



St George and St Teresa Catholic Primary School

"We live it, love it and learn it"



Progression of Skills and Knowledge

Physical Education

National Curriculum Aims and Purpose	School Aims and Intent: Skills, attitudes and knowledge that we want all children to develop on their journey through our school
<p>Purpose of Study:</p> <p>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.</p> <p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Aims:</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 	<p>School Aims:</p> <p>In EYFS, teaching is often done through play, where the child learns about subjects and other people through games. Focus is given to the development of fine and gross motor skills, and the development of core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>In years 1 - 6, children are encouraged to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with our policy on PSHE and our use of Building Learning Power (BLP).</p> <p>We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.</p> <p>Attitudes:</p> <p>St George & St Teresa School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that</p>



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PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

Skills:

Through carefully sequenced progression, by the end of Key Stage 2, children will be taught to

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Swim competently, confidently and proficiently over a distance of at least 25 metres and:
 - Use a range of strokes effectively.
 - Perform safe self-rescue in different water-based situations.

Knowledge:

Personal – consistently try to improve

- Cope well and react positively when things become difficult.
- Can persevere with a task and improve my performance through regular practice.

Social – organise and guide others

- Co-operate well with others and give helpful feedback.
- Help organise roles and responsibilities and guide a small group through a task.

Applying Physical – link with quality

- Can perform a variety of movements and skills with good body tension.
- Can link actions together so that they flow in running, jumping and throwing activities.

Cognitive – Describe how to improve

- Can understand ways (criteria) to judge performance and can identify specific parts to continue to work upon.
- Can use awareness of space and others to make good decisions.

Creative – refine and change

- Can link actions and develop sequences of movements that express own ideas.
- Can change tactics, rules or tasks to make activities more fun or challenging.

Health and Fitness – explain how to exercise

- Can describe the basic fitness components and explain how often and how long they should exercise to be healthy.
- Can record and monitor how hard they are working.



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Links to other curriculum areas	Experiences every child should have
<ul style="list-style-type: none"> • In R.E. and R.S.H.E., children are taught that they are made in the image and likeness of God and that their bodies are a gift to be respected, treasured and developed. • P.E. is closely linked to the biology aspect of science and children know how to look after their bodies. • Movement breaks are incorporated into classroom activities to improve learning. • Physical activity is used across the curriculum where appropriate to enhance the learning experience e.g. physical role-play. • Measuring distances and scores links to measurement in Maths. • Dancing within P.E. links to music as they use their bodies to find pulse and rhythm. • Position and direction linked to Maths and Geography. <p>Science and D&T make reference to how healthy eating enables healthy bodies</p>	<ul style="list-style-type: none"> • Be taught and encouraged to lead healthy, active lives. • To use safe, age appropriate P.E. equipment that will allow them to discover more about their bodies and how they can use them. • Participate in two outdoor and adventurous activity residential trips. • The opportunity to compete individually and in teams against peers from school. • The opportunity to compete individually and in teams against peers from other schools. • The opportunity to use significant events (e.g. Olympic games, World Cups) to learn about sporting values.

Opportunities to develop Catholic Social teaching, Catholic School Pupil Profile Virtues and British Values

Catholic Social Teaching:	Catholic School Pupil Profile:	British Values:
<p>Including, but not limited to:</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Dignity of the human person <ul style="list-style-type: none"> ➤ That we are all made in the image and likeness of God and that we appreciate and develop this gift including their bodies. • Family and community • Solidarity and the common good <ul style="list-style-type: none"> ➤ Using sport as a vehicle for common good where all are included. • Dignity of work and rights of workers • Rights and responsibilities • An option for the poor and vulnerable • Stewardship of God's creation <ul style="list-style-type: none"> ➤ A respect for God's creation in that they do. 	<p>Including, but not limited to:</p> <p>Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.</p> <p>Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.</p> <p>Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.</p>	<p>Including, but not limited to:</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Democracy <ul style="list-style-type: none"> ➤ Understanding the need for different roles and responsibilities such as teamwork and decision-making. • The rule of law <ul style="list-style-type: none"> ➤ Knowing rules about fairness and respect. • Individual liberty <ul style="list-style-type: none"> ➤ Recognising the opportunity for them and others to express themselves in a supportive environment. ➤ An ethos where the views of individuals are listened to and respected.







