feel confident with their skills, they will begin to apply them to strategic and competitive games in later years. This structured approach to PE will enable confident and capable students in all aspects of sports and fitness. While teaching these key skills and strategic elements, we will also focus on the school values and ensure these are embedded in our PE lessons.

The sports that children will cover throughout their time at Crowmarsh include:

- Rugby
- Football

- Athletics
- Dance
- Gymnastics
- Cricket
- Swimming
- Hockey
- Netball

Therefore, PE at Crowmarsh will:

- Be taught twice weekly with a clear focus on developing skills within sports
- Teach and develop the key fundamentals of movement to enable successful participation in all sports
- Ensure all skills and sports are progressive with a focus on individual needs
- Ensure all children can learn in a safe environment
- Ensure all children experience success in sports both individually as well as in a team
- Teach children to understand, apply, and create various rules for a variety of games
- Develop social and emotional skills
- Offer a range of extra-curricular sporting activities
- Teach the importance of the school values through participation in sport and PE lessons
- Offer a range of sports during PE lessons
- Offer a range of sporting opportunities outside of the school curriculum and encourage participation in sports.
- Offer a range of competitions both in-school and outside of school.
- Provide opportunities to experience sport at the highest level.

The PE curriculum will be measured in a variety of ways. This will include:

- Teachers and PE lead observing and assessing children performing taught skills throughout the year.
- Pupil voice question and answer sessions
- Tournament successes
- Assessing the level of participation within school and outside of school

PE Lesson Essentials

PE Lesson Essentials			
Year Groups		Pre School to Year 6	
Time Allocation		Weekly PE lessons (Years 1-6 twice a week)	
	Resources	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • NC objectives • Knowledge journeys 	<ul style="list-style-type: none"> • Learning appropriate to agreed CG subject progression map and goals • Knowledge journeys to be displayed for each unit • Use of a range of well thought out resources including IT (where appropriate) • Focus on self-awareness – space, skills and contribution to a team • Skills are developed within and across a range of sports • Children are aware of different sports and professional athletes within each one • Children are encouraged to ‘Think like an athlete’ 	
IMPLEMENTATION	<ul style="list-style-type: none"> • NC objectives • Complete PE scheme 	<ul style="list-style-type: none"> • WALTs linked to National Curriculum shared on whiteboards in hall/outside (clipboard as a minimum) • Success criteria (children involved in generating, where appropriate) • Revision of previous skills learnt • Modelling thinking like an athlete • A clear demonstration of the skills being taught with common mistakes or misconceptions addressed early – use of interactive videos on Complete PE • Skills are to be broken down into their smaller components and then brought together through effective modelling, manipulation, and practice • An opportunity for the children to practice the skills. Staff and students observing and correcting errors in technique. • Time to apply new skills (a game to apply the skill to) • Collaborative learning • Discussions with children • In-lesson feedback, self and peer assessment, as appropriate • Time given for children to reflect on their own skills and whether they need to “move on” or secure their learning. • An opportunity to challenge their current skill level with a challenge or demonstration of how they have improved. 	<ul style="list-style-type: none"> • Thumbs up/down • Active Listening • My turn- your- turn • Choral response • Random Reporter • Tell your partner/trio • Think-pair-share (higher order thinking) • Think time • Athlete and coach partners
IMPACT	<ul style="list-style-type: none"> • Teachers AFL records/notes • AfL grids 	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning rooms • Mini plenaries • Discussions with children. • Adapted planning for the next lesson. • Children’s self and peer assessment • Teachers’ AFL records/notes 	<ul style="list-style-type: none"> • Peer evaluation • Self-assessment • Flexible groupings. • Children’s peer and self-assessments.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term starts	4 th Sep	4 th Nov	7 th Jan	24 th Feb	23 rd Apr	3 rd Jun
Class R	FMS - Feet ball skills	FMS - Games for understanding	FMS – Hand ball skills 1	FMS - Hand ball skills 2	FMS - rackets, bats, balls and balloons	FMS – rackets, bats, balls and balloons
	FMS - Dance	FMS - Dance	FMS - Gymnastics	FMS - Gymnastics	FMS - locomotion	FMS - locomotion
1	FMS - Feet ball skills	FMS - Games for understanding	FMS– Hand ball skills 1	FMS - Hand ball skills 2	FMS - rackets, bats and balls	Team building
	FMS - Dance	FMS - Dance	FMS - Gymnastics	FMS - Gymnastics	FMS - locomotion	FMS - locomotion
2	FMS - Feet ball skills	FMS - Games for understanding	FMS – Hand ball skills 1	FMS - Hand ball skills 2	FMS - rackets, bats and balls	Team building
	FMS - Dance	FMS - Dance	FMS - Gymnastics	FMS - Gymnastics	FMS - locomotion	FMS - locomotion
3	Football	Hockey	Tag rugby	Netball	Tennis	Cricket
	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
4	Football	Hockey	Tag rugby	Netball	Tennis	Cricket
	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
			Swimming	Swimming	Swimming	Swimming
5	Football	Hockey	Tag rugby	Netball	Tennis	Cricket
	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics
	Swimming	Swimming				
6	Football	Hockey	Tag rugby	Netball	Tennis	Cricket
	Dance	Dance	Gymnastics	Gymnastics	Athletics	Athletics

