

# PE KNOWLEDGE AND SKILLS PROGRESSION

## INTENT

At Brabourne CEP School, we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We believe that opportunities to compete in sport and other activities build character, support mental and physical well-being and help to embed our Christian values of respect, hope, courage and responsibility. We strive to ensure that Physical Education is enjoyable, exciting and varied and that it meets the needs of all our children.

In line with the National Curriculum, the principal aims of physical education at Brabourne are 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

## IMPLEMENTATION

Our PE programme adheres to National Curriculum guidelines, and will ensure breadth and balance between the following six aspects: Games, Athletics, Dance, Gymnastics, Swimming and Outdoor and Adventurous activities. Pupils in both KS1 and KS2 will engage in at least 2 hour lessons of high quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. In KS2, pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities and sporting opportunities outside of school hours, such as clubs and inter-school matches. A range of resources will be used to support progression across the curriculum including specialist coaching sessions for different sports. Pupils are encouraged to lead and develop their own skills in managing their team or activity. Monitoring takes place through learning walks, observations, pupil voice, teacher voice, the use of external specialists and reflective teacher feedback.

## IMPACT

Formative assessment is undertaken each session in Physical Education and pupils are very much encouraged to be involved in that process.

As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject. Children are also encouraged to be critical of their own performance, highlighting their own next steps. Summative assessment is undertaken during the year, using our PE progression document. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents three times a year. Pupil and parent voice is measured twice a year to gauge feedback on the quality of provision of physical education and measure the impact this provision is having on the degree of physical activity taking place outside of school. The school measures pupil participation in sport, including that of vulnerable groups, through tracking on the School Games Mark site. A detailed report of the impact of Sport's Funding is published annually on our school website.



## Progression of knowledge in PE

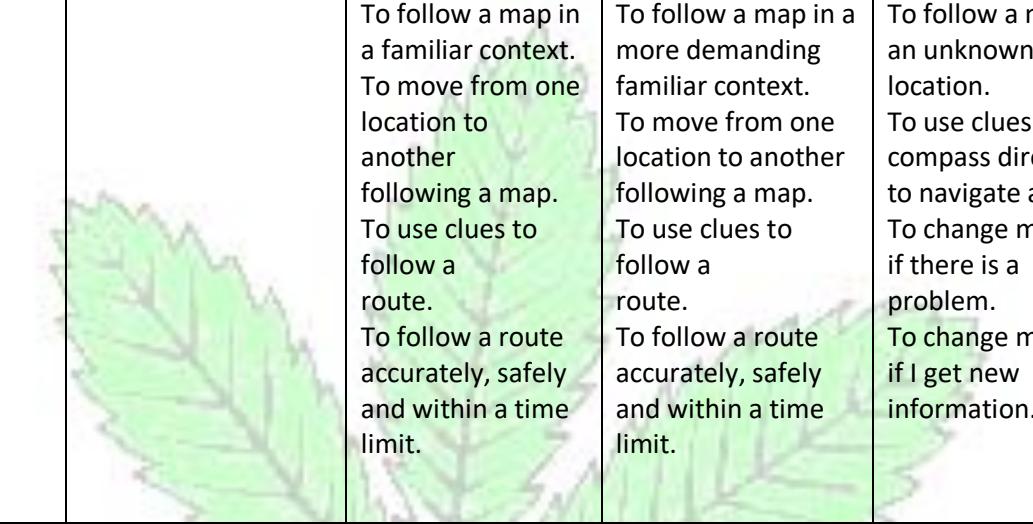
**Please note Words highlighted in green we expect the child to be able to explain and spell with greater accuracy than other examples of technical vocabulary**