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	<p>Faith-filled in their beliefs and hopeful for the future.</p> <p>Eloquent and truthful in what they say of themselves, the relations between people, and the world.</p> <p>Learned, finding God in all things; and wise in the ways they use their learning for the common good.</p> <p>Curious about everything; and active in their engagement with the world, changing what they can for the better.</p> <p>Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.</p>	<ul style="list-style-type: none">• Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith<ul style="list-style-type: none">➤ Competitive experiences against children from different demographics to themselves.➤ Positive behaviour is encouraged and rewarded.
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Opportunities to develop and use Building Learning Power in our curriculum

<p>Reciprocity</p> 	<p>Being willing and able to learn alone and with others</p> <ul style="list-style-type: none"> • Imitation: watching others and learning from them. • Interdependence: balancing the work of an individual within the collective goal of the team. • Collaboration: knowing when to compete and when to learn with others. • Empathy and listening: understanding the thoughts of others to learn from them and support them.
<p>Resourcefulness</p> 	<p>Being ready, willing and able to learn in different ways</p> <ul style="list-style-type: none"> • Making links: seeking relevance in what they're doing and how they're doing it. • Questioning: being curious about how they can get better and know more. • Capitalising: learning to make good use of resources and opportunities in games. • Reasoning: developing how be methodical in achieving a goal. • Imagining: using the mind's eye to develop creative solutions to problems.
<p>Reflectiveness</p> 	<p>Being ready, willing and able to become more strategic P.E., school sports and physical activity</p> <ul style="list-style-type: none"> • Meta-learning: learning how their bodies work and how they learn. • Revising: Monitoring performance and adapting along the way. • Planning: developing strategies in advance to maximise performance. • Distilling: drawing the learning out from experiences (good and bad).
<p>Resilience</p> 	<p>Being ready, willing and able to lock on to learning</p> <ul style="list-style-type: none"> • Manage distractions and reduce interruptions – staying focussed on the scientific task at hand • Absorption: the pleasure of being rapt in the moment • Noticing: really sensing what their bodies are doing. • Perseverance: Stick ability; tolerating the feelings of challenge to develop further.

Skills Progression in P.E. at St George and St Teresa Catholic Primary School

Year group	Communication and language	Physical development	Personal, social and emotional development	
Nursery	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	
Reception	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>	

		needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.		
	Agility	Balance	Co-ordination	Games
Year 1	<ul style="list-style-type: none"> Roll a ball, chase it and catch it When a partner drops a ball, catch it after two bounces 	<ul style="list-style-type: none"> Balance on one foot Seated balance On hands and knees, point one hand to the ceiling Sustain balance on a line of the balls of feet Sustain balance on a line on the balls of the feet On a line, walk backwards On two feet, jump side-to-side and backwards/forwards Seated rocking backwards Roll a ball against a wall and collect it 	<ul style="list-style-type: none"> While sitting on the floor, roll a ball large ball around the body (two hands or one) Sidestep in both directions 	<ul style="list-style-type: none"> Develop simple tactics for attacking and defending Perform dances using simple movement patterns that include running, jumping, throwing and catching
Year 2	<ul style="list-style-type: none"> Throw a bouncing ball, chase it and catch it When a partner drops one of two tennis balls, catch the dropped one after one bounce 	<ul style="list-style-type: none"> One-footed mini squat Picking up cones during seated balance Make a bridge with bent knees and place a cone on stomach Sustain balance on a low beam of the balls of feet On a line, walk backwards lifting your knees up to bottom On two feet, jump with a quarter-turn in different directions 	<ul style="list-style-type: none"> Roll a large ball up legs, around upper body and back down legs using only one hand at a time (hand transfer when required) Hop (both sides) 	<ul style="list-style-type: none"> Embed simple tactics for attacking and defending Link dances to learning about other cultures in Geography Engage in competitive and co-operative physical activities

		<ul style="list-style-type: none"> • With a partner, hold hands and lean backwards with a long base • Throw a tennis ball against a wall and catch it with one hand 		
Year 3	<ul style="list-style-type: none"> • Roll a ball, chase it, let it run through legs, chase and catch it • When a partner drops one of two tennis balls, catch the dropped one after one bounce while balancing on one leg 	<ul style="list-style-type: none"> • One-legged stand-still with eyes closed • Pick up a cone from one side and place it on the other side with same hand • Sustain a full front support position • Receive a small force from various angles • March on a line, lifting knees and elbows up to a 90° angle (forwards and backwards) • On two feet, jump with a half-turn (180°) in different directions • With a partner, lean backwards with a one-handed grip and a short base • Strike a ball with alternate hands against a wall five times 	<ul style="list-style-type: none"> • Standing with legs apart, move a large ball around one leg 16 times in 20 seconds or less (do both legs) • Hopscotch forwards and backwards 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations
Year 4	<ul style="list-style-type: none"> • Throw a bouncing ball, chase it, let it run through legs, chase and catch it • When a partner drops one of two tennis balls, catch the dropped one after one bounce while 	<ul style="list-style-type: none"> • One-legged squats • Making and holding a dish shape • Transfer a cone on and off back in a full front support position 	<ul style="list-style-type: none"> • Standing with legs apart, move a large ball in a figure-of-eight between legs 10 times in 20 seconds or less • Perform a continuous three-step zigzag pattern using sidesteps at 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns • Play competitive games (hockey)