PE in Early Years and Key Stage One

Mastering the fundamentals

PE in the Early Years and Key Stage One setting has been designed to ensure the children develop their fundamental movement skills. These skills are essential as other more complex skills will be built on top of these skills in later years. Therefore, it is of vital importance that children in reception and key stage one have the chance to develop these skills early to enable successful participation in sports in later life.

The fundamental skills taught in reception and key stage one have been broken down into three different categories: locomotor, manipulative, and stability skill sets. Each child needs to have left key stage one with a good level of proficiency in each of the three categories. As the skills are progressive, they have been placed into tiers with tier one skills being easier to learn than tiers two and three. The fundamental movement skills are below:

Fundamental Movement Skills (FMS)		
Locomotor skills	Manipulative skills	Stability skills
<p>Tier 1</p> <ul style="list-style-type: none"> • Walking • Running • Jumping • Hopping (either or both legs) • Leaping • Side stepping <p>Tier 2</p> <ul style="list-style-type: none"> • Swinging • Sprinting • Skipping • Dodging • Galloping • Climbing • Lunging 	<p>Tier 1</p> <ul style="list-style-type: none"> • Catching (two handed) • Underhand throwing • Kicking (strong foot) <p>Tier 2</p> <ul style="list-style-type: none"> • Catching (one handed – strong hand) • Striking with the hand • Striking with object • Shaking <p>Tier 3</p> <ul style="list-style-type: none"> • Two handed strikes • Pivoting • Overhand throwing • Foot dribbling • Kicking (Weak foot) • Catching (one handed – weak hand) • Hand dribbling - bouncing 	<p>Tier 1</p> <ul style="list-style-type: none"> • Stretching • Bending • Stopping • Balancing <p>Tier 2</p> <ul style="list-style-type: none"> • Landing • Twisting/ rotating • Turning • Rolling • Climbing (holds)

It is important to note that while these key fundamentals skills are taught as the primary focus in Key stage one PE, it is every year groups' responsibility to ensure that these skills are taught, and issues addressed if gaps appear in a child's skill set. Planning must consider how these gaps will be addressed.

Teaching the fundamental movement skills

What each lesson will do

The fundamental movement skills may be taught in isolation or in combination with each other. Deciding on how to teach these skills needs to consider the ability and needs of your current cohort. For example, those children with little experience may be best suited to learning and practising individual skills while the more capable children practise a variety of skills in combination in a game setting. How these skills are taught is up to the individual class teacher. However, all PE lessons at Crowmarsh will incorporate the following:

- Revision of previous skills learned
- A clear lesson objective with achievable, differentiated targets for children based on their needs and current level of ability.
- A clear demonstration of the skills being taught with common mistakes or misconceptions addressed early.
- Ample opportunity for the children to practise the skills.
- Teachers and other staff observing and correcting errors in technique.
- An opportunity to challenge their current skill level with a challenge or demonstration of how they have improved.