PE	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GAMES	To throw underarm. To roll a piece of equipment. To move and stop safely. To catch with both hands. To kick in different ways. To hit a ball with a bat. To follow rules.	To stay in a 'zone' during a game. To decide where the best place to be is during a game. To use one tactic in a game. To follow rules. To use hitting, kicking and/or rolling in a game	To throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. To keep possession with some success when using equipment that is not used for throwing and catching skills. To be aware of space and use it to support team mates and cause problems for the opposition	To hit a ball accurately and with control. To keep possession of the ball. To vary tactics and adapt skills according to what is happening. To choose the best tactics for attacking and defending. To catch with one hand	To gain possession by working as a team. To pass in different ways. To use forehand and backhand with a racquet. To field. To use a number of techniques to pass, dribble and shoot.	To explain complicated rules. To make a team plan and communicate it to others. To lead others in a game situation. To umpire.

	Sending Receiving <b>Rules</b> Striking Racquet	Balance	Tactic Attack Defence Possession Agility Co-ordination mark	Rally	Opponent Technique	Retrograde Pathways Contrast Flowing Sudden
GYMNASICS	To make my body tense, relaxed, curled and stretched. To copy sequences and repeat them. To roll in different ways. To travel in different ways. To balance in different ways. To stretch in different ways. To curl in different ways. To climb safely.	To use contrast in my sequences. My movements are controlled. To think of more than one way to create a sequence which follows a set of 'rules'. To work on my own and with a partner to create a sequence. To plan and show a sequence of moves. To improve my sequence.	To use a greater number of my own ideas for movement in response to a task. To explain how strength and suppleness affect performances. To compare and contrast gymnastic sequences, commenting on similarities and differences. To work in a controlled way. To adapt sequences to suit different apparatus.	To include change of speed. To include change of direction. To include a range of shapes. To follow a set of 'rules' to produce a sequence. To combine action, balance and shape. To work with a partner to create, repeat and improve a sequence with at least three phases.	To make complex or Extended sequences. To perform consistently to different audiences. My movements are accurate, clear and consistent.	To combine my own work with that of others. To link my sequences to specific timings.
	Actions (WHAT) – TRAVEL, STRETCH, <b>TWIST, TURN</b> , JUMP, SPIN, STRAIGHT, STAR, TUCKED, STRADDLE, P	Composition Combination Body shape <b>Balance</b>	<b>Repeat</b> Link Control <b>sequence</b>	<b>Co-ordination</b> <b>Control</b> Symmetrical Asymmetrical	Accurately Appropriately Precision <b>Control</b>	Techniques <b>Consistently</b> Precision Control

	IKE  Space – (WHERE) – DIRECTION FORWARDS, BACKWARDS, SIDEWAYS, HIGH, LOW  Dynamics (HOW) – Speed quickly/slowly/flow	<b>Control</b> Precision Arch Dish Tension Extension Core		Counterbalance Unison Canon	Fluency <b>Flexibility</b> <b>Strength</b> Mental focus Bridging Dynamic Counter-balance Counter-tension	Fluency Refine inversion
DANCE	To move to music. To copy dance moves. To perform some dance moves. To move around the space safely. To dance imaginatively.	To change rhythm, speed, level and direction. To dance with control and co-ordination. To make a sequence by linking sections together. To link some movement to show a mood or feeling. To make up a short dance.	To improvise freely, translating ideas from a stimulus into movement. To share and create phrases with a partner and in small groups. To repeat, remember and perform these phrases in a dance. To use dance to communicate an idea. To take the lead when working with a partner or group.	To work on my movements and refine them. To compose my own dances in a creative and imaginative way. My movements are controlled. To make sure my dance moves are clear and fluent.	To perform to an accompaniment, expressively and sensitively. To ensure my movements are controlled. My dance shows clarity, fluency, accuracy and consistency.	To develop imaginative dances in a specific style. To choose my own music, style and dance.