	stepping across body with hand across body	<ul style="list-style-type: none"> • Staying on a line, catch a ball at chest height and chest-pass it back to a partner • Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) • On two feet, tuck jump with a half-turn (180°) in different directions • With a partner and eyes closed, lean backwards with a one-handed grip and a short base • With a ball in each hand, alternately roll the balls, sending one as the other is returning 	under control with increasing speed	
Year 5	<ul style="list-style-type: none"> • Hop forwards and backwards, freezing on landing • Roll a large ball, chase it, then stop it using head in the front support position (facing opposite direction) • Stand with back to partner. When they drop one of two tennis balls (and call as they drop), turn and catch the dropped ball after one bounce 	<ul style="list-style-type: none"> • Squats to ankle extensions with eyes closed • Move a cone from side to side during seated balance with feet and hands off the ground • Transfer a cone on and off stomach in a full back support position • Staying on a line, bring knees to opposite elbows • Lunge walk while staying on a line with your eyes closed • Holding your partner's hands on a bench, lean back 	<ul style="list-style-type: none"> • Throw tennis balls alternately with both hands against a wall • Standing with legs apart, hold the ball with one hand in front and the other behind, then swap front and back hands (letting the ball bounce once or not at all for more challenge) in 20 seconds or less • Perform a continuous three-step zigzag pattern using sidesteps that include lifting heel before changing direction under control with increasing speed 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns linked to other work • Play competitive games (netball, athletics, cricket)

<p>Year 6</p>	<ul style="list-style-type: none"> • From a vertical stance, jump into a lunge position and then back to vertical stance (both sides) • When a partner feeds a ball overhead, turn quickly and collect it after one bounce. • Stand with back to partner. When drop one of two tennis balls, react to the sound of the bounce and turn and catch the dropped ball after one bounce 	<ul style="list-style-type: none"> • Pick up cones from multiple angles while on one foot • Move a cone from front to back during seated balance with feet and hands off the ground and eyes closed • Transfer between front and back support positions keeping straight arms during transfer • Stay balanced while throwing and catching two balls (using both hands) • Stay balanced while lunge walking backwards along a line (with eyes closed) • Holding your partner's hands on a bench, lean back and then swap sides 	<ul style="list-style-type: none"> • With a partner, simultaneously pass a big ball along the floor using feet while throwing a tennis ball with hands • Back-to-front catches 11 times in a row in under 20 seconds (front-to-back for more challenge) • Three-step zigzag pattern with knee raises across the body while moving backwards 	<ul style="list-style-type: none"> • Play competitive games (tag-rugby, athletics)
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Knowledge Progression in P.E. at St George and St Teresa Catholic Primary School				
Year group	Communication and language	Physical development	Personal, social and emotional development	
Nursery	<ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. 	
Reception	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility 	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. 	

		needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.				
	Personal	Social	Physical	Cognitive	Creative	Health & Fitness
Year 1	<ul style="list-style-type: none"> Follow simple instructions, practise safely and work independently 	<ul style="list-style-type: none"> Work sensibly with others, taking turns and sharing 	<ul style="list-style-type: none"> Perform simple movements with control and link two movements together 	<ul style="list-style-type: none"> Follow simple rules and articulate strengths 	<ul style="list-style-type: none"> Explore and describe different movements 	<ul style="list-style-type: none"> Understand why exercise is important for good health
Year 2	<ul style="list-style-type: none"> Try several times to try to succeed and ask for help when appropriate 	<ul style="list-style-type: none"> Help, praise and encourage others in their learning 	<ul style="list-style-type: none"> Perform a sequence of skills with control, consistency and with some change in level, direction or speed 	<ul style="list-style-type: none"> Recognise elements of good practice by others (with support) 	<ul style="list-style-type: none"> Begin to compare movements and skills of self with others 	<ul style="list-style-type: none"> Articulate and recognise how the body feels before, during and after exercise.
Year 3	<ul style="list-style-type: none"> Beginning to be aware of current level and next steps to improve 	<ul style="list-style-type: none"> Can show patience and support others, listening carefully to them about our work. Happy to show and tell them about my ideas 	<ul style="list-style-type: none"> Can perform and repeat longer sequences with clear shapes and controlled movement 	<ul style="list-style-type: none"> Can understand the simple tactics of attacking and defending 	<ul style="list-style-type: none"> Can make up my own rules and versions of activities 	<ul style="list-style-type: none"> Beginning to describe how and why body changes during and after exercise, and the need to warm up and cool down
Year 4	<ul style="list-style-type: none"> Take control of own progress by being aware of current level and next steps to improve 	<ul style="list-style-type: none"> Work well with others, and communicate ideas clearly to them 	<ul style="list-style-type: none"> Can select and apply a range of skills with good control and consistency 	<ul style="list-style-type: none"> Can explain what is being done well and begin to identify areas for improvement 	<ul style="list-style-type: none"> Can respond differently to a variety of tasks or music and can recognise similarities and differences in 	<ul style="list-style-type: none"> Can clearly describe how and why body changes during and after exercise, and the need to warm up and cool down



