

Progression of skills: PHYSICAL EDUCATION – Highfield CE Primary

Curriculum Intent

PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit. It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults. We want children to develop their body movement and develop their team work skills. Teamwork is a skill needed to be successful in a range of sports and will equip them better for the future.

We believe children need to develop the life skills of working together in order to achieve the best of their abilities, working cooperatively to bring the best to the team. We believe children need to understand the wonder of how the body works and how the five components (BASCF- Balance, Agility, Strength, Coordination and Flexibility) create a strong body. We believe children should know that having a healthy body and healthy mind is essential to a good life within and beyond their time at Highfield.

Assessment Points

Teamwork , Body Movement, Healthy Lifestyle



Implementation

The PE curriculum is taught in line with the National Curriculum and taught to an excellent standard. Teachers are able to adjust and change lessons to suit the needs of their classes and each class has access to 2 hours of high-quality PE lessons every week. These are either taught by the class teacher or by coaches from 'Team Spirit'. Children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout and across the years, each time they are being built upon; allowing children to know more and remember more.

Year 4 receive swimming lessons in the Spring Term and any children who do not learn to swim at this time have another opportunity for catch up lessons in Year 5 or Year 6. We offer a wide range of sporting after school clubs such as: football, netball, tennis, gymnastics, dance, basketball and multisports.

The clubs are changed regularly to reflect the needs and interests of the children and cater to a range of abilities. Clubs run each night after school. These clubs include tennis, hockey, football, netball and basketball and multisports.

A range of inter and intra-school events run throughout the school year, giving children opportunities to take part in competitive sports. These include regular participation in the city-wide cross country events held in the Autumn and Spring Terms, with a high level of participation. In addition, the school has both a girls' and boys' football team that takes part in a programme of fixtures against other schools each year. The school participates in the Primary Athletics Competition held each year between 16 schools at the Sports Centre. This is a fantastic opportunity for a large number of children to compete in an 'Olympics-style' day against children from other schools. The school organises an annual Sports Day that includes every child at the school taking part in a variety of fun games and sports with excellent levels of parental support.

The school utilises Sports Premium funding to provide children with opportunities to take part in sports that they may not normally have access to. The school believes that using the funding to support cultural capital will give excellent life experiences that many pupils would not otherwise have. Children have enjoyed going horse riding in the Infant Department, as well as sailing and boxing in the Junior Department.

Assessments are based on teacher assessments and are recorded on SIMS. Evidence of this is collected by the PE Coordinator as part of the ongoing monitoring process and also through pupil voice. Pupils are also given time to reflect on their learning and take part in self, peer and group feedback within the lesson.

Cultural Capital

We aim to construct a curriculum that is ambitious and designed to give all learners, including SEND and the most disadvantaged, the knowledge and cultural capital they need to succeed in life. We offer all pupil premium pupils the opportunity to take place in a weekly sports club, funded fully by the school. Nothing can be more important for our children's education than ensuring they are supported to be the best they can be within our ever changing, diverse and eclectic society that ensures everyone has an equal opportunity to live, learn, and achieve. We ensure that pupils engage in real life sporting events such as taking groups of children to sports fixtures and tournaments. We ensure that over the course of the year, professional athletes come into school to inspire and motivate pupils. In addition to this, we engage in local events and ensure that pupils engage in local competitions.

Impact

Our children have a secure understanding of the benefits of leading healthy lifestyles. Children are able to know more and remember more about the importance of healthy lifestyles. They progress well throughout each year group and meet the NC objectives. They are eager to attend after school clubs and competitive sports events and even the least confident children are keen to attend. Data is

collected at the end of most topics and recorded on SIMS so teachers can see year on year which pupils are exceeding, meeting or working below national expectations.

School Sports Premium Funding

The Government is providing each primary school throughout England with additional funding which is to be spent on improving the sports provision within schools. At Highfield Primary School we believe a high quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to. Our school recognises the values that a high quality PE and school sport curriculum gives pupils. We display our Sports Premium funding on our website.

	Year R (EYFS skills)	Year 1 and 2 (KS1 skills)	Year 3 and 4 (Lower KS2 skills)	Year 5 and 6 (Upper KS2 skills)
Dance	<p>Link movements to stories, sounds and music.</p> <p>Interpret and respond to a range of stimuli.</p>	<p>Copies and explores basic movements and body patterns with increasing control</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p>

				<p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Gym	<p>Can use equipment safely</p> <p>Children can link 2 simple movement.</p> <p>Can move across simple apparatus including balancing</p> <p>Can jump off apparatus and land successfully.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p> <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>
Games	<p>Begin to perform simple under arm throws to a partner and themselves.</p> <p>Receive a ball with increasing control</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Develops own rules for new games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p>

	<p>Participate in simple games with guidance</p> <p>Handle sporting equipment with increasing control e.g. hockey skills and bat and ball.</p> <p>Hold equipment correctly</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Keeps possession of balls during games situations.</p> <p>Modifies competitive games. Compares and comments on skills to support creation of new games.</p>
Athletics	<p>Can run in a straight line</p> <p>Can move their arms correctly for running.</p> <p>Perform basic throws</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p> <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Swimming			<p>(Year 4) Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>Any children who have not passed the swimming requirement receive additional tutoring in the upper school.</p>

Evaluation	Can express verbally or physically if they liked or disliked something	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
Healthy Lifestyles	<p>Children know the importance of good health, physical exercise and a healthy diet</p> <p>Can follow basic hygiene, toileting and getting dressed</p> <p>Can keep healthy and safe</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>