	Travel Stretch Turn Forwards Backwards Slowly Quickly	Twist Sideways Expression perform	Motif Dance phrase Direction Levels Duo solo	Unison Canon Choreographic Gesture Stillness Energy Speed Repetition phrase	Motif Motif development Formation Trio Choreographic device Energy	Retrograde Pathways Contrast Flowing Sudden
ATHLETICS			To run at fast, medium and slow speeds, changing speed and direction. To make up and repeat a short sequence of linked jumps. To take part in a relay activity, remembering when to run and what to do. To throw a variety of objects, changing my action.	To sprint over a short distance. To throw in different ways. To hit a target. To jump in different ways. To combine running and jumping. To run over a long distance.	To be controlled when taking off and landing in a jump. To throw with accuracy. To follow specific rules.	To demonstrate stamina. To use my skills in different situations.
	Technique Under arm Over arm javelin	Accuracy Distance athlete	Obstacle Hurdle Discus Shot-put accuracy	Contrasting Effective Heart-rate	Principle Fitness Triple-jump Take-off performance	Pacing Sustain Bell-lap

OUTDOOR AND ADVENTURE			To follow a map in a familiar context. To move from one location to another following a map. To use clues to follow a route. To follow a route accurately, safely and within a time limit.	To follow a map in a more demanding familiar context. To move from one location to another following a map. To use clues to follow a route. To follow a route accurately, safely and within a time limit.	To follow a map in an unknown location. To use clues and compass directions to navigate a route. To change my route if there is a problem. To change my plan if I get new information.	To plan a route and series of clues for someone else. To plan with others taking account of safety and danger.
	Route Trail map	Challenge Position Diagram environment	Range Consistency <b>Orienteate</b> Co-operation Steel flint	Belay Abseil Bouldering Bowline overhang	Grid reference <b>Navigate</b> Control card <b>compass</b>	Orienteering Paddle Afloat Astern Back paddle Canoe kayak

### Early Years Foundation Stage

#### ELG - Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children in Venus class:

Have weekly sessions to develop their physical gross motor skills where they make use of a range of climbing and balancing apparatus, different sized balls, hoops, quoits, beanbags etc. They will learn to use and control their bodies in different ways and explore different movements and ways of travelling such as rolling, skipping, hopping, appropriate landing when jumping etc.

Have daily 'active' sessions where they follow a series of movements such as Brain Breaks and Jump start Johnny.

Complete daily Super Sentence work which helps to develop their fine motor skills and pencil control. It is progressive throughout the year and begins with pattern making to handwriting patterns, to letter formation, to strings of letters, words and then sentences.

Have a range of resources in the classroom and outside to promote fine and gross motor skills development such as bikes, hoops, balls, balance stilts, pedal pushers, space hoppers, spades and shovels, hand whisks, hand drills, chubby hammers, role play items with different fastenings (zips, poppers, Velcro, clasps etc), tweezers, pegs, paint pump dispensers, clock work toys, jumping frogs, rolling pins, playdough, clay etc. These resources are readily available for child initiated learning or incorporated into adult led tasks.

Have a range of writing equipment and writing surfaces available such as pens, crayons, pencils (all in different sizes), paper, card, whiteboards (flat and vertical) clipboards, magnetic boards etc.

Have a selection of scissors available to promote different levels of development such as loop scissors and scissors with designated finger holes as well as left and right handed scissors.

#### ELG - Health and Self Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Children in Venus class:

Practice good hygiene daily by being encouraged to wash their hands before eating and after being outside or messy play and visiting the toilet often with good handwashing practices afterwards.