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					movements and expression	
Year 5	<ul style="list-style-type: none"> React positively when things become difficult 	<ul style="list-style-type: none"> Co-operate well with others and give helpful feedback 	<ul style="list-style-type: none"> Can perform a variety of movements and skills with good body tension 	<ul style="list-style-type: none"> Can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon 	<ul style="list-style-type: none"> Can link actions and develop sequences of movements that express own ideas 	<ul style="list-style-type: none"> Can describe the basic fitness components and explain how often and how long I should exercise to be healthy
Year 6	<ul style="list-style-type: none"> React positively when things become difficult 	<ul style="list-style-type: none"> Co-operate well with others and give helpful feedback 	<ul style="list-style-type: none"> Can perform a variety of movements and skills with good body tension 	<ul style="list-style-type: none"> Can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon 	<ul style="list-style-type: none"> Can link actions and develop sequences of movements that express own ideas 	<ul style="list-style-type: none"> Can describe the basic fitness components and explain how often and how long I should exercise to be healthy

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Provide time and space daily to enjoy energetic play indoors and out • Provide sufficient equipment for children to share, so that waiting to take turns does not spoil the enjoyment • Begin to explore and co-ordinate different parts of the body to achieve particular actions e.g. hands, feet • When exploring nursery rhymes consider how large actions can be incorporated • Experience a range of rhythm, movement and story activities in relation to experiences, beginning to respond by developing control and co-ordination of movement: • -action rhymes • -taking on roles • -various body movements music, skip, slither, crawl, spin, roll, walk, climb / stretch, turn, twist, pull, push, sway, kneel, curl, reach... • (Importance of adult role here in modelling specific movements.) • Move spontaneously, to a variety of stimuli within the available space in a range of ways, observing and imitating the actions of others 		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Continue to explore and co-ordinate different parts of the body to achieve particular actions, e.g. travelling skills – walk, hop, run, crawl, skip, slither, shuffle at different speeds, and in different directions • Listen and respond to sound, rhythm, movement and story activities through gesture and movement using appropriate language, e.g. action words: creeping, slithering, developing their ability to use their bodies in imaginative and creative ways. (Importance of adult role here in modelling) • Continue to develop control and co-ordination movements and move spontaneously to an increased range of stimuli within the available space, showing enjoyment and growing confidence, discussing their work and the work of others using the language of movement by: <ul style="list-style-type: none"> ○ exploring a variety of rolls in different directions ○ being able to jump and land safely from a short height 		<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Continue to explore and co-ordinate different body parts through the use of stories, rhymes, festive events, props etc. as part of movement sequences, e.g. move with ribbons/ handkerchief/ ball/ hoop/bean bags/cones etc • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Use the children's interests and the outdoor area to provide opportunities for children to move in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping, adjusting speed or change direction to avoid obstacles. • Develop simple motor skills e.g. run and change direction, turn jump, stop • Listen, respond and express feelings, ideas and experiences through movement using imagination and creativity and appropriate language. • Move freely with pleasure and confidence in response to stimuli • Plan in opportunities to share and model language related to the controlled effort 	

