

Peel Hall Primary School – Progression Map for Physical Education



'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'.

2014 NC

Intent:

At Peel Hall Primary School, we believe physical education (P.E.) develops a child's knowledge, skills and understanding. It involves the child in the process of decision making, selecting and applying skills, performing, evaluating and refining their work. It contributes to the overall education of the child by encouraging and helping them apply determination, commitment, fairness, teamwork and leadership skills through engaging and purposeful physical activities.

Our children will be offered the opportunity to:

- Acquire and develop skills, performing with increasing physical competence;
- Understand what it takes to persevere, succeed and acknowledge the success of others;
- Develop a positive attitude to participation in physical activity;
- Develop an understanding of the effects of exercise on the body;
- Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others;
- Promote an understanding and appreciation of the value of safe exercise. Develop a sense of responsibility towards their own and others' safety and well-being;
- Set targets and compete against others, both individually and as a team;
- Further develop skills by joining sports clubs, which have links with other local schools;
- Swim competently, using a range of stroke effectively, over a distance of 25 metres and safe self-rescue in water.

Implementation:

Physical Education at Peel Hall Primary School is based on the National Curriculum Physical Education 2014 document. We aim to provide all Key Stage 2 pupils with 2 hours of timetabled Physical Education within the curriculum, in line with Government guidance. A coverage document (see below) has been developed which provides a long-term plan for each year group. The units are organised to provide progressive steps, which meet the end of key stage expectations and enrich the child's experience. All P.E. is taught by Peel Hall staff and outside professionals to ensure the delivery of school sports, P.E. is of the highest quality. Children in Key Stage 2 will visit a local swimming pool to attend lessons with a qualified swimming teacher, to assist the pupils in passing their 25 metre swimming assessment.

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A variety of teaching and learning styles are used in P.E. lessons, including experiential learning and problem solving. Within lessons, pupils are given the opportunity both to collaborate and compete. All classes have children of differing physical ability, therefore teaching strategies cover a range of skills appropriate to their age and experience, including:

- Setting common tasks which are open-ended, differentiating my outcome.
- Setting tasks of increasing difficulty to build skills and challenge physically.
- Providing challenge through differing resources, targeted to individual or group needs.

Planning and teaching are differentiated to ensure all children, regardless of physical ability, are engaged and included in all lessons. Through the support of their peers and staff, they are a valued member of any group or team. They are offered opportunities to take part in school competitions and activities and where appropriate. A wide range of competitive games, both inter-school and intra-school, are offered to all children. We also run sessions to target our disengaged or less active children that allow them to take part in a safe and supported environment.

Out of School Hours Learning (O.S.H.L.)

The Government suggests that every young person should take part in 60 minutes of moderate to vigorous physical activity every day. It is important that we compliment our high quality P.E. lessons with a varied menu of physical opportunity outside the curriculum. The aims of the out of school hours learning (O.S.H.L.) programme are to extend and enrich the work being done during curriculum P.E., and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum P.E. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle. The programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events;
- Provide specific movement/general physical activity clubs, which develop fitness;
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 & 2);
- Ensure that the school regularly participates in events which promote physical activity and support links to community clubs.

Impact:

To assist in assessment, teachers use the following:

- Observations of the children's individual and group work, talking to them about what they are doing and listening to them describe their work.
- ICT to capture children's work in physical education, to show progression and quality of performance.
- Peer and self-assessment to help the children analyse their own progression and set their own targets.
- Attainment targets to assess where the pupils are at the beginning of a module and how they have progressed.

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P.E. Strands/coverage at a glance:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Dance	Games	Gymnastics	Dance	Games	Athletics
Year 1	Dance	Games	Gymnastics	Dance	Games	Athletics
Year 2	Gymnastics	Football (Invasion)	Tennis (Net/Wall)	Dance	Athletics	Rounders/Kickball (Striking/Fielding)
Year 3	Gymnastics	Tag Rugby (Invasion)	Tennis (Net/Wall)	Tri-Golf (Striking/Fielding)	Dance	Rounders/Kickball (Striking/Fielding)
Year 4	Gymnastics	Tag Rugby (Invasion)	Tennis (Net/Wall)	Tri-Golf/Cricket (Striking/Fielding)	Dance	Athletics
Year 5	Hockey (Invasion)	Gymnastics	O.A.A.	Rounders (Striking/Fielding)	Badminton (Net/Wall)	Athletics/Dance
Year 6	Basketball/Rugby (Invasion)	Athletics	O.A.A.	Cricket (Striking/Fielding)	Volleyball (Net/Wall)	Gymnastics/Dance

External deliverers to support P.E.: Commando Joes, Lancashire CCC, Salford Reds Rugby Club, Enrich (Quidditch, O.A.A.)