Attainment targets per year group

The following targets are what the children should be able to do with regards to the fundamental movement skills. By the end of Key Stage 1, all children should be able to perform all movements with confidence.

Reception	Year one	Year two
<ul style="list-style-type: none">• Children should recognise some basic movement vocabulary such as jump, run, catch, and throw.• Children should be able to demonstrate a basic technique for most of the fundamental movement skills in tier 1.	<ul style="list-style-type: none">• Children should be familiar with the basic movement vocabulary in the fundamental skills lists.• Children should be able to perform most skills on the fundamental movement lists.• Children should be able to comfortably perform all movements in tier 1	<ul style="list-style-type: none">• Children should know the basic movement vocabulary in the fundamental skills lists.• Children should be able to comfortably perform all movements in tier 1, 2 and 3• Children should be able to demonstrate how skills they have learned are applied to basic games.

PE in Key Stage Two

The key stage two curriculum also has a skills-based focus, but this focus shifts to the skills needed to access specific sports and games. Therefore, the skills are a lot more specific. Most sports in the key stage two curriculum are encountered multiple times and therefore gives children the chance to continuously develop their skill sets. This document sets out the key skills development for each sport that the children will need to know and develop along with clear end of unit expectations.

What each lesson will do

Each lesson will have similar expectations to key stage one and reception, with the following being essential to the structuring of a PE lesson.

- Revision of previous skills learned
- A clear lesson objective with achievable, differentiated targets for children based on their needs and current level of ability.
- A clear demonstration of the skills being taught with common mistakes or misconceptions addressed early.
- Skills are to be broken down into their smaller components and then brought together through effective modelling, manipulation, and practice.
- An opportunity for the children to practise the skills. Staff and students observing and correcting errors in technique.
- An opportunity to challenge their current skill level with a challenge or demonstration of how they have improved.

There are only two notable differences between the key stage one and two approach. Firstly, the inclusion of the children in correcting the technique of other children. As the children become more aware of their abilities and what correct technique is, paired or group feedback can be used more often. It also enables the children to be more involved in the skill development process.

The second is breaking down the more complex skills into smaller more manageable chunks. This is important for children to be able to correctly perform the technique. For example, a complex rugby pass using spin and power could be broken down as such:

- Place weaker foot forward with a slight bend in the knees and hips
- Rotate the trunk of the body by pushing off the back foot to generate power
- Swing arms forward from the side to thrust the ball forward using the rotational movement
- In one movement throw the ball forward at the end of the extension of the arms
- Hold the ball in an underhand / side grip and move hands on the release to cause the ball to spin through the air

Each of these small steps may take a while to master but are essential in performing the pass successfully. Breaking down the movements with the children will also help them to feel more confident with performing the movements.

Skills Progression Map 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class	4th Sep	4th Nov	7th Jan	24th Feb	23rd Apr	3rd Jun
R	<p>Football – feet ball skills</p> <p>Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent</p>	<p>Games for understanding</p> <p>Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring</p>	<p>Tag rugby – hand ball skills</p> <p>Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing</p>	<p>Netball – hand ball skills</p> <p>Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching</p>	<p>Tennis – rackets, bats, balls and balloons</p> <p>Explore pushing/hitting a balloon with control Explore hitting a balloon with power into space Explore hitting/pushing (sending) a balloon with accuracy Explore balancing an object on a racket/bat</p>	<p>Locomotion- Jumping</p> <p>Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping</p>
	<p>Dance- Ourselves</p> <p>Moving in sequence Responding in movement to words and music Moving with props and contrasting tempos Creating their own movements Exploring opposites</p>	<p>Dance – Dinosaurs</p> <p>Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters' (dinosaur) movements Performing with a partner Exploring relationships</p>	<p>Gymnastics – over, under</p> <p>Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus</p>	<p>Gymnastics – moving</p> <p>Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs</p>	<p>Locomotion – Walking</p> <p>Explore/develop walking Explore walking in different pathways Sustain walking Explore marching Apply walking into a game</p>	<p>Rackets, bats, balls and balloons</p> <p>Explore pushing/hitting a balloon with control Explore hitting a balloon with power into space Explore hitting/pushing (sending) a balloon with accuracy Explore balancing an object on a racket/bat</p>

