

# PE | Intent and Implementation



## Why do we teach PE?

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.

## What is our curriculum aim?

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.



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## How is PE taught?

### Class PE

Each lesson will consist of:

- a) warm up, appropriate to the skills within the unit
- b) main body of the lesson to develop skills and then to incorporate them into games/activities (small sided if appropriate)
- c) cool down/plenary- review of skills developed, things that went well, things to improve

There should be an emphasis on pupils being active for the majority of the session.

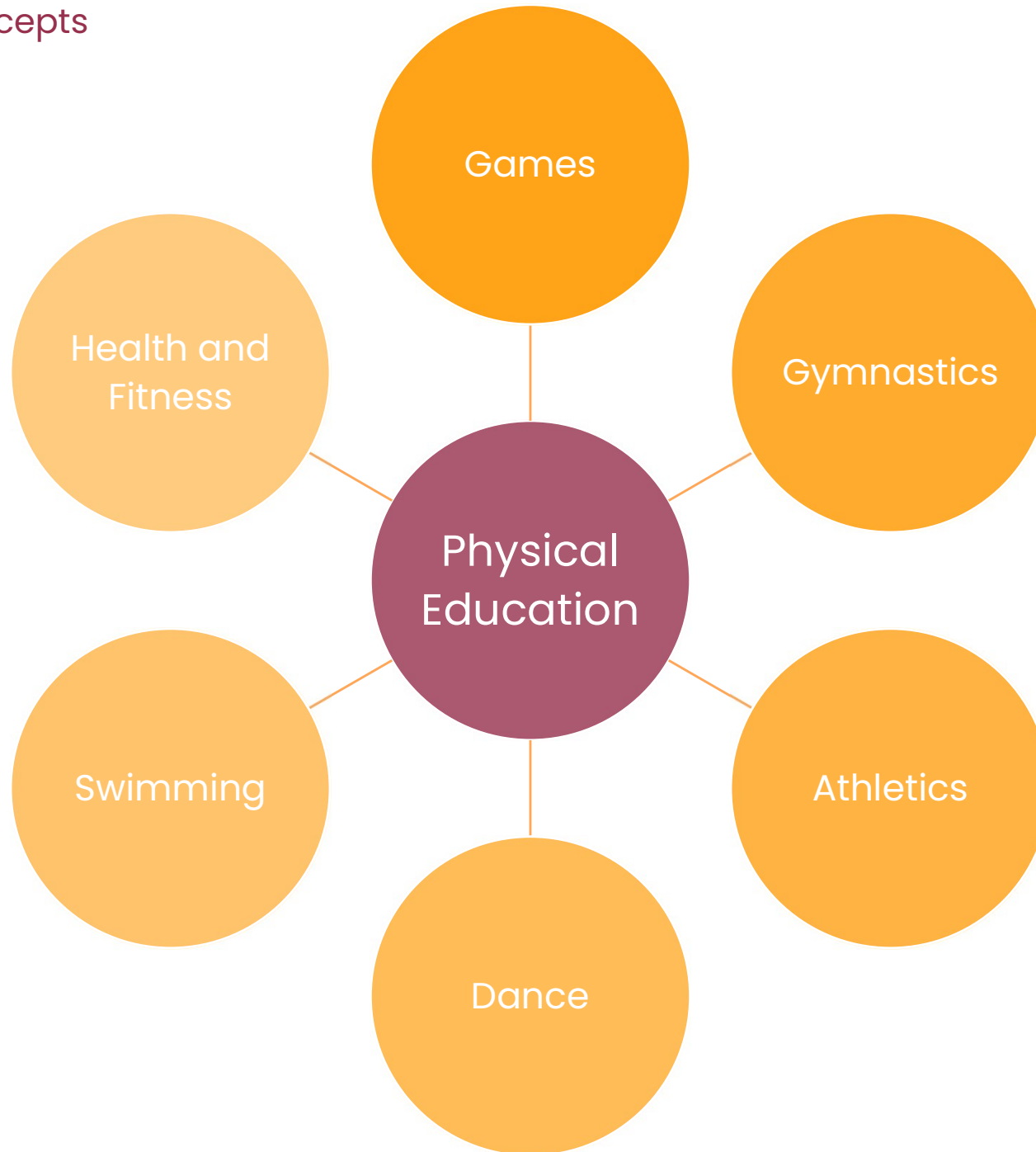
Key objectives are set out at the start of the unit and each lesson will build from the last. KS1 focuses on core skill and KS2 will build and develop on these.