	<ul style="list-style-type: none"> • Begin to demonstrate and talk about their work • Experience a variety of rolls, tuck, log, down a hill, across a mat • Experience jumping and landing safely (2 feet to 2 feet, 1 to 1) • Experience hopping with support if necessary • Experience balancing in a fixed position to hold a shape and balancing to walk along a line • Join /repeat simple movements at more than one speed - include appropriate vocabulary • Talk about travel and stillness - hop, freeze, statue, jump • Use appropriate vocabulary and different ways of moving <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Begin to develop their ability to follow instructions and stop on command. • Begin to show an awareness of space within the setting and how it is used by others by: <ul style="list-style-type: none"> ○ -creating pathways ○ -exploring own spaces and enclosures ○ -judging body space • Practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching 	<ul style="list-style-type: none"> ○ being able to jump and land safely (2 feet to 2 feet, 1 foot to other foot) ○ climbing ○ hopping ○ standing momentarily on one foot ○ being able to balance on various body parts <ul style="list-style-type: none"> • Begin to adjust their speed as required. • Show growing confidence when following instructions and stops on command • Demonstrate a growing awareness of the space within the setting, beginning to show respect for other children's personal space when playing among them by: • Experiencing travelling in a variety of ways within a given space e.g. around, under, over, and through balancing and climbing equipment -walk, run, crawl. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Being able to move around showing a growing awareness of space and those in it, without bumping • Be active through games such as follow the leader • Be able to steer a variety of wheeled equipment, tricycles, wheelbarrows... trying to avoid obstacles • Explore using a variety of types of large equipment, scooter, hoops, climbing apparatus... 	<p>used in movement such as strong, gentle, heavy, stretch, reach and floppy</p> <ul style="list-style-type: none"> • Use the available equipment to develop increasing control and co-ordination of movements by, climbing, swinging, sliding, pulling, balancing, hanging etc. • Incorporate mats and soft flooring area for children to experience rolls from different starting points • Exploring jumping and landing safely – 2 feet to 2 foot, 1 foot to 2 feet, 1 to 1 climbing using alternate feet • Exploring a range of foot-eye co-ordination activities - trap, kick, aim, stepping stones etc • Developing an awareness of the capacities of different body parts • Sitting up, standing up and balancing on various parts of the body <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Develop attentiveness when listening to instructions • Make use of larger areas of the provision with obstacles to provide opportunities to negotiate space successfully when moving within the learning environment by: <ul style="list-style-type: none"> ○ -developing directionality (forward, backward, sideways, over, under, through, outside, around), marking out boundaries to create pathways
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	<ul style="list-style-type: none"> • Find out and encourage children's favourite music play- encourage children to move to the beat and dance freely. • Introduce moving in time to music. Model larger body movement-side steps, hip movements and arm lifts. • Begin to introduce early dance through simple large scale sequences-nursery rhyme actions (twinkle, twinkle- hands high and low/ tip toes) • Explore animal movements- hedgehogs curling in a ball, the bear walk etc. • Practise movement skills through games with beanbags, cones, balls and hoops • Mark out boundaries for some activities such as games involving wheeled toys or balls, so that children can more easily regulate their own activities • Encourage children to move with controlled effort, and use associated vocabulary such as strong, firm, gentle, heavy, stretch, reach, tense and floppy • Introduce the vocabulary required to support children with talking 	<ul style="list-style-type: none"> • Explore large body movements with a spring theme, such as floating through the air like blossom, waddling like a duck, buzzing like a bee and jumping like a frog. • Dance using stimuli from the natural environment- growing plants, sounds of the weather, festive music- Chinese new year, Eid Festivals, Easter Parades • Provide opportunities for children to copy and repeat movements to favourite music • Consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements 	<ul style="list-style-type: none"> ○ -persevering in repeating some actions/attempts when developing a new skill • Show respect for other children's personal space by: <ul style="list-style-type: none"> ○ -collaborating in devising and sharing tasks, including those which involve accepting rules, marking out boundaries within which to work/regulate activities ○ -beginning to collaborate in throwing rolling, fetching and receiving games • Be able to pedal and steer a trike, beginning to adjust speed or change direction to avoid obstacles. • Show increasing control in using equipment for climbing, scrambling, sliding and swinging • Be able to construct with a range of large and small equipment e.g. large materials such as cartons, long lengths of fabric and planks • Developing attentiveness when listening to instructions
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<p>Reception</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Explore speed, distance, direction and height • Experience movements relating to speed (crawl slowly, hop quickly) and force (tiptoe, plod) • Adjust body movements to tempo • Create obstacles to focus on changing direction within a large space, forwards, backwards, sideways • Develop co-ordination and control through a range of chasing and dodging activities e.g. tag Mr Wolf etc. • Develop vocabulary linked to movement and speed, stop, still, slowly, quickly, pulse, gallop, slither • Being able to jump off an age appropriate object and land with control and how to land safely • Experience rolling at different speeds • Through the autumn themes- leaves falling, fireworks and relevant festivals- explore speed, distance, direction and height for example for speed-crawl slowly, hop quickly, for force tiptoe, plod. • Co-ordinate different parts of the body to achieve particular actions in order to develop control and co-ordinate movements by: <ul style="list-style-type: none"> ○ Exploring a wide variety of movements and show some awareness of space e.g. to skip, 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Develop, control and co-ordinate movement • Roll from different starting points and different positions-such as tuck to log roll, standing to tuck roll etc. • Jump across, over, onto, off-a range of apparatus • Travel around, under, over and through balancing and climbing equipment • Travel confidently in a range of ways alongside a partner or along a straight/ curved/ round pathway etc. in response to a range of stimuli • Use a range of vocabulary linked to movement – roll, strike, bounce, catch, jump, climb, leap, slide, walk, crawl, gallop, slither, dodge, side, gallop etc. • Demonstrate more developed hand-eye / foot-eye co- ordination in a range of activities-dribble a ball, travel and send/receive a ball in different ways • Demonstrate an ability to balance along a narrow pathway /with a bean bag on their head/ shoulder • Co-ordinate and control body movements successfully - twist, pause, dodge, negotiate obstacles • Demonstrate a growing confidence when lifting, carrying and placing small apparatus 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Move with confidence, imagination and safety • Develop control and co-ordinate movements by practicing large muscle co-ordination (skip, gallop) • Use a range of muscle co-ordination skills during group/team games and activities e.g. to throw over-arm, under-arm, hit a ball with a 2 handed strike etc. • Experience a range of 'turning' activities – spin, rolls, turn over a bar etc. Jumping over an object of a given height /across a given length • Recognise and describing some body actions and the expressive / dynamic qualities of movement, such as floppy, tense, reach, pause, floating, charging, etc. • Move to a beat- go noodle and wake up shake up activities • Demonstrate an ability to consistently use a range of more complex movements, hop, skip, use a skipping rope, peddle a trike, or skips on alternate feet • Being set and setting themselves a range of physical challenges • Jumping and landing safely from a variety of starting positions to various finishing positions -2-2, 1-1 foot • Throwing, catching, aiming, hitting, kicking controlling, etc., small equipment