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<p>Football – feet ball skills Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point</p>	<p>Games for understanding Understanding the principles of attack/defence Applying attacking/defending principles into a game Consolidate attacking/defending</p>	<p>Tag rugby – hand ball skills Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills</p>	<p>Netball – hand ball skills Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills to score a point Consolidate sending and stopping to win a game</p>	<p>Tennis – rackets, bats and balls Develop pushing (dribbling) a ball with a racket: Introducing control Explore hitting and develop pushing a ball (with a racket) towards a target Explore hitting a ball (with a racket) with accuracy and power</p>	<p>Locomotion – Jumping Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game</p>
<p>Dance- Growing Responding to rhythm Developing the growing plant 'dance' Introduction to motifs Creating motifs Creating movement sequences Relationships and performance</p>	<p>Dance – Heroes Performing movements in sequence Creating movements that represent superpowers Creating movements that represent a superhero rescuing/saving, someone/something Exploring character movements</p>	<p>Gymnastics – wide, narrow, curled Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements Linking two movements together</p>	<p>Gymnastics – body parts Introduction to big/small body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled using big and small body parts Adding (linking) movements together</p>	<p>Locomotion – Running Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a game</p>	<p>Team building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork</p>

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<p>Football – feet ball skills Develop dribbling/ passing/receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point</p>	<p>Games for understanding Attacking/defending as a team Understanding the transition between defence and attack Create and apply attacking/ defensive tactics</p>	<p>Tag rugby – hand ball skills Develop dribbling/ passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/ passing and receiving to score a point Combine dribbling, passing and receiving to score a point</p>	<p>Netball – hand ball skills Consolidate pupils application and understanding of underarm throwing Applying the underarm and overarm throw to win a game Applying the underarm throw to beat an opponent</p>	<p>Tennis – rackets, bats and balls Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent Introduce hitting (sending/striking) a ball into a space: Where and why? Striking the ball (with a bat) into space with intent</p>	<p>Locomotion – Jumping Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations</p>
<p>Dance – Water Responding to stimuli Developing whole group movement Improvisation and physical descriptions Creating contrasting movement sequences Sequences, relationships and performance</p>	<p>Dance – Mr Candy’s Sweet Factory Exploring expression Linking movements together Creating a motif with characterisation, expression and emotion Extending our motifs with different dynamics (fast and slow)</p>	<p>Gymnastics – linking Developing linking Linking on apparatus Jump, roll, balance sequences/on apparatus Creation of sequences Completion of sequences and performance</p>	<p>Gymnastics – pathways Explore/develop zigzag pathways/on apparatus Explore/develop curved pathways/on apparatus Creation of pathway sequences Completion of pathways sequences and performance</p>	<p>Locomotion – Dodging Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams</p>	<p>Team building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork</p>

