



## **PE Subject Leaders' Sequence and Progression Document**

### **INTRODUCTION**

The purpose of this document is to outline the approach and method that has been adopted to implement the PE curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the PE curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

### **AIMS**

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

### **LIFESKILLS WE DEVELOP**

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

### **END POINTS IN THE CURRICULUM**

- Children to enjoy physical activity
- Experience a wider variety of sports and have opportunities to do new activities (outdoor ed.) which might ignite passion to take up activities outside of school
- To learn and perform a range of skills confidently ready for KS3
- Represent school by competing against peers and other schools, allowing them to reflect on their progress, performance and success
- Understand the benefits and impact of being healthy on the body and mind
- To conduct themselves in a dignified way, regardless of winning or losing
- To instil a competitive edge into children

## **INTENT**

By the end of EYFS we want children to firstly enjoy being active. We want them to be able to move independently and have developed the basic skills such as kicking, throwing and catching. We also want them to be able to move to music and have control over their bodies and space when dancing, running and moving.

In KS1 we want to build on all these skills taught at EYFS and children to get better and perform basics such as catching and kicking with smaller balls. We want them to begin to understand that PE helps us stay active and healthy. We also introduce specific sports such as cricket and hockey where they can develop new skills such as hitting. Through gymnastics we want children to develop their flexibility and begin to develop their understanding of jumping, rolling and balancing.

During their time in KS2 we want children to continue to further develop basic skills such as running, throwing and catching and being able to perform such actions in a more competitive environment as we begin to introduce more team games and competitions. We want children to use their skills, such as striking, in a variety of sports, from rounders to tennis to badminton. We want children to be as active as possible, we want children to enjoy PE and want to stay active when they leave at 3.30 and into KS3. With all this in mind we have designed a curriculum that has plenty of variety and allows teachers to develop the key skills we expect children to be able to perform. Every year group has a half term of dance and gymnastics as we feel these sports and activities are critical for teaching/developing a wide variety of skills and are excellent ways of keeping fit and active in a non-team sport environment.

All children take part in PE and children don't miss PE for any interventions or catch ups so all children receive the wide curriculum on offer and can develop these key physical skills and hopefully a passion (especially those with needs) to continue keeping active at KS3.

We have a history of success with our representative sporting teams and this is always celebrated in assembly and in the entrance hall we have a roll of honour next to our trophy cabinet. This lists all our achievements over the previous years and these traditions of success are something we want to maintain and to do so the teaching of PE has great importance and is delivered to a high standard throughout.

## **CULTURAL CAPITAL**

All children should understand why we play/take part in sport and the effects this has on our bodies. They should be able to make links to our diets and how this impacts performance. Through research, assemblies and focus on famous sporting events and competitions such as the Olympics, children will not only become aware of the origins and what they entail in the 21<sup>st</sup> century, but they will also be provided with essential knowledge about famous sport stars and how they can inspire us in our own sporting journeys and ambitions. It is important that we make children aware of local teams (linked to the PE Kitemark) where children who have enjoyed certain sports in PE can continue their journey and development.

## **IMPLEMENTATION**

Every year we pay for a PE specialist to come in and deliver PE lessons alongside classroom teachers. This enables staff to see a specialist deliver a variety of sports over a half term and provide staff with ideas they can take into their own teaching. As a school we subscribe to the Salford School Sports Partnership – this gives us access to a yearly PE conference, where providers, coaches, big organisations all come and put on workshops for us to take part in. Throughout the year there are also two other PLT days where again the PE lead attends and is provided with updates, speakers and new initiatives to take back to school.

Key skills are taught in a number of different sports e.g. catching and we keep returning to these skills throughout each year and each year group.

We assess children using target tracker statements. There are a variety of statements that the teacher can assess the child against after a ½ term of PE. We also use the swimming teacher’s assessment of children’s ability to swim 25m and perform the required life-saving skills.

Within our curriculum design, a range of different sports are taught where skills from previous sports will be beneficial therefore teachers regularly re-cap on the children’s prior learning. Sports are also taught across multiple year groups which ensures learning is not forgotten, but built upon.