To differentiate, as each skill or activity is being practised the teacher will set further challenges to those more able and reinforce or make simpler as necessary for those less confident.

These will include acquiring, developing, selecting and applying skills, knowledge and understanding and elements of fitness and health.



# PE | Key Concepts



# PE | Content Spine



	Autumn		Spring		Summer	
Y1	Games: Multi-Skills	Gymnastics	Games: Handball	Games: Football	Games: Tennis	Games: Striking and fielding
	Games: Small Group Competitive		Dance		Athletics	
Y2	Gymnastics	Games: Multi-Skills	Games: : Football	Games: Handball	Games: Striking and fielding	Games: Tennis
	Games: Small Group Competitive		Dance		Athletics	
Y3	Games: Rugby	Gymnastics	Games: Tennis	Dance	Games: Rounders	Games: Handball
	Games: Football		Games: Netball		Athletics	
Y4	Games: Rugby	Gymnastics	Games: Tennis	Dance	Games: Rounders	Games: Handball
	Games: Football		Games: Netball		Athletics	
Y5	Games: Rugby	Gymnastics	Games: Tennis	Dance	Games: Cricket	Games: Hockey
	Games: Football		Games: Netball		Athletics	Swimming
Y6	Games: Rugby	Gymnastics	Games: Tennis	Dance	Games: Cricket	Games: Hockey
	Games: Football		Games: Netball		Athletics	Swimming

## Year 1

### Understanding Space

- Pass and receive a ball to a partner with hands and feet.
- Begin to move into a space to catch.
- Begin to understand where to stand to make a game more difficult for an opponent.

### Working with Others

- Develop some simple tactics for the relevant game.
- Begin to work co-operatively as a pair.
- Follow simple rules of a game.

### Bat and Ball Skills

- Balance and control a ball on a bat and on floor and move to receive.
- Begin to hit a ball in varying directions along and with a partner.
- Hit a ball with a bat from a static base.

### Throwing Skills

- Understand the difference and use the underarm and overarm throw.

## Year 2

### Understanding Space

- Throw and bounce pass and pass with the feet accurately.
- Move into a space to catch a ball.
- Develop ideas of where to stand to make a game more difficult for an opponent.

### Working with Others

- Develop some group tactics for the relevant game.
- Being to work co-operatively in a team.
- Change the rules of a simple game to make is simpler / more challenging.

### Bat and Ball Skills

- Begin to hit a ball towards a target.
- Develop hitting a ball in varying directions alone and with a partner.
- Hit a ball with a bat from a static base in different directions.

### Throwing Skills

- Use the underarm and overarm throw in a game.

## Year 3

### Understanding Space

- Show control in a range of different throws / passes.
- Find space and keep possession of a ball within a team game.
- Develop ideas for attack and defence.

### Working with Others

- Select and apply simple tactics individually.
- Work co-operatively in small groups.
- Follow rules of a game.

### Bat and Ball Skills

- Strike a ball with relative accuracy.
- Aim a ball to make it more difficult for an opponent.
- Hit a ball with a range of different bats / racquets.

### Throwing Skills

- Develop feeding / bowling skills.

## Year 4

### Understanding Space

- Pass a ball accurately with hands or feet when moving around in a game.
- Pass and move to retain possession and progress down the pitch.
- Begin to develop marking and interception.

### Working with Others

- Understand, use and adapt simple tactics individually and in a group.
- Work co-operatively in a competitive game.
- Invent rules for a game to make it easier or more complex.

### Bat and Ball Skills

- Hit to develop accurately over a net or at a target.
- Move to hit a ball.
- Strike with control from as static base or from bowled ball aiming into spaces.

### Throwing Skills

- Begin to field / bowl with control, making accurate throws.

## Year 5

### Understanding Space

- Reinforce and develop passes and movements.
- Dodge / move, receive, pivot and pass.
- Mark a player or space to intercept and pass..