3	<p style="text-align: center;">Football</p> <p>Introduce/develop dribbling keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling</p>	<p style="text-align: center;">Hockey</p> <p>Introduce dribbling Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting</p>	<p style="text-align: center;">Tag rugby</p> <p>Introduce moving with the ball, passing and receiving Introduce tagging Create space when attacking Develop passing and moving Combine passing/moving to create attacking opportunities</p>	<p style="text-align: center;">Netball</p> <p>Introduce passing, receiving and creating space Develop/combine passing and moving Combine/develop passing and shooting</p>	<p style="text-align: center;">Tennis</p> <p>Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand</p>	<p style="text-align: center;">Cricket</p> <p>Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent</p>
	<p style="text-align: center;">Dance – Witches and Wizards</p> <p>Responding to stimuli Developing characters and extending the story Creating motifs with a partner in character Developing characterisation</p>	<p style="text-align: center;">Dance – Weather</p> <p>Responding to stimuli, extreme weather Developing thematic dance into a motif Extending dance to create sequences with a partner Developing sequences with a partner</p>	<p style="text-align: center;">Gymnastics – symmetry and asymmetry</p> <p>Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation Sequence completion</p>	<p style="text-align: center;">Gymnastics – canon and unison</p> <p>Introduction to Unison Introduction to Canon Application of sequences in 'Unison' and 'Canon' onto apparatus Combining Canon and Unison in groups</p>	<p style="text-align: center;">Athletics</p> <p>Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team Throwing: Accuracy vs distance Standing Long Jump</p>	<p style="text-align: center;">Tactics and communication</p> <p>Creating and applying simple tactics Developing leadership Develop communication as a team Create defending and attacking tactics as a team</p>

4	<p style="text-align: center;">Football</p> <p>Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting</p>	<p style="text-align: center;">Hockey</p> <p>Refine dribbling and passing Combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling</p>	<p style="text-align: center;">Tag rugby</p> <p>Develop passing, moving and creating space Apply learning to 3v3 mini games Develop defending in game situations Combine passing and moving to create an attack and score</p>	<p style="text-align: center;">Netball</p> <p>Refine passing and receiving Develop passing and dribbling creating space Develop passing, moving and shooting Refine passing and shooting Develop footwork</p>	<p style="text-align: center;">Tennis</p> <p>Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point</p>	<p style="text-align: center;">Cricket</p> <p>Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds</p>
	<p style="text-align: center;">Dance – WW2</p> <p>Explore the behaviours of people in 1939 Creating sequences in small groups that show character emotion Creating movements that interconnect</p>	<p style="text-align: center;">Dance – Space</p> <p>Extending sequences with a partner in character Developing sequences with a partner in character that show relationships and interlinking dance moves Sequences, relationships, choreography and performance</p>	<p style="text-align: center;">Gymnastics – bridges</p> <p>Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion</p>	<p style="text-align: center;">Gymnastics – level and direction</p> <p>Exploring changes in 'Level' Exploring changes in 'Direction' Application of learning onto apparatus to include changes in 'Level' and 'Direction' Sequence completion and performance</p>	<p style="text-align: center;">Athletics</p> <p>Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Javelin Standing Triple Jump</p>	<p style="text-align: center;">Problem Solving</p> <p>Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge Caving challenges</p>
			<p style="text-align: center;">Swimming</p>	<p style="text-align: center;">Swimming</p>	<p style="text-align: center;">Swimming</p>	<p style="text-align: center;">Swimming</p>

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	<p>Football Refine dribbling and passing to maintain possession Introduce and develop defending Develop shooting Refine attacking skills, passing, dribbling and shooting, introduce officiating</p>	<p>Hockey Develop defending; blocking and tacking Refine dribbling/passing to create attacking opportunities Refine attacking skills, passing dribbling and shooting Refine defending skills developing transition from defence to attack</p>	<p>Tag rugby Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics. Develop officiating</p>	<p>Netball Recap and refine dribbling and passing to create attacking opportunities Develop marking Refine shooting Refine attacking skills, passing, dribbling and shooting introduce officiating</p>	<p>Tennis Introduce/develop the volley Controlling the game from the serve Doubles, understanding and applying tactics to win a point</p>	<p>Cricket Refine batting, batting and bowling tactics Refine fielding stopping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoring</p>
	<p>Dance – Street Art Using movement to create Street Artists' 'Tags' Using a variety of concepts/relationships to change and develop our Street Art movements Combining Breakdance with Street Art</p>	<p>Dance – Circus Develop character movements linked to prejudices Create movements that represent different characters and performers in a circus Extending our performance incorporating props and apparatus linked to the variety of performers</p>	<p>Gymnastics – counter balance/tension Introduction to Counter Balance Application of Counter Balance learning onto apparatus Sequence formation Counter Tension Sequence completion</p>	<p>Gymnastics – flight Introduction to Flight: Developing Jumping Developing Flight: Jumping and Turning Application of 'Jumping,' learning, onto apparatus Combining jumping on apparatus with Canon and Unison</p>	<p>Athletics Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the Hurdles</p>	<p>Orienteering Face orienteering Cone orienteering Point and return Point to point Timed course Orienteering competition</p>
	<p>Swimming</p>	<p>Swimming</p>				