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	<p>hop, balance along a line, march rhythmically to music,</p> <ul style="list-style-type: none"> ○ Observing and exploring travelling in a range of ways e.g. walking on heels, hopping on alternate feet, skipping, travelling forwards, backwards, sideways ○ Developing kinaesthetic (close your eyes and take 2 steps) ○ Using different body parts to move along/ over/across/ through etc and on different surfaces, benches, grass, rope etc. and along different pathways, straight, zigzag, wavy, etc. ○ Developing an awareness of body shape, tall, wide, narrow, long, spiky through movement and when balancing ○ Exploring jumping along a range of different surfaces including jumping 1 foot to same foot (leap) <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ● Initiate new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences ● NB. Importance of adult modelling movements, gestures and appropriate language ● Demonstrate an awareness of their own bodies, the shapes which they can create 	<ul style="list-style-type: none"> ● Experience movements relating to space-reach high, balance, stretch out wide ● Respond through movement to range of stimuli linked to moods and feelings ● Observe and discuss movements and describe what they see. ● Be able to use space safely –taking account of others adjusting speed or changing direction to avoid obstacles. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ● Begin to work in a variety of different groupings; individually, in pairs, small group, to plan a series of movements ● Begin to develop an improved reaction time (stop when I clap) ● Provide resources to enable children to create dens ● Experiencing movements relating to space (reach high, balance, stretch out wide) ● Planning for opportunities for children to access larger spaces to enable them to learn and be able to safely use spaces, adjust and control speed and change direction avoid obstacles 	<p>with increasing skill and control from a stationary position and whilst moving</p> <ul style="list-style-type: none"> ● Know how to move expressively and clearly ● Demonstrate an awareness of others in the space and use the space available <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of how to use space and apparatus safely ● Know how to start and finish movement phrases. ● Begin to link movement together in short phrases e.g. can copy and repeat simple actions ● Combine movements using various parts of their body e.g. repeat and remember 2 movements ● Create simple movement sequences ● Be able to work independently, with a partner, and in various sized groups ● Be able to describe the basic rules of a game ● Be able to describe and comment on their own actions and that of their peers - notice similarities and differences, likes and areas for development... ● Observe, describe and copy what others have done ● Demonstrate an ability to follow instructions, stop, and start accurately
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	<p>with their bodies and the ways in which they can move their bodies within the given space in relation to the learning experience through:</p> <ul style="list-style-type: none"> ○ Creating/copying a movement phrase such as 'follow my leader' and using vocabulary e.g. follow, lead and copy, ○ Copying a partner's sequence across apparatus, mirror or shadow actions, develop a sequence together ○ Exploring body shapes ● 'Plan' (in their mind or as they go) a movement phrase ● Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it: <ul style="list-style-type: none"> ○ To be able to hit a thrown object with a bat, e.g. a bean bag ○ To experience catching a range of objects e.g. scarf, bubbles, ball, leaves, bouncing and catching a ball ● Practice and evaluate their ability to follow a ball and moving to collect it...kick/ throw/ roll etc. ● Retrieve, collect and catch objects ● Practice and evaluate their skills when rolling a ball and under arm throwing. <p>Show children how to make large movements in the air with their arms, hands and shoulders. For example, fix ribbons on</p>		<ul style="list-style-type: none"> ● Mark out boundaries for some activities so that children can easily regulate their own activities
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	to the end of sticks for the children to swirl in the air. Encourage the use of both sides of the body.					
Year 1	Personal (Unit 1) Co-ordination: footwork (FUNS 10) Static balance: one leg (FUNS 1) Dance (co-operative) <ul style="list-style-type: none"> Moving to music Basic sequence Speed/rhythm 	Social (Unit 2) Dynamic balance to agility: jumping and landing (FUNS 6) Static balance: seated (FUNS 2) Co-operative and competitive (playground) games e.g. <ul style="list-style-type: none"> Stuck in the mud Traffic lights Cat & mouse 	Cognitive (Unit 3) Dynamic balance: on a line (FUNS 5) Static balance: stance (FUNS 4) Gymnastics <ul style="list-style-type: none"> Simple travel & balance sequences On floor/benches Arden Festival	Creative (Unit 4) Co-ordination: ball skills (FUNS 9) Counter balance: with a partner (FUNS 7) Co-operative team games <ul style="list-style-type: none"> Ball skills circuits Mirroring games Team games 	Physical (Unit 5) Co-ordination: sending and receiving (FUNS 8) Agility: reaction /response (FUNS 12) Throwing and catching <ul style="list-style-type: none"> Throwing and catching Ball target games 	Fitness (Unit 6) Agility: ball chasing (FUNS 11) Static balance (floor work (3) Athletics <ul style="list-style-type: none"> Sprinting/stamina Throw – target, distance Jump- high (patterns)/long
Year 2	Personal (Unit 1) Co-ordination: footwork (FUNS 10) Static balance: one leg (FUNS 1) Co-operative team games <ul style="list-style-type: none"> Follow my leader N, S, E, W games Obstacle courses Circuit stations 	Social (Unit 2) Dynamic balance to agility: jumping and landing (FUNS 6) Static balance: seated (FUNS 2) Gymnastics (co-operative) <ul style="list-style-type: none"> Jumps and landing on/off/over apparatus Paired balances Simple sequence in pairs inc. jumps 	Fitness (Unit 6) Agility: ball chasing (FUNS 11) Static balance (floor work (3) Attacking and defending <ul style="list-style-type: none"> Invasion games e.g. King ball, bench ball Throwing/Catching accurately in 2s 	Physical (Unit 5) Co-ordination: sending and receiving (FUNS 8) Agility: reaction /response (FUNS 12) Throwing, catching, co-ordination <ul style="list-style-type: none"> Net/Wall games e.g. groups of 2/3/4 how many passes? Progress to 2v2 using a floor line to divide area. 	Creative (Unit 4) Co-ordination: ball skills (FUNS 9) Counter balance: with a partner (FUNS 7) Rhythmic gymnastics and dance <ul style="list-style-type: none"> Incorp. gymnastic moves into dance Learning core of routine and adding personal moves Using ribbons 	Cognitive (Unit 3) Dynamic balance: on a line (FUNS 5) Static balance: stance (FUNS 4) Athletics + <ul style="list-style-type: none"> Sprinting/stamina Throw – target, distance Jump- high (patterns)/long Arden Festival – Kick Rounders