### Working with Others

- Begin to organize a team to enhance performance.
- Work with others to organise and manage games.
- Use more complex rules in a game.

### Bat and Ball Skills

- Try to hit into a space on opponents court to score a point.
- Understand how to position their body to receive a ball.
- Strike using a bat to a target area.

### Throwing Skills

- Further develop and extend catching (high, low, bounce, to one side, directly) and fielding (towards, chase, support another fielder) skills.

## Year 6

### Understanding Space

- Select the most appropriate person to pass to within a game and the most appropriate pass for accuracy.
- Work with a team or alone to gain possession.
- Use a range of attaching and defending skills within team games.

### Working with Others

- Identify how a team's tactics can improve their performance to increase scores.
- Work with others to organize and manage games for younger pupils.
- Describe and use rules appropriately within different games.

### Bat and Ball Skills

- Develop a small sided scoring game.
- Move to hit and return a ball accurately.
- Use a range of shots or strokes appropriate to the game.

### Throwing Skills

- Bowl in a competitive situation.
- Field and return the ball accurately.

# PE | Progression Map - Gymnastics



## Year 1

### Movements and Transitions

- Investigate combinations of 1/2 foot take off / landings / jumps and safe landing technique.
- Copy 2 or 3 simple linked turns, balances or jumps on the floor.
- Travel in different directions in different ways.

### Shapes and Balances

- Investigate straight, star, pike, straddle and tuck shapes.
- Show wide and narrow shapes and balances.

### Rolls

- Begin directed log roll on wedge and supported forward roll.

### Team Gym

- Start to use team gym format to compete from bench/springboard using straight/star dismount.

### Using Equipment

- Begin to use ladders to climb up/down on equipment.
- Start to move across units using differing heights.
- Understand safety of use and dismount.

## Year 2

### Movements and Transitions

- Develop 1/4, 1/2 and 3/4 turns on the floor.
- Copy and repeat 2 or 3 simple turns, balances, jumps on the floor.
- Travel in different directions in different ways creating curved and straight line patterns.

### Shapes and Balances

- Develop straight, star, pike and straddle shapes, improving body tension on floor and equipment.
- Link wide and narrow shapes and balances.

### Rolls

- Develop independent log roll and (supported) forward roll.
- Investigate technique for teddy bear roll.

### Team Gym

- Developing team gym format, compete from bench / springboard / box using correct run up, straight / star dismount and line up.

### Using Equipment

- Use ladders confidently and safely to climb up/down on equipment.
- Move across units confidently using differing heights.

# PE | Progression Map - Gymnastics



## Year 3

### Movements and Transitions

- Develop  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and full turn on floor and  $\frac{1}{4}$  and  $\frac{1}{2}$  turn on equipment.
- With guidance, link 3 or 4 moves in a floor routine including a balance, jump and turn.
- Travel in different ways creating curved and straight line patterns using high and low positions.

### Shapes and Balances

- Use tuck shape on floor and equipment.
- Explore body shapes in balances improving body tension.
- Balance at different levels using sequences.

### Rolls

- Develop forward and teddy bear roll.
- Develop independent log roll with tension.

### Team Gym

- Using team gym format perform competition using bench/springboard/box improving body tension and timing in correct run up, straight/star dismount and line up.

### Using Equipment

- Investigate shapes to movement across and around the units safely changing from 4 to 2 or 3 points of contact.

## Year 4

### Movements and Transitions

- Use symmetrical and asymmetrical shapes to spin and turn.
- Independently link 3 or 4 moves in a floor routine including a balance, jump and turn.
- Develop working with a partner to travel in different ways creating curved and straight line patterns, high/low positions and stretched and curled shapes.

### Shapes and Balances

- Jump, travel and hold positions using a variety of shapes.
- Move into balance and out using different directions and levels.

### Rolls

- Begin to understand how to link teddy bear rolls to move through  $360^{\circ}$ .
- Develop log roll with body tension and direction.
- Develop unsupported forward roll

### Team Gym

- In team gym competition use identically identifiable shaped jumps in each routine (springboard, box).

### Using Equipment

- Start to use  $2/3$  points of contact to explore shapes within and from the bars.