## IMPACT

Children leave St. Andrew’s being able to complete all basic physical tasks such as catching, running and throwing. After four years of dance, most children are able to control their bodies and perform routines to music including SEN children. The curriculum is designed to prepare children for high school – they have experienced a wide range of sports and transferable skills such as batting have been developed. They have been taught skills/sports that they can now look to specialise in at KS3.

All children are given the opportunity to represent a school team and we instil a competitive nature into children who strive to win and perform to their best and when falling short have the character to accept defeat graciously and analyse how to improve their performance next time.

PE Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Outdoor equipment Throwing, catching, retrieving		Gymnastics / Movement		Dance	Games
Reception	Small games equipment Throwing, catching, retrieving		Gymnastics / Movement		Dance	Games
Y1	Chris Yates - Games	Dance	Gymnastics	Kicking & Hitting	Games	Gymnastics
Y2	Hockey	Dance	Gymnastics	Basketball / Netball	Cricket	Athletics
Y3	Netball	Tennis	Gymnastics	Swimming	Swimming	Swimming
					Athletics	Dance
Y3	Swimming	Swimming	Swimming	Gymnastics	Athletics	Dance
					Outdoor Ed. Cards	Tennis
Y4	Football	Badminton	Gymnastics	Cricket	Athletics	Dance
	Outdoor Ed.					Rounders
Y5	Netball	Lacrosse	Gymnastics	Tennis	Athletics	Dance
					Orienteering	Football
Y6	Hockey	Rugby	Gymnastics	Lacrosse	Athletics	Dance
		Outdoor Ed.				Cricket

National Curriculum Content - PE		
EY	Physical Development	
	Moving & Handling	Health & self-care
30-50 mths	<p>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> </ul>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> </ul>
40-60 mths	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> </ul>

KS1	Coverage	Autumn	Spring	Summer
	NC Skills	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.		
Y1	NC Content	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	participate in team games, developing simple tactics for attacking and defending	perform dances using simple movement patterns.
Y2		perform dances using simple movement patterns	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	participate in team games, developing simple tactics for attacking and defending

KS2	Coverage	Autumn	Spring	Summer
	NC Skills	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.		
Y3	NC Content	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	perform dances using a range of movement patterns  compare their performances with previous ones and demonstrate improvement to achieve their personal best.

		<p>develop flexibility, strength, technique, control and balance, for example, through athletics swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>develop flexibility, strength, technique, control and balance, for example, through gymnastics</p> <p>perform safe self-rescue in different water-based situations.</p>	<p>use running, jumping, throwing and catching in isolation and in combination swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>
Y4	NC Content	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>
Y5	NC Content	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>
Y6		<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Outdoor equipment Throwing, catching, retrieving		Gymnastics / Movement <ul style="list-style-type: none"> <li>• Small / tall / wide shapes</li> <li>• Ways of travelling on the floor</li> <li>• Balance on 1 leg</li> <li>• Jump with 2 feet on the floor</li> <li>• Climb equipment</li> </ul>		Dance <ul style="list-style-type: none"> <li>• Find space</li> <li>• Change speed and direction</li> </ul>	Games <ul style="list-style-type: none"> <li>• Catch a large ball</li> <li>• Avoid obstacles</li> </ul>
Reception	Small games equipment Throwing, catching, retrieving <ul style="list-style-type: none"> <li>• Throw into target area</li> </ul>		Gymnastics / Movement <ul style="list-style-type: none"> <li>• Ways of travelling around, under, over and through using equipment</li> <li>• Balance on different body parts</li> <li>• Jump with 2 feet off a platform</li> </ul>		Dance	Games <ul style="list-style-type: none"> <li>• Use space successfully</li> <li>• Change speed and direction</li> <li>• Pushing, patting, throwing, catching or kicking it</li> </ul>

#### Nursery:

Can tell adults when hungry or tired or when they want to rest or play.

- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.