		and balances using apparatus		<ul style="list-style-type: none"> Racquet skills 		
Year 3	<p>Personal (Unit 1) Co-ordination: footwork (FUNS 10) Static balance: one leg (FUNS 1) Swimming</p> <ul style="list-style-type: none"> Swim competently for at least 25 m. Use a range of strokes effectively. Perform safe self-rescue in water 	<p>Cognitive (Unit 3) Dynamic balance: on a line (FUNS 5) Co-ordination: ball skills (FUNS 9) Swimming</p>	<p>Physical (Unit 5) Agility: reaction/response (FUNS 12) Static balance (floor work) (3) Swimming</p>	<p>Social (Unit 2) Dynamic balance to agility: jumping and landing (FUNS 6) Static balance: seated (FUNS 2) Swimming</p>	<p>Creative (Unit 4) Co-ordination: sending and receiving (FUNS 8) Counter balance: with a partner (FUNS 7) Throwing/Catching and Attacking/Defending e.g.</p> <ul style="list-style-type: none"> Benchball Kick Rounders <p>Arden Festival – Bench Ball</p>	<p>Fitness (Unit 6) Agility: ball chasing (FUNS 11) Static balance: stance (FUNS 4) Athletics</p> <ul style="list-style-type: none"> Running Jumping Throwing
Year 4	<p>Personal (Unit 1) Co-ordination: footwork (FUNS 10) Static balance: one leg (FUNS 1) Dance</p> <ul style="list-style-type: none"> Actions and sequences of movement Flexibility, strength, technique, control and balance 	<p>Social (Unit 2) Dynamic balance to agility: jumping and landing (FUNS 6) Static balance: seated (FUNS 2) Competitive games inc. attack/defence Hockey Arden Festival – Hockey</p>	<p>Cognitive (Unit 3) Dynamic balance: on a line (FUNS 5) Co-ordination: ball skills (FUNS 9) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> Handball Running, jumping, throwing and catching Travelling with ball 	<p>Fitness (Unit 6) Agility: ball chasing (FUNS 11) Static balance: stance (FUNS 4) Gymnastics</p> <ul style="list-style-type: none"> Leaps Jumps/shapes /sequence Apparatus 	<p>Physical (Unit 5) Agility: reaction/response (FUNS 12) Static balance (floor work) (3) Athletics</p> <ul style="list-style-type: none"> Running Jumping Throwing 	<p>Creative (Unit 4) Co-ordination: sending and receiving (FUNS 8) Counter balance: with a partner (FUNS 7) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> Cricket Running, throwing and catching