6	<p style="text-align: center;">Football</p> <p>Consolidate keeping possession, develop officiating Consolidate defending Organise formations and manage teams Organise formations decide tactics, manage teams and officiate games</p>	<p style="text-align: center;">Hockey</p> <p>Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations</p>	<p style="text-align: center;">Tag rugby</p> <p>Consolidate passing and moving Consolidate defending Create, understand and apply attacking/defending tactics in game situations Consolidate attacking and defending in min games</p>	<p style="text-align: center;">Netball</p> <p>Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations</p>	<p style="text-align: center;">Tennis</p> <p>Game application Game application, mixed ability doubles, round robin games</p>	<p style="text-align: center;">Cricket</p> <p>Consolidate batting, fielding and bowling Create, understand and apply attacking and defensive tactics in game</p>
	<p style="text-align: center;">Dance – Prejudice and Discrimination</p> <p>Exploring Prejudice and Discrimination Exploring Sexism/Classism through dance The power of unity through Dance: Tackling Prejudices</p>	<p style="text-align: center;">Dance – Titanic</p> <p>Creating rhythmic patterns using our body Extend choreography through controlled movements, character emotion and expression Explore the relationships between characters applying character emotion and expression</p>	<p style="text-align: center;">Gymnastics – matching and mirroring</p> <p>Introduction to matching /mirroring Application of matching mirroring learning onto apparatus Sequence development</p>	<p style="text-align: center;">Gymnastics – creating sequences</p> <p>Challenging creativity Sequence development Sequence performance</p>	<p style="text-align: center;">Athletics</p> <p>Running for speed competition Running for distance competition Throwing competition Jumping competition</p>	<p style="text-align: center;">Leadership</p> <p>Understanding what makes an effective leader Communicating as a leader Introducing the STEP principle: Space , Task, Equipment and People</p>

*Skills progression taken from the Complete PE scheme of work

Assessment

Teachers will carry out ongoing assessments of the children throughout lessons and across units. They will complete an Assessment for Learning Grid making use of the Complete PE colour coded success criteria on individual lesson plans. At the end of each unit, teachers will form a final judgement, informed by their AfL, and will report this by utilising the Complete PE assessment tool. This data will help to build a picture of each child across different sports and help them to form an overall judgement at the end of the year. It can also be used to identify gaps that may form within classes and across year groups. The PE lead will analyse class data 3 times a year to look for further ways in which the children can be supported and challenged.

Data Sample:

Athletics		Avg Attainment	Threshold	Games		Avg Attainment	Threshold	Pupil Overview	Overall Attainment
Athletics	Running			Invasion					
Athletics x	Running x			Football x	Netball x				
Green	Green	●	Yes	Green	Green	●	Yes	View	●
Yellow	Green	●	Yes	Yellow	Yellow	●	No	View	●
Green	Green	●	Yes	Yellow	Green	●	Yes	View	●
Green	Green	●	Yes	Green	Red	●	No	View	●
Blue	Blue	●	Yes	Green	Green	●	Yes	View	●
Green	Green	●	Yes	Yellow	Green	●	Yes	View	●

Impact

Our progressive curriculum ensures that all children develop fundamental skills which are then applied to a range of sports. Children are motivated to further engage in sport in out-of-school clubs where they can continue to develop skills and a love of sport. By the end of Year 6, all children will be able to swim 25 metres and have the skills needed to keep themselves safe in water. Children know the importance of maintaining a healthy and active lifestyle now and in the future.