#### Reception:

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Basic movements <ul style="list-style-type: none"> <li>• Move around space safely</li> <li>• Stop</li> </ul>	Throwing & Catching <ul style="list-style-type: none"> <li>• Throw under arm</li> <li>• Roll a ball</li> <li>• Catch with 2 hands</li> </ul>	Gymnastics <ul style="list-style-type: none"> <li>• Ways of travelling combining floor &amp; apparatus</li> <li>• Balance using different body parts on equipment</li> </ul>	Kicking & Hitting <ul style="list-style-type: none"> <li>• Kick a large ball</li> <li>• Kick at a given target</li> </ul>	Dance <ul style="list-style-type: none"> <li>• Move to music</li> <li>• Copy dance moves</li> </ul>	Athletics <ul style="list-style-type: none"> <li>• Running over a distance</li> <li>• Running and stopping in short bursts</li> </ul>

#### Health & Fitness

- Describe how the body feels during and after exercise

#### Evaluating & Improving

- Talk about what I and others have done

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	Hockey <ul style="list-style-type: none"> <li>Stay in a safe zone</li> </ul> <i>Shoot into an empty net</i> <i>Hold a stick correctly</i> <i>Pass with a stick</i>	Basketball / Netball <ul style="list-style-type: none"> <li>Decide where the best place to be is during a game</li> <li>Catch a ball with 2 hands</li> </ul> <i>N: Stay still with the ball</i>	Gymnastics <ul style="list-style-type: none"> <li>Partner / group balances</li> <li>Straight jump off spring board</li> <li>Range of jumps of different shapes</li> </ul>	Cricket <ul style="list-style-type: none"> <li>Follow game rules</li> <li>Throw a ball underarm</li> <li>Catch a ball with 2 hands</li> </ul>	Dance <ul style="list-style-type: none"> <li>Change rhythm, speed, direction and level</li> <li>Use control and co-ordination</li> <li>Make a sequence by linking movements</li> </ul>	Athletics <ul style="list-style-type: none"> <li>Running quickly over a distance</li> <li>Run with control and co-ordination</li> </ul>

#### Health & Fitness

- Show how to exercise safely
- Describe the difference in how our body feels in different activities
- Explain what our body needs to keep healthy

#### Evaluating & Improving

- Talk about the differences between performances of themselves and others
- Say how I could improve next time

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<b>Netball</b> <ul style="list-style-type: none"> <li>• Throw and catch with control under limited pressure</li> <li>• Attack and defend</li> <li>• Know and use rules fairly</li> <li>• Keep possession</li> </ul> <p><i>3 second rule, distance, footwork</i></p>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Know and use rules fairly</li> <li>• Move and use actions with co-ordination and control</li> <li>• Select &amp; use most appropriate skills</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Symmetrical balances</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>• Swim 25m</li> <li>• Use different strokes</li> <li>• Perform self-rescue</li> </ul>	Swimming	Swimming
					<b>Athletics</b> <ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds whilst changing direction</li> <li>• Take part in relay</li> <li>• Repeat a sequence of jumps</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Share &amp; create dance phrases (partners / small groups)</li> <li>• Repeat, remember and perform phrases</li> <li>• Improvise freely</li> </ul>
Y3	Swimming	Swimming	Swimming	Gymnastics	Athletics	Dance
					<b>Outdoor Ed. Cards</b> <ul style="list-style-type: none"> <li>• Complete adventurous activity challenges individually and within a team</li> </ul>	Tennis

#### Health & Fitness

- Explain why it's important to warm up & cool down
- Identify some muscles used in sports (Science Link – Animals inc. humans)

