

# Amble Links First School – Progression in Physical Education (PE)

**We explain to the children that In PE we learn how to control and use our bodies to play sports and keep fit and healthy.**

The Physical Education curriculum we offer consists of PE lessons, extra-curricular sports clubs, and involvement in competitive/inter-school sport, active playtimes and a daily ‘Golden Mile’.

The 3 Rs of Responsibility, Respectfulness and Resilience underpin the attitudes we expect of our pupils throughout the PE curriculum. We aim to develop fitness and systematically build the skills and competences that will equip our children to participate in a range of sports and physical activities, lead healthy and active lives and independently engage in sport and physical activity as they become adults. We also aim for all of our children to become competent swimmers by the end of Year 4 by delivering swimming in every year from Reception

We use Complete PE suggested sequences of learning to support delivery of our PE Curriculum and have created ‘End Point’ statements that clearly summarise the overarching outcome of each unit of work delivered.

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2	
	Team Building to OAA (First Week)	Health & Wellbeing/ Dodgeball	Dance 1	Gymnastics	Dance 2	Ball Skills to Handball	Ball Skills to Hockey	Ball Skills to Cricket	Athletics
<b>Year 1</b>	<b>Team Building (Pt1)</b> I can co-operate and communicate with my team ensuring everyone is included.	<b>Health and Wellbeing</b> Health and Wellbeing I can explain what agility, balance and hand-eye co-ordination mean I understand why agility, balance and hand-eye co-ordination are important I can perform a range of activities and circuits to develop my agility, balance and hand-eye co-ordination.	<b>Growing</b> I can perform a range of controlled and co-ordinated movements in response to rhythm (sounds) and patterns (images). I can perform a paired sequence based on two living things e.g. flower and bee.	<b>Wide, Narrow, Curled</b> I can use ‘Champion Gymnastics’ to move and balance and I understand what it means to move and balance like a champion. I can move using narrow, wide and curled movements on the floor and on apparatus. I can link narrow, wide and curled movements together on the floor and on apparatus.	<b>The Zoo</b> I can control and co-ordinate my body to perform movements that represent big animals and show character expression. I can control and co-ordinate my body to link different movements that represent small animals. I can perform a range of controlled movements that represent arctic animals and a big cat and a zookeeper in response to a rhythm. I can perform a motif and a sequence working by myself and with a partner.	<b>Ball Skills: Hands 1</b> I can dribble a ball with my hands and know why I need to keep it away from a defender. I know why and how to send a ball in different ways, accurately and with different force and speeds with my hands. I can stop a ball with my hands I can combine sending and receiving skills to keep possession of a ball.	<b>Games for Understanding</b> I can show how to attack and I know what ‘attacking’ means and why we do it in a game situation.  I can show how to defend and I know what ‘defending’ means and why we do it in a game situation.	<b>Ball Skills: Hands 2</b> I can throw underarm and I understand why I use this throw with my team in a game situation. I can stop a ball with my hands in a game situation. I can roll a ball accurately towards a target. I can use sending and stopping skills to score points and beat an opponent.	<b>Locomotion: Running 1</b> I can use different body parts and a variety of techniques to run at different speeds. I can run in a game and I understand where and why I need to run to avoid a defender. I can run in a race as an individual, as part of a team and over longer distances.
<b>Year 2</b>	<b>Team Building (Pt2)</b> I can trust my teammates and work with them to explore strategies to solve a problem or complete a challenge.	<b>Locomotion (Dodging)</b> I can show how, where and why to dodge effectively in a game. I can attack and defend at the right time in a game.	<b>Water</b> I can work by myself and with others to move in response to different music. I can improvise to perform a range of whole body movements related to water e.g. a river, the seaside, sea creatures. I can describe my own and others’ movements.	<b>Linking</b> I can use ‘Champion Gymnastics’ to link together movements on the floor and on apparatus. I can perform a ‘Jump, Roll, Balance’ sequence on the floor and on apparatus. I can plan and perform a sequence.	<b>Exploring</b> I can control and co-ordinate my body to perform movements that represent different characters i.e. an explorer preparing for an expedition and explorer and jungle animal. I can perform a sequence with my partner using expression, emotion, reaction and drama to develop character. I can use extended movements and elements of choreography in my sequence.	<b>Ball Skills: Hands 1</b> I can combine dribbling, passing and receiving with my hands to keep control and possession of a ball. I can use dribbling, passing and receiving skills to score a point.	<b>Games for Understanding</b> I can work with my team to apply simple attacking principles in a game and explain when and why we attack as a team. I can work with my team to apply simple defending principles in a game and explain when and why we defend as a team. I can change between attacking and defending and I understand when, where and why I need to do both as part of a team.	<b>Ball Skills: Hands 2</b> I can throw underarm confidently and accurately. I can work collaboratively as a team applying basic attacking principles. I can throw a ball overarm in a game situation	<b>Locomotion: Jumping</b> I can jump using an effective technique. when performing an individual jump or linking jumps together. I can use a variety of jumping techniques to jump for distance and speed in a competition. I can jump effectively while playing a game.