Additional curriculum activities:

EYFS – Daily Mile, Outdoor Provision

Year 1 – Daily Mile

Year 2 – Daily Mile, Commando Joes

Year 3 – Daily Mile, Commando Joes

Year 4 – Daily Mile, Swimming

Year 5 – Daily Mile, Commando Joes

Year 6 – Daily Mile, PE Leaders, Forest School

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Key Stage 1 Technical Objectives:

Safety – Staff to remind children of the need to work in a safe environment – particular focus on moving and using equipment and apparatus. Children should be able to understand and explain what they can do and what they do well and how they can improve.

Athletics - Can they move at different speeds, change direction whilst doing so and utilise space so they avoid any hazards? - Can they jump using two feet, over a short distance (0.5m) with control and precision? - Can they jump and land on the same foot consistently over a distance of 5m? - Can they throw an object (such as a ball or beanbag) to a partner or at a target from a short distance (approx. 2m) away with control and accuracy? - Can they mostly catch an object which is thrown in a variety of ways from a short distance (approx. 2m) away?

Invasion Games - Can they display tactical awareness and understand when they are defending and attacking? Can they develop simple tactics for attacking and defending? - Can they positively contribute to a team game? i.e. making a complete pass, successfully turning over possession and/or scoring a goal or assisting. - Can they understand the basic rules of a variety of games? - Can they successfully throw an object (e.g. a ball or beanbag) at a stationary target from a distance of approximately 2m away?

Dance - Can they perform basic movements such as a jump, a step in time, or a leap at different levels (height), which leads towards a short routine/patterns? - Can they be creative and work independently, as well as with others, to develop and use moves related to a specific theme (such as moving like an animal through the jungle)?

Gymnastics - Can they master basic gymnastic movements, such as forward rolls, jumping and landing cleanly from a small height, holding a balance for a short period of time (5 seconds)? - Can they transition effectively between different height levels? (focus on agility, coordination and balance) - Can they work with a small group to create a small gymnastics sequence involving at least three different actions or movements, for example a roll, a group balance and a jump? – Can they show an awareness of basic gymnastic positions (tuck, pencil, pike, straddle, star)?

Striking and Fielding - Can they hit a small ball over a short distance with a racquet or bat? - Can they understand and explain simple terminology, such as fielder and batter? - Can they throw the ball to another person using an underarm (short distance) or overarm throw (long distance)?

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Lower KS2 Technical Objectives:

Safety – Staff to remind children of the need to work in a safe environment – particular focus on moving and using equipment and apparatus. Children should be able to understand and explain what they can do and what they do well and how they can improve.

Dance - Can they link a range of different movements in order to make a sequence? - Can they work in small groups, where every member has the chance to input their imaginative thoughts towards the routine? – Can they understand how dance sequences work to an 8 beat within music?

Invasion Games - Can they critically analysis theirs/other peers performance? - Can they throw over a 5m distance with control and precision? - Can they link fundamental skills (running, jumping, throwing, catching) when in a game situation. e.g. passing the ball to a team member when in hockey? - Do they have a basic understanding to the roles and responsibilities within attacking and defending? – Can they start to develop positional aware on the pitch/field/court?

Striking and Fielding - Can they throw a ball, using the over arm technique accurately over a 5m distance? - Can they consistently throw a small ball a distance of at least 2m in the air (without touching the ground)? - Can they hold a bat/club correctly? - Can they receive a ball from an underarm bowling technique and hit the ball a distance of 5m with control and accuracy, using a racquet or bat? - Do they know whether to use an underarm or over arm pass dependent on the distance of the target? – Can they stop a ball moving towards them and pick it up using the correct technique?

Net & Wall Games - Can they hold a racquet correctly? - Can they strike a ball accurately with a racquet to a partner or a target a short distance (5m) away? - Are they aware of the court dimensions of at least one net/wall game and deem whether a shot is in or out? - Can they identify the four shots used in tennis (serve, backhand, forehand and over -head shot)?

Gymnastics - Are they able to demonstrate a good sense of body control and show a smooth transition when changing position? - Can they self-evaluate their performance as well as identify and demonstrate any relevant improvements? - Can they perform a wide range of gymnastic movements (forwards roll, pencil roll, teddy bear roll, individual balance, group balance) which develop their core, strength and flexibility? - Can they travel in a variety of ways (battement, leap, scissor kick, body pull) using a varied number of points on the floor/bench? - Can they perform basic jumps and hold a shape form (tuck, pencil, broad, star), then land safely.

