



Curriculum:

Progression in Physical Education



INTENT - The Physical Education Curriculum

One of our Curriculum Aims, which is interwoven throughout the entire curriculum, is for children to be 'Happy and Healthy'.

We strive in delivering outstanding PE that allows pupils to be physically active, thrive in a broad range of physical activities and engage in competitive sports in a safe and challenging environment.

Our intent is for pupils to:

- Thoroughly enjoy being physically active and have the confidence to participate in different sports
- Practise skills in a range of activities and to have the highest of expectations of themselves when performing these individually, in small groups and within a team
- Develop high levels of physical fitness through being active for sustained periods of time
- Understand the important of leading a healthy lifestyle through regular exercise and healthy nutrition
- Be advocates of PE and confidently talk about their achievements
- Experience a broad diet of P.E and School Sport through curriculum and enhanced time.
- Engage in a variety of competitive activity, including competing against personal bests, competing against others and competing as part of a team.



IMPLEMENTATION - The Physical Education Curriculum

At Hunton & Arrathorne, we place children's health and physical fitness at the heart of our learning experiences. We are committed to ensuring that all of our children have access to at least three hour's physical activity per week – some of this through timetabled P.E lessons and some through extracurricular activities and active playtimes.

Each class has access to two hours of high-quality P.E. lessons per week. Both sessions will follow our progression documents to ensure a wide coverage of skills are being taught. Teacher-led sessions will be supplemented by the use of the 'Get Set 4 PE' scheme which provides teachers with detailed lesson plans, progression documents (including progression in both skills and knowledge being taught for each unit) and vocabulary documents to help develop their teaching in P.E. Each lesson begins by discussing key knowledge, key vocabulary and reflecting on how previously taught skills will be built upon and applied through today's lesson.

This is further supplemented by visits and visitors – for example each class has the opportunity to work with a dance coach. We establish close links with external specialised coaches including tennis, cricket and golf. We firmly believe the P.E curriculum at Hunton & Arrathorne is broad and balanced with requirements for both the KS1 and KS2 curriculum addressed in full.

The structure of the long-term plan allows our children to develop the fundamental skills in Key Stage 1, skills which are later applied to various sports throughout Key Stage 2 in a competitive context. Knowledge of health and fitness runs throughout all aspects of the curriculum. We have explored links between subjects such as science, mathematics and design and technology which further enhances the children's ability to value health and fitness, linking closely to our intent.

Children in Reception access physical development through the outdoor area and regular work in class. They access balance bikes once per day and participate in age-appropriate PE sessions alongside their peers in Year 1.

Key Stage 2 children have the opportunity to swim for one term per year. In the Summer Term, Y5 & Y6 children revisit the pool to work on essential lifesaving skills for six weeks. We also have a fully-qualified Forest Schools Instructor which means outdoor learning is enhanced on a regular basis.

As well as our school's own long-term planning and the provision of visits and visitors, progression in P.E is further enhanced through our School Sports Partnership work, aligning our curriculum and extra-curricular offer with competition timetables.

We proudly work in partnership with the local community to deliver our P.E curriculum – using the village hall on a Tuesday and Wednesday afternoon for lessons. We use the school grounds and invest sensibly in equipment which the children respect and look after.

Alongside the core curriculum P.E offer, Sports Leaders offer active break-times and lunchtimes and take responsibility for organising physical wellbeing activities. A range of extra-curricular activities are also offered, most of which are paid for by school, and uptake is increasing.

IMPLEMENTATION – Physical Education in EYFS

Our PE curriculum begins in EYFS. At Hunton & Arrathorne Primary School the children in Reception are encouraged to be physically active throughout the day – having access to outdoor provision. This is alongside small group opportunities – for example to use the balance bikes and climbing equipment. Reception pupils join their peers in Year 1 for PE sessions.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Personal, Social and Emotional Development

- Manage their own needs.
- personal hygiene
- Know and talk about the different factors that support overall health and wellbeing:
- Revise and refine the fundamental movement skills they have already acquired:
 - Rolling, running, crawling, hopping, walking, skipping, jumping and climbing
 - Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

IMPLEMENTATION - Progression in Physical Education

(Bold objectives denote Y2, Y4 and Y6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Physical Development Gross Motor Skills Negotiate space and obstacles with awareness of others and themselves. Demonstrate strength, balance and coordination when playing. Move energetically including running, jumping, skipping, climbing and dancing.</p>	<ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence 		<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etcLinks skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 		<ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. 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. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. 	

Dance		<ul style="list-style-type: none"> • Copies and explores basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli. • Copies and explores basic movements with clear control. • Varies levels and speed in sequence • Can vary the size of their body shapes • Add change of direction to a sequence • Uses space well and negotiates space clearly. • Can describe a short dance using appropriate vocabulary. • Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. • Exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence. • Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.