# PE | Progression Map - Gymnastics



## Year 5

### Movements and Transitions

- Include more complex spins and rotations in routines, showing variations in speed, shape and direction.
- Develop a sequence showing two jumps, a roll, travelling and a balance.
- Develop jumping in different directions using linking movements to continue travelling or return to a start point.

### Shapes and Balances

- Practice straight, star, pike, straddle and tuck shapes improving body tension on floor and equipment using three contact points.
- Use feet apart and feet together and wide and narrow shapes to develop flight from feet-hands-feet.

### Rolls

- Link 2 teddy bear rolls to move through 360°.
- Continue to develop forward roll with thought to standing at end without hands.

### Team Gym

- Improve speed of run up and timing to compete in team gym format routines ( box, springboard).

### Using Equipment

- Climb on wall bars, moving around units at varying heights investigating shapes and balances using various numbers of points of contact.

## Year 6

### Movements and Transitions

- Adapt and transfer rotational skills and sequences onto the equipment used.
- Develop own team routine and repeat as a team using travel, turns, balances, jumps and rolls on the floor.
- Plan a sequence with a partner and perform it side by side and one behind the other in sync.

### Shapes and Balances

- Practise straight, star, pike, straddle and tuck shapes, improving body tension on floor and equipment using two contact points.
- Move into and out of bridges and balances with control, using jumps or travelling movement in different directions..

### Rolls

- Link 2 or more teddy bear rolls fluidly.
- Practise unsupported forward roll to standing without using hands and presenting.

### Team Gym

- Design and perform own team gym floor routine using balances, turns , jumps (roll) with identically identifiable shapes.
- Compete 2 routines from spring board in team gym format routines.

### Using Equipment

- Climb confidently on wall bars, moving around units at varying heights investigating shapes and balances with increased body tension using various numbers of points of contact.

# PE | Progression Map - Athletics



## Year 1

### Running

- Begin to run at speed over a short distance.
- Begin to run over longer distances.
- Begin to understand how to run a relay race.
- Begin to run over hurdles.

### Jumping

- Understand 1 to 2 footed take off.
- Understand technique required for scissors jump on ground.

### Throwing

- Begin to throw using under and over arm throws.

## Year 2

### Running

- Maintain speed over a short distance.
- Develop running over a longer distance.
- Begin to understand how to run a relay race using a baton.
- Develop running over hurdles.

### Jumping

- Develop 1 to 2 footed jump from a short run up.
- Understand technique required for scissors jump on to mats with no bar.

### Throwing

- Being to use the correct stance for throwing a range of equipment.

## Year 3

### Running

- Begin to understand techniques for efficient sprinting.
- Begin to understand the need for pacing for different distances.
- Begin to use techniques for relay racing.
- Understand the footwork pattern used to hurdle.

### Jumping

- Begin to use 1 to 2 footed technique for a running jump using take off board.
- Begin to use scissors technique on high jump equipment.

### Throwing

- Begin to understand the range of throwing actions required for a variety of equipment.

## Year 4

### Running

- Develop efficient sprinting techniques.
- Develop pacing for different distances.
- Develop techniques for relay racing.
- Develop the footwork pattern for efficient hurdling.

### Jumping

- Develop 1 to 2 footed technique for a running jump with use of take-off board.
- Develop scissors technique and demonstrate a safe landing.

### Throwing

- Develop throwing action required for a variety of equipment.

# PE | Progression Map - Athletics



## Year 5

### Running

- Record and analyse own springing techniques and discuss how it can be improved.
- Maintain a pace for either a short or long distance running.
- Understand body positioning and baton changing for efficient relay racing.
- In conjunction with the correct pacing, develop the speed of running required for hurdles.

### Jumping

- Understand how to use speed and technique to maximize distance.
- Understand how pacing can affect jump.

### Throwing

- Develop accuracy of direction with a range of throwing equipment.

## Year 6

### Running

- Improve sprinting techniques by using the techniques learned from analysis of recordings.
- Select the appropriate pacing to improve performance over a distance.
- Develop body positioning and baton changing for maximum speed whilst relay racing.
- Design hurdles courses according to groups requirements to achieve the correct pacing and speed.

### Jumping

- Develop speed and technique to improve distance.
- Develop scissors technique and pacing for a running high jump.