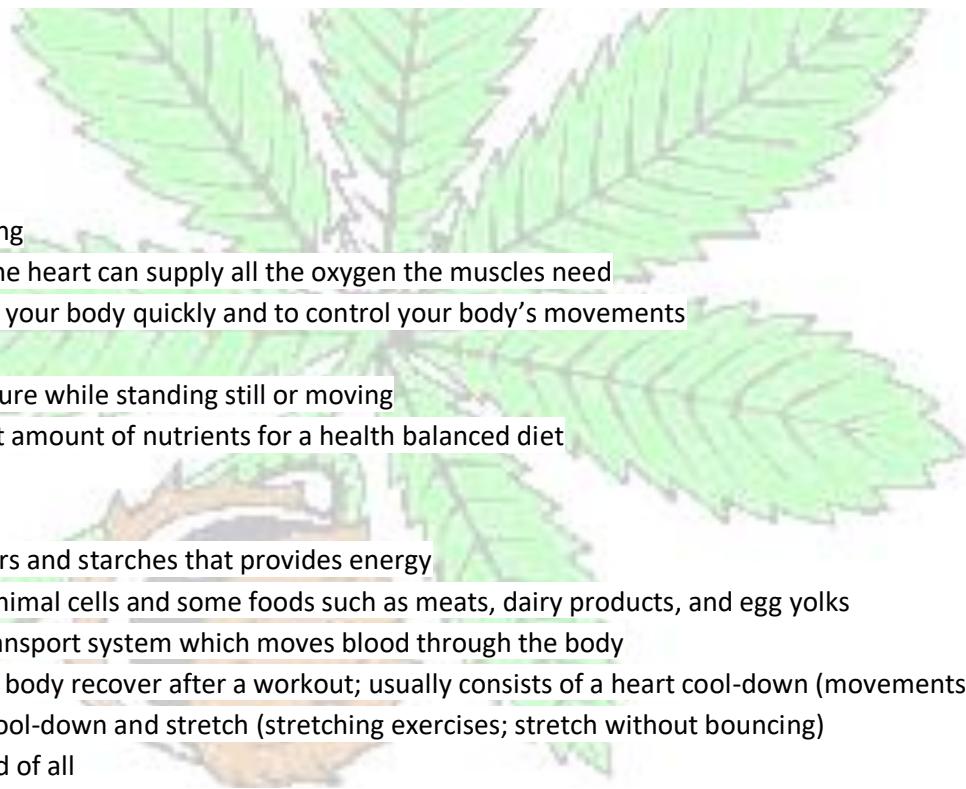
Have a healthy snack and milk/water available daily and talk about the importance of what constitutes healthy eating and healthy diet.

Have daily 'active' sessions where they follow a series of movements such as Brain Breaks and Jump start Johnny.

Have a range of equipment available to support safe practices such as aprons for messy play and goggles for woodwork. Safe practices such as the correct way to transport scissors, how to interlock the crates so they don't fall and ensuring goggles are worn in the woodwork area are taught and encouraged through play.

Children have a range of appropriate clothing available to make choices and promote independent dressing such as role play items, coats, welly boots, aprons etc.

Will, over the course of the year, look at more specific healthy lifestyle practices such as oral healthcare, the effect of exercise on the body and sorting different food types.



#### KEY VOCABULARY

Activity-the state of being active and moving

Aerobic Exercise-steady activity in which the heart can supply all the oxygen the muscles need

Agility-the ability to change the position of your body quickly and to control your body's movements

Balance-the ability to keep an upright posture while standing still or moving

Balanced Diet-eating and drinking the right amount of nutrients for a health balanced diet

Calorie-a unit of energy found in food

Carbohydrate-a nutrient contained in sugars and starches that provides energy

Cholesterol-a fat-like substance found in animal cells and some foods such as meats, dairy products, and egg yolks

Circulatory System-your body's internal transport system which moves blood through the body

Cool down-a series of activities to help the body recover after a workout; usually consists of a heart cool-down (movements done at a slower pace than the workout to slow the heart) and a muscle cool-down and stretch (stretching exercises; stretch without bouncing)

Cooperation-working together for the good of all

Coordination-the ability to use your senses together with your body parts, or to use two or more body parts together

Curl-ups/Sit-Ups-a measurement of strength and endurance of the abdominal muscles

Dance-taking a series of rhythmical steps (and movements) in time to music

Dehydration-lack of adequate amount of water

Diabetes-a disease in which a person's body cannot regulate the level of sugar

Diet-a selection of foods

Endurance-the ability of the muscles to perform physical tasks over a period of time without becoming fatigued