<b>Year 3</b>	<b>Problem Solving (Pt1)</b> I can communicate, collaborate and co-operate with my team taking on responsibility.	<b>Dodgeball</b> I can use effective throwing, catching, dodging and move with agility during a game. I understand the rules of dodgeball and can work with my team to play a game tactically.	<b>Wild Animals</b> I can work by myself and with others to perform a range of animal inspired movements showing drama and emotion. I can perform a longer sequence with others including more complex actions e.g. rolling, swinging and a range of dance terms e.g. canon, expression.	<b>Symmetry and Asymmetry</b> I can explain what is meant by the term ‘Excellent Gymnastics’. I can move and balance in a symmetrical and an asymmetrical way. I can perform a sequence on apparatus including symmetrical and asymmetrical balancing, travelling and linking movements. I can watch my partner and offer feedback on their performance.	<b>Weather</b> I can add drama and emotion to my dance when responding to different stimuli. I can work with a partner to perform extended sequences based on multiple themes and while executing a variety of movements. I can perform a dance which includes stage presence, timing, rhythm and sustaining character.	<b>Handball</b> I can pass and receive a ball and keep possession of it. I can pass, move and create space to move the ball up the court (attack) in a game situation. I can shoot using the correct technique and know where to shoot from to score points in a game.	<b>Hockey</b> I can dribble the ball to keep control and possession of it while changing direction and beating an opponent. I can pass and receive the ball with control to keep possession of it, create space when attacking, and move the ball towards the goal. I can shoot at goal and I know where, when and why to shoot for maximum success.	<b>Cricket</b> I can explain what the role of the batting and the fielding team is. I can throw overarm over a long distance with power and I know when and why to do this. I can throw accurately underarm. I can catch the ball. I can strike the ball with varying speed and direction away from the fielders to score runs. I can play a mini game of cricket.	<b>Athletics: Running</b> I can run using the correct sprinting technique for maximum speed. I can pace myself and use the correct technique when running for distance. I can run tactically as part of a team.
<b>Year 4</b>	<b>Problem Solving (Pt2)</b> I can support other members of my team and motivate them to complete unfamiliar challenges e.g. caves. <i>Robinwood Residential Orienteering Festival</i>	<b>Dodgeball</b> I can throw accurately, over distance and powerfully in a game. I understand how, when and why to jump, duck, catch and dodge in a game. I understand the rules and can work tactically with my team.	<b>Cats</b> I can improvise movements using cat characters as a stimulus to perform with drama and emotion. I can perform in a group using dance techniques e.g. unison, matching, canon, contrast, interaction, stage presence, timing and rhythm.	<b>Bridges</b> I can move and balance to create bridges on the floor and on apparatus. I can move over and under bridges on the floor and on apparatus using pair and individual bridges. I can perform a sequence with my partner using pair and individual bridges.	<b>Space</b> I can move in a variety of ways which demonstrate improvisation, unison, matching and canon. I can create a dance that includes contrasting characters using more complex interacting movements and actions to add drama and emotion to my performance. I can perform a dance which includes stage presence, timing, rhythm and sustaining character.	<b>Handball</b> I can combine passing, moving and shooting skills to create an attack which results in a successful shot at goal. I can play a mini game using basic defending (marking) tactics.	<b>Hockey</b> I can dribble the ball confidently to keep control and possession of it while changing direction and beating an opponent. I can consistently pass and receive the ball with control over varying distances to keep possession of it, create space when attacking, move the ball towards the goal and shoot. I can use the defending skills of intercepting, blocking and tackling in a game situation and I know when, where are why they are used in a game.	<b>Cricket</b> I can bowl the ball underarm tactically to prevent the batters from scoring a run. I can stop the ball using a barrier and return the ball to the bowler or wicket keeper quickly and accurately and I understand why this is important. I can strike the ball with varying speed and direction and I understand how, where and why I do this to score runs. I can play small games of pairs cricket and I understand my role as a batter or a fielder.	<b>Athletics: Throwing &amp; Jumping</b> I can throw a primary school javelin, shot putt and discus for distance and I understand what each part of my body must do to throw as far as possible. I can jump for distance using either one or a combination of jumps (hop, skip, jump) and I understand what each part of my body must do to jump as far as possible.

<b>SWIMMING</b> From Reception onwards, children in each year group complete an intensive 2 week block of one hour long daily swimming lessons each year.
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National Curriculum Coverage Map

KEY STAGE 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engage in competitive and cooperative physical activities in a range of increasingly challenging situations	✓	✓	✓	✓	✓	✓
Master basic movements including running, jumping, throwing and catching	✓				✓	✓
Develop 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		✓		✓		

KEY STAGE 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enjoy communicating, collaborating and competing with each other	✓	✓	✓	✓	✓	✓
Develop an understanding of how to improve different physical activities and sports	✓	✓	✓	✓	✓	✓
Use running, jumping, throwing and catching in isolation and in combination	✓				✓	✓
Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	✓				✓	✓
Develop flexibility, strength, technique, control and balance	✓	✓	✓	✓	✓	✓
Perform dances using a range of movement patterns		✓	✓	✓		
Take part in outdoor and adventurous challenges both individually and within a team	✓	✓*	✓			
Compare their performances with previous ones and demonstrate improvement to achieve their personal best	✓	✓	✓	✓	✓	✓

\*Y4 Robinwood residential visit

SWIMMING KS1 & KS2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All schools must provide swimming instruction either in key stage 1 or key stage 2. <ul style="list-style-type: none"> <li>In particular, pupils should be taught to:</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul>	Recep				✓	✓	✓
	KS1	✓	✓	✓	✓	✓	✓
	KS2	✓	✓	✓	✓	✓	✓

\*swimming arrangements for the 2021-22 academic year still to be confirmed