<p>Year 5</p>	<p>Cognitive (Unit 1) Co-ordination: ball skills (FUNS 9) Agility: reaction/response (FUNS 12) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> • Netball • Running, jumping, throwing and catching <p>Arden Festival - Netball</p>	<p>Creative (Unit 2) Static balance: seated (FUNS 2) Static balance (floor work (3) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> • Throwing and catching • Seated Volleyball 	<p>Physical (Unit 4) Dynamic balance to agility: jumping and landing (FUNS 6) Static balance: one leg (FUNS 1) Dance</p> <ul style="list-style-type: none"> • Actions and sequences of movement • Flexibility, strength, technique, control and balance • Pairs/individual dances 	<p>Social (Unit 3) Dynamic balance: on a line (FUNS 5) Counter balance: with a partner (FUNS 7) Gymnastics Sequences focussing on flexibility, strength, technique, control and balance</p>	<p>Fitness (Unit 5) Static balance: stance (FUNS 4) Co-ordination: footwork (FUNS 10) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> • Cricket Running, throwing and catching <p>Outdoor and adventurous activity - PGL</p>	<p>Personal (Unit 6) Co-ordination: sending and receiving (FUNS 8) Agility: ball chasing (FUNS 11) Athletics</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing <p>Borough Sports</p>
<p>Year 6</p>	<p>Cognitive (Unit 1) Co-ordination: ball skills (FUNS 9) Agility: reaction/response (FUNS 12) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> • Netball • Running, jumping, throwing and catching <p>Outdoor and adventurous activity - Treginnis</p>	<p>Physical (Unit 4) Dynamic balance to agility: jumping and landing (FUNS 6) Static balance: one leg (FUNS 1) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> • Bench ball • Throw tennis 	<p>Fitness (Unit 5) Static balance: stance (FUNS 4) Co-ordination: footwork (FUNS 10) Gymnastics</p> <ul style="list-style-type: none"> • Develop sequences including balance, jump, roll, leap etc. • Paired sequences 	<p>Creative (Unit 2) Static balance: seated (FUNS 2) Static balance (floor work (3) Competitive games inc. attack/defence</p> <ul style="list-style-type: none"> • Tag rugby • Running, jumping, throwing and catching <p>Arden Festival – Tag Rugby</p>	<p>Social (Unit 3) Dynamic balance: on a line (FUNS 5) Counter balance: with a partner (FUNS 7) Athletics</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing 	<p>Personal (Unit 6) Co-ordination: sending and receiving (FUNS 8) Agility: ball chasing (FUNS 11) Athletics</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing <p>Borough Sports Outdoor and adventurous activity – Alton Castle</p>



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SEND Support	<p>Opportunities and resources that may support SEND children in PE:</p> <ul style="list-style-type: none">• Using <i>Real PE</i> inclusion/differentiated tasks.• Showing and revisiting <i>Real PE</i> supporting videos/tutorials.• Adjusting equipment accordingly – bigger balls, bats with a larger surface area etc.• Peer support• Small group/1:1 support• Additional time• Additional space• Subject lead support• Support from Mr Langford – PE/Games teacher• Discussions with parents – practicing skills at home
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