#### Evaluating & Improving

- With help, recognise how a performance can be improved

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<b>Football</b> <ul style="list-style-type: none"> <li>• Keep possession of a ball</li> <li>• Choose the best tactics for attacking and defending</li> <li>• Show good control</li> </ul>	<b>Badminton</b> <ul style="list-style-type: none"> <li>• Select and use most appropriate skills or actions</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Transition between balances</li> <li>• Squat on box</li> <li>• Show good control</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>• Throw towards a target</li> <li>• Hit a ball accurately with control</li> <li>• I can field</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Sprint over short distances</li> <li>• Throw and jump in a variety of ways</li> <li>• Combine running and jumping</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Work on movements &amp; refine them</li> <li>• Compose dances in creative &amp; imaginative ways</li> <li>• Control movements</li> </ul>
	<b>Outdoor Ed. (Lledr Hall)</b>					<b>Rounders</b> <ul style="list-style-type: none"> <li>• Throw towards a target</li> <li>• Hit a ball accurately with control</li> <li>• I can field</li> </ul>

#### Health & Fitness

- Explain why warming up is important
- Explain why keeping fit is good for my health
- Explain what effect exercise has on the body

#### Evaluating & Improving

- Explain how my performance is similar & different to that of others
- Observe other performances to improve my own

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<b>Netball</b> <ul style="list-style-type: none"> <li>• Throw with accuracy</li> <li>• Use techniques to pass and shoot</li> <li>• Pass in a variety of ways</li> <li>• Gain possession by working as a team</li> </ul> <p><i>Play a range of positions and know where they are allowed to go</i></p>	<b>Lacrosse</b> <ul style="list-style-type: none"> <li>• Throw with accuracy</li> <li>• Pass in a variety of ways</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Upside down balances</li> <li>• Show control when taking off and landing in a jump</li> </ul>	<b>Tennis</b> <ul style="list-style-type: none"> <li>• Use a forehand and backhand with a racket</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Show control when taking off and landing in a jump</li> <li>• Throw with accuracy</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>• Perform to an accompaniment expressively and sensitively</li> <li>• Moves are controlled and show clarity, fluency, accuracy and consistency</li> </ul>
					<b>Outdoor Ed.</b> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• To orientate a map</li> <li>• To follow a map</li> <li>• To know and use compass directions</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>• Use different techniques to pass, dribble and shoot</li> <li>• Pass in a variety of ways</li> <li>• Gain possession by working as a team</li> </ul>

#### Health & Fitness

- Explain why exercise is important
- Explain some safety principles
- Choose their own warm-ups and cool downs

#### Evaluating & Improving

- Modify skills and techniques to improve performance
- Comment on the skills, techniques and ideas that have been used during the lesson

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Hockey <ul style="list-style-type: none"> <li>• Make a team plan and communicate this</li> <li>• Lead others</li> <li>• Run whilst maintaining possession</li> </ul> <i>Dribble</i> <i>Keep possession whilst moving</i> <i>Shoot into a net against a defender</i>	Rugby & Tag Rugby <ul style="list-style-type: none"> <li>• Make a team plan and communicate this</li> <li>• Explain complicated rules</li> </ul> Outdoor Ed. (Residential)	Gymnastics <ul style="list-style-type: none"> <li>• Counter and tension balances</li> <li>• Squat through box</li> </ul>	Lacrosse <ul style="list-style-type: none"> <li>• Make a team plan and communicate this</li> <li>• Explain complicated rules</li> <li>• Lead others</li> <li>• Run whilst maintaining possession</li> </ul>	Athletics <ul style="list-style-type: none"> <li>• Demonstrate stamina (200m, 600m, cross country)</li> <li>• Combine skills e.g. running, throwing, jumping</li> </ul>	Dance <ul style="list-style-type: none"> <li>• Choose own music, style and dance to perform</li> <li>• Create imaginative dances in various styles</li> </ul> Cricket <ul style="list-style-type: none"> <li>• Lead others</li> <li>• Catch with 1 hand</li> <li>• To perform a bowl over arm</li> <li>• To hit a moving ball</li> </ul>

#### Health & Fitness

- Explain why we need regular and safe exercise (Link to Science – Humans)
- Explain how the body reacts to different exercises

#### Evaluating & Improving

- Create my own success criteria for evaluating performance
- Analyse and explain why skills / techniques were used

Each sport must be covered for a minimum of 4 weeks within each half term. Additional sports can be taught in the remaining weeks to increase children's exposure, enjoyment and development of core skills.