Essential Nutrients-carbohydrates, fats, proteins, vitamins, minerals, and water

\*Carbohydrate-a nutrient contained in sugars and starches that provides energy

\*Fat-is a nutrient that provides energy, helps growth and repairs cells

\*Protein-a nutrient that builds and repairs body cells

\*Vitamin-a nutrient needed in small amounts for growth and repair of body cells

\*Mineral-a nutrient that performs many functions in regulating cell activity

\*Water-a clear, colourless, odourless, and tasteless liquid which is essential for almost every function

#### Exercise Stages:

1. Warm Up-any activity that gets the body ready for exercise and prevents injury

2. Stretch- any activity that loosens muscles and increases flexibility

3. Workout-physical activity to improve your fitness

4. Cool down-a series of activities to help the body recover after a workout; usually consists of a heart cool-down (movements done at a slower pace than the workout to slow the heart) and a muscle cool-down and stretch (stretching exercises; stretch without bouncing)

Fat Free Mass-all body mass excluding fat (bone, muscle, organs, etc)

Fitness- the ability of the body to perform daily physical activities without getting out of breath, sore, or overly tired

Fitness Goals-steps used to improve one's physical fitness

Fitness Log-a notebook used to record one's fitness activities

Food Guide Pyramid-a tool for choosing a healthy diet by selecting a recommended number of servings from each of the food groups

Frequency-how often you do the activity each week

Health-state of well-being in which all of the components of health: physical, emotional, social, mental/intellectual, spiritual, and environmental are in balance

Health-Related Fitness: parts of physical fitness that help a person stay healthy; includes body composition, cardiovascular fitness, flexibility, muscular endurance, and muscular strength

Muscular Endurance-the ability of the muscles to perform physical tasks over a period of time without becoming fatigued

Muscular Strength-the amount of force a muscle can exert

Heart Rate-the number of times the heart beats per minute

Resting Heart Rate (RHR)-the number of times the heart beats per minute while at rest

Hydration-a sufficient amount of water; to restore/maintain fluid balance

Hygiene-a condition promoting clean, sanitary practices; “personal hygiene”

Immune System-a network of tissues, organs, and cells that fight pathogens; protection from disease

Intensity-how hard you work at the activity per session

Jog-a slow steady run

Leap-to jump off one foot and land on the opposite foot, extending legs in air while having both feet off the ground

Motivation-the desire to take action

Muscular Endurance-the ability of the muscles to perform physical tasks over a period of time without becoming fatigued

Muscular Strength-the amount of force a muscle can exert

Overhand-(see throw)-executed with the hand brought forward and down from above the level of the shoulder: an overhand pitch; an overhand stroke

Pass-to move a ball or object from one teammate to another

Physical Activity-movement using the larger muscles of the body; includes sports, dance, and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness

Physical Fitness-the ability of the body to perform daily physical activities without getting out of breath, sore, or overly tired

Protein-a nutrient that builds and repairs body cells

Punt-a kick in which the ball is dropped from the hands and kicked before it touches the ground

Push-Up-an assessment that measures strength and muscular endurance of arms, chest, and shoulders

Recreation-activity that refreshes and recreates; activity that renews your health and spirits by enjoyment and relaxation

Sit-Ups-a measurement of strength and endurance of the abdominal muscles

Skip-step-hop. Hop on left foot, right leg bent and lift into the air, land on right foot, left leg bent and lift into the air, continue pattern

Slide-stand with shoulder facing the wall, right foot extends to the side away from body and left foot crosses mid-plane toward right foot. Side-together.

Social Skills-specific strategies to interact with family, friends and others

Sportsmanship-fairness in following the rules of the game

Target Heart Rate Zone-the heart rate range that should be reached during exercise to gain cardiorespiratory health benefits, 60-85% of your maximum heart rate

Vitamin-a nutrient needed in small amounts for growth and repair of body cells

Warm Up-any activity that gets the body ready for exercise and helps prevent injury