Athletics - Can they use the correct starting technique for a race, depending on whether it is short or long distance? - Can they identify when an athlete has a false start/disqualification? - Can they correctly perform a long jump and a triple jump and achieve age-related distances? – Can they understand the difference in techniques for throwing for accuracy and throwing for distance? – Can they compare their performance with previous ones, and demonstrate improvement?

Swimming – Can they swim competently, using a range of stroke effectively, over a distance of 25 metres and safe self-rescue in water?

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Upper Key Stage 2

Safety – Staff to remind children of the need to work in a safe environment – particular focus on moving and using equipment and apparatus. Children should be able to understand and explain what they can do and what they do well and how they can improve.

Dance - Can they work individually and can create their own unique sequence of movement including leaps, jumps, turns, different levels, cannon? - Can they work in small groups, communicating and designing a small routine to perform in front of other peers? - Can they use IT to record performances to compare and discuss areas to improve? – Can they understand that different types of music can dictate the type of dance moves performed?

Gymnastics - Are they able to demonstrate a good sense of body control and show a smooth transition when changing position? - Can they self-evaluate their performance, and that of others, as well as identify and demonstrate any relevant improvements? - Can they perform a wide range of gymnastic movements (forwards roll to standing, rock n roll to standing, teddy bear roll, individual balance such as arabesque, group balance) which develop their core, strength and flexibility? - Can they travel in a variety of ways (battement, leap, scissor kick, body pull), individually and with a partner, using a varied number of points on the floor/bench? - Can they perform more complex jumps and hold a shape form (tuck, straddle, pike, half turn), then land safely.

Invasion games - Can they critically analyse their own performance and that of others, identifying appropriate strengths and areas for development? - Can they use a range of fundamental skills (running, throwing, jumping, throwing and catching) comfortably in a competitive environment? - Do they have a general understanding to the roles and responsibilities within attacking and defending and apply it within a game situation (e.g. finding /creating space, marking the opposition)? - Can they send and receive a small object (tennis ball/bean bag) over a 10 m distance? – Can they improve their decision making whilst under pressure (when to perform individually or use the team)? – Can they adapt to modified versions of a game (High5 Netball, Touch Rugby)?

Striking and Fielding - Can they throw a small ball, using the over arm technique accurately over a 10m distance? - Can they consistently throw a ball a distance of at least 5m without it touching the ground? - Can they consistently hit a small ball with a racquet/bat with control and using the correct technique? - Can they link a series of effective passes (over / under arm) when fielding (e.g. long distance throw to fielder, then a series of short distances to get bowler/wicket keeper)? - Are they aware of game tactics and how to get the opposition out (catching, run outs etc)? – Can they adapt to modified versions of a game (Kwik Cricket)? – Can they move to stop a ball and pick it up using the correct technique?

Net & Wall Games - Can they strike a ball accurately to a partner stood a short distance (10m) away? - Are they aware of the court dimensions and deem whether a shot is in or out? - Can they work individually (singles) and in small groups (doubles)? - Can they identify and use the four shots used in badminton (serve, backhand, forehand and over-head)? – Can they understand the difference in the movement of a shuttlecock and a tennis ball? – Can they assess the flight of the volleyball and make the correct shot decision? – Are they aware of the four shots in volleyball (serve, dig pass, volley pass, spike)? – Can they correctly position themselves on the court? - Can they assess and evaluate their performance and know how to improve?

Outdoor Adventurous - Can they positively participate in outdoor activities and challenges both individually and as part of a team? - Are they willing to challenge themselves within different aspects (e.g. map reading)? - Can they persevere and continue to tackle challenges and activities, in spite of setbacks or failure? – Can they successfully complete an orienteering task using a basic map?

Athletics - Can they use the correct technique to each event e.g. for a long jump, pupil needs to be landing on two feet otherwise they are disqualified? - Can they develop their flexibility, strength, control and balance and are able to apply within a competitive environment e.g. having the upper body strength to exert more power in a shot putt throw? - Can they perform a combination of moves with seamless transition and no hesitation e.g. triple jump – hop, skip, jump? - Can they work effectively as an individual or in a team and identify areas of success and improvement? – Can they compare their performance, and the performance of others, with previous ones, and demonstrate or advise on improvement?