

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
- are included and have access to a high quality PE curriculum
- engage in competitive sports and activities
- lead healthy, active lives in body and mind
- develop character and life skills
- increase motivation
- foster social connections
- develop self-discipline

End points:

By the end of EYFS, pupils will:

1. Demonstrate strength, balance and coordination when playing
2. Negotiate space and obstacles safely, with consideration for themselves and others

3. Confidently and safely use a range of large & small apparatus
4. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

By the end of Key Stage 1, pupils will:

1. master basic movements including running, jumping, throwing and catching
2. develop balance, agility and co-ordination
3. apply these movements to a range of activities
4. participate in team games, developing simple tactics for attacking and defending
5. be able to perform dances using simple movement patterns

By the end of Key Stage 2: pupils will:

1. use running, jumping, throwing and catching in isolation and in combination
2. be able to play competitive games such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
3. develop flexibility, strength, technique, control and balance through athletics and gymnastics
4. take part in outdoor adventurous activity challenges both individually and within a team
5. be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best

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. We follow the GetSet4PE scheme, which is delivered by our staff and a specialist sports coach. Pupils in both KS1 and KS2 will engage in at least 2 hours 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.

A typical teaching sequence in PE is designed to teach new skills, practise and refine these and give children the opportunity to use and apply them:

1. Set the learning that is about to take place within the chronology of pupils PE learning and skill development to date, starting with what the children know, understand, are able to do and able to say.
2. Specify key vocabulary to be used and its meaning.
3. Learn new skills and techniques – demonstration, modelling, safety
4. Practise and refine skills and techniques individually, interactively or in teams
5. Use and apply new skills and techniques in games, routines, activities, events
6. Provide opportunities for children to critically review their own work and that of others and make improvements where needed
7. Provide opportunities for competition or performance
8. Assessment and reflection on the learning and skill development that has taken place

We will make links to Science and PSHE through a focus in lessons on fitness and mental and physical well-being. Using SET (Social, Emotional and Thinking) and the school's approach to Growth Mindset, pupils will be given encouragement and the space to explore their thoughts and techniques. 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. Enrichment days give pupils access to new sporting experiences. Pupils are encouraged to lead and develop their own skills in managing their team or activity. Staff gain high quality CDP through their shadowing of the sports coach specialist, peer reviews with other schools and through regular attendance at network meeting and CPD training. Pupil playground leaders promote active playtimes and sports captains lead their teams in training and competitions.

Key Concepts

Children develop their understanding of key concepts in PE through the following key concepts, which build upon prior knowledge and are explicitly referred to in teaching: **Competence, Performance, Creativity, Healthy Active Lifestyles, Evaluation & Analysis**

Curriculum areas studied: Ball skills, Sending & Receiving, Gymnastics, Fitness, Net & Wall, Athletics, Dance, Football, Netball, Hockey, Basketball, Cricket, Swimming, Outdoor Adventurous Learning

Pupils develop a deep understanding of **key concepts** as they move through our PE curriculum. Key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in PE. Key concepts are revisited and developed as the pupils move through the school to ensure that knowledge and skills are firmly embedded within their long-term memory.

The key concepts (and sub-skills) identified are as follows:-

1. **Competence:** The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.
 - Movement (self): travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping
 - Movement (object control): bouncing, throwing, catching, kicking, striking
 - Balance: control, stability
 - Agility: changing and controlling direction and position
 - Coordination: using senses together, dribbling, hand-eye co-ordination, completing movements in dance
 - Speed: moving body or parts of body at controlled pace
 - Tactics: strategy, plans
 - Attacking and defending: 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)

2. **Performance:** Using physical competence and knowledge to gain a better understanding of physical activity.
 - Technique: Skill, ability, capability, proficiency, expertise, style
 - Performance: conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
 - Spatial awareness: awareness, understanding of self and objects within a space, changes in position
 - Physical literacy: performing with confidence, performing actions accurately
 - Rules: regulation, directions, commands, guidelines, safety, referee, decision making

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3. **Creativity:** Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
 - Applying tactics: strategy, games, planning, sequencing, creating
 - Competition: rivalry, contesting, opposition, match, game, round, heat, event
 - Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination
 - Communication: instructions, discussion, interaction, encouragement, clarity
 4. **Healthy, active lifestyles:** Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives
 - Safety: Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules
 - Health and fitness: mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)
 5. **Evaluation and analysis:** Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
 - Evaluation: assessment, appraisal, judgement, analysis, improving
 - Determination: self-improvement, resilience, personal best

IMPACT

Monitoring takes place through learning walks, observations, pupil voice, the use of external specialists and reflective teacher feedback. 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, and others, next steps.

Summative assessments are made termly based on unit outcomes on our tracking document. Monitoring is undertaken three times a year, using our PE progression document and formal 'snap-shots' of learning and progression. The results of these are 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.

PE Curriculum coverage for all year groups

	T1	T2	T3	T4	T5	T6
YR	Fundamentals	Games	Gymnastics	Net & Wall	Ball skills	Dance
Y1/2	Ball skills	Sending & Receiving	Gymnastics	Fitness	Net & Wall	Athletics/Dance
Y3/4	Football & Hockey	Netball & Hockey	Gymnastics & Hockey	Basketball & Hockey	Cricket & Hockey Swimming	Athletics & Hockey/Dance Swimming
Y5/6	Football & Hockey	Netball & Hockey	Gymnastics & Hockey	Basketball & Hockey	Cricket & Hockey Swimming	Athletics & Hockey/Dance Swimming

Progressive objectives

Our progressive objectives show what pupils should know and be able to do in each aspect of PE as children move through the school. These are used to support planning and the ongoing assessments of pupils' work.

Year Group	Athletics
EYFS	To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
1	To be able to move by running and jumping with control and care
1	To be able to explore throwing and catching using a range of techniques
2	To master basic throwing and catching.
2	To master basic running and jumping
3	To show control, accuracy and coordination within running and jumping movements at different speeds
3	To be able to take part in a relay, remembering when to run and how to work within a team
4	To be able to run over a long distance and sprint a short distance
4	To be able to throw in different ways and hit a target
4	To be able to jump in different ways
5	To be able to control my body when taking off and landing
5	To be able to throw with accuracy
6	To be able to combine a range of running, jumping, throwing and catching techniques with control.

Year Group	Dance and movement
EYFS	To progress towards a more fluent style of moving, with developing control and grace
1	To be able to perform dance moves
2	To be able to change rhythm, speed, level and direction in my dance
2	To be able dance with some control and coordination
2	To be able to perform dances using simple movement patterns
3	To be able to improvise freely and translate ideas from a stimulus into movement
3	To be able to share and create phrases with a partner and small group
3	To be able to repeat, remember and perform phrases
4	To be able to use dance to communicate an idea through a range of movements and patterns

5	To be able to compose my own dances in a creative ways
5	To be able to perform to an accompaniment
5	To be able to perform a dance which shows clarity, fluency, accuracy and consistency
6	To be able to develop sequences in a specific style
6	To be able to choose my own music and style
6	To be able to perform dances using simple movement patterns

Year Group	Gymnastics
EYFS