### Throwing

- Improve correct stance, accuracy of direction and transference of weight from back to front foot to maximize throw.

# PE | Progression Map - Dance



## Year 1

### **Movement and Choreography**

- Use a variety of basic actions, travelling, jumping, turning, gestures and shapes.
- Select movements from those they practise to create a short sequence.

### **Performance and Impact**

- Copy simple rhythms and patterns.
- Create movements appropriate to a stimulus or music.

### **Describing Dance**

- Observe and describe each other and themselves.

## Year 2

### **Movement and Choreography**

- Begin to use control and co-ordination when practicing the basic actions.
- Vary actions and movements and use imaginative ideas to create a short dance/routine.

### **Performance and Impact**

- Copy simple rhythms and patterns with a partner or individually.
- Communicate mood and feelings within a dance / routine.

### **Describing Dance**

- Observe and describe each other and themselves using some appropriate dance vocabulary

## Year 3

### **Movement and Choreography**

- Perform basic actions clearly and fluently.
- Use contrasts in shape, speed and size within a sequence.
- Respond to different stimulus within a setting (e.g. story, theme or culture)

### **Performance and Impact**

- Use simple rhythms/patterns to structure and perform dance phrases on their own and with a partner.

### **Describing Dance**

- Demonstrate an understanding of descriptive words when talking about dance.

## Year 4

### **Movement and Choreography**

- Link basic actions with greater control, clearly and fluently.
- Combine imaginative ideas and speed, size and shape in a dance.

### **Performance and Impact**

- Perform in different group formations.
- Begin to 'tell a story' clearly.

### **Describing Dance**

- Describe how emotions can be demonstrated in a dance.

## Year 5

### **Movement and Choreography**

- Display how to link movements together in a logical sequence.
- Refine, remember and repeat dance phrases.

### **Performance and Impact**

- Work with a partner to structure a routine using unison and mirroring.
- Perform dances expressively.

### **Describing Dance**

- Interpret and comment on other's work.

## Year 6

### **Movement and Choreography**

- Organise small groups to develop the idea of a dance.
- Demonstrate the ability to transfer ideas into movement.

### **Performance and Impact**

- Perform with clear meaning with increased control, fluency and accuracy.
- Understand the value that dance makes to different cultures.

### **Describing Dance**

- Discuss the structure of their own and others' dances.

# PE | Progression Map - Swimming



## Year 5/6

- Use recognised arm and leg actions, lying on their front and back.
- Swim unaided for a sustained period time over a distance of at least 25m.
- Use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, sculling, floating and surface diving).
- Pace themselves in swimming challenges related to speed, distance and personal survival.
- Perform a safe self-rescue.

# PE | Progression Map - Health and Fitness



## Year 1

### Getting Ready to Exercise

- Warm up and prepare for physical activity.

### Health and Fitness

- Understand why physical exercise is good for me.

### Impact of Exercise

- Recognise how the body feels when exercising.

## Year 2

### Getting Ready to Exercise

- Know how to warm up safely looking for space and others.

### Health and Fitness

- Explain why physical exercise is good for me.

### Impact of Exercise

- Recognise how my heart beat and temperature change during exercise.

## Year 3

### Getting Ready to Exercise

- Give reasons why warming up is important.

### Health and Fitness

- Describe why regular physical exercise improves health and fitness.

### Impact of Exercise

- Recognise how my breathing, heart beat and temperature change during exercise.

## Year 4

### Getting Ready to Exercise

- Identify activities that could be used in a warm up.

### Health and Fitness

- Describe why regular physical exercise improves health and fitness.

### Impact of Exercise

- Recognise how my breathing, heart beat and temperature change during exercise.

## Year 5

### Getting Ready to Exercise

- Begin to plan and lead a warm-up.

### Health and Fitness

- Know what types of fitness are important for different sports (stamina, strength, speed).

### Impact of Exercise

- Describe the way the body reacts during exercise.

## Year 6

### Getting Ready to Exercise

- Lead a class/group warm up using movement and stretches.
- Describe why warming up is important for the body.

### Health and Fitness

- Know what types of fitness are important for different sports (stamina, strength, speed).

### Impact of Exercise

- Explain why the body reacts during exercise.