				<ul style="list-style-type: none"> •
Games		<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Receives a ball with basic control • Beginning to develop hand-eye coordination • Participates in simple games • Confident to send the ball to others in a range of ways. • Beginning to apply and combine a variety of skills (to a game situation) • Develop strong spatial awareness. • Beginning to develop own games with peers. • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/ defending 	<ul style="list-style-type: none"> • Understands tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Beginning to communicate with others during game situations. • Uses skills with co-ordination and control. • Develops own rules for new games. • Makes imaginative pathways using equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • e.g. dribbling, bouncing, kicking • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively. • e.g. dribbling, bouncing, kicking • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination.
Athletics		<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control. • Can change speed and direction whilst running. 	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. • e.g. sprinting and cross country • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these.

		<ul style="list-style-type: none"> • Can jump from a standing position with accuracy. • Performs a variety of throws with control and co-ordination. • preparation for shot put and javelin • Can use equipment safely 	<ul style="list-style-type: none"> • Can use equipment safely and with good control. • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • e.g. hop skip jump (triple jump) • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.
Outdoor & Adventurous Activities (OAAA)			<ul style="list-style-type: none"> • Develops listening skills. • Creates simple body shapes. • Listens to instructions from a partner/ adult. • Beginning to think activities through and problem solve. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. • Develops strong listening skills. • Uses simple maps. • Choose and apply strategies to solve problems with support. • Demonstrates an understanding of how to stay safe. 	<ul style="list-style-type: none"> • Develops strong listening skills. • Use s and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. Develops strong listening skills. • Use s and interprets simple maps. • Demonstrates an understanding of how to stay safe.
Swimming & Water Safety			<ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different waterbased situations. 	
Evaluation		<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>Can describe the effect exercise 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>
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IMPLEMENTATION – Physical Education Long Term Plan

Teachers use the progression documents above in conjunction with the long-term plan. Bold objectives (above) indicate where Y2, Y4 and Y6 children should exit.

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception & Y1	Dance Fundamentals (1)	Dance Ball Skills (1)	Gymnastics Invasion Games (1)	Gymnastics Sending and Receiving (1)	Athletics Team Building (1)	Athletics Target Games (1)
Y2/3	Dance Fundamentals (2)	Dance Ball Skills (2)	Gymnastics Dodgeball	Gymnastics Orienteering	Swimming Cricket	Swimming Athletics
Y4/5	Dance TAG Rugby	Dance Netball	Gymnastics Dodgeball	Gymnastics Orienteering	Swimming Cricket	Swimming Athletics
Y6	Dance TAG Rugby	Dance Netball	Gymnastics Dodgeball	Gymnastics Orienteering	Rounders Cricket	Volleyball Athletics

IMPLEMENTATION – Physical Education Long Term Plan

Teachers use the progression documents above in conjunction with the long-term plan. Bold objectives (above) indicate where Y2, Y4 and Y6 children should exit.

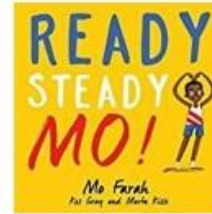
YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception & Y1	Dance Fundamentals (R)	Dance Ball Skills (R)	Gymnastics Net and Wall (1)	Gymnastics Games (R)	Striking and Fielding (1) Athletics	Fitness (1) Athletics
Y2/3	Dance Fundamentals (3)	Dance Ball Skills (3)	Gymnastics Basketball	Gymnastics OAA	Swimming Rounders	Swimming Athletics
Y4/5	Dance Ultimate Frisbee	Dance Tennis	Gymnastics Basketball	Gymnastics OAA	Swimming Rounders	Swimming Athletics
Y6	Dance Ultimate Frisbee	Dance Tennis	Gymnastics Basketball	Gymnastics OAA	Cricket Rounders	Golf Athletics

IMPLEMENTATION – Reading as Athletes...

As Lifelong Readers, we want to inspire our children to 'read as athletes'. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in P.E.

Please see a sample of our core texts for P.E. to the right.

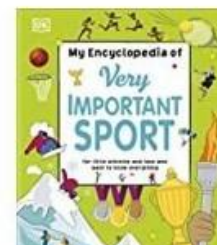
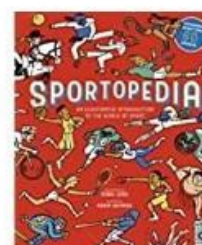
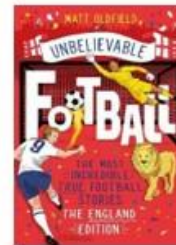
Year 1



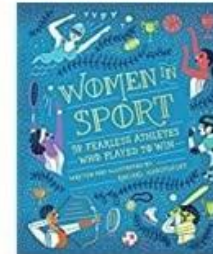
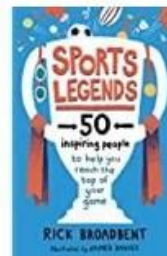
Year 2/3



Year 4/5



Year 6



IMPACT

We assess the impact of Physical Education and Sport at our school in a variety of ways, including:

- We aim for all children make outstanding progress in PE and enjoy participating in sport.
- The profile of PE and sport is widely recognised and highly celebrated within school.
- Termly tracking of standards across the curriculum using Insight.
- Staff have increased confidence when delivering high quality PE lessons.
- Children's ability to speak confidently and articulately about Sport and PE.

Have a wide understanding of technical skills which they are able to apply confidently during



For further details of the impact of our P.E curriculum, please view our [PESSP \(P.E & School Sports Premium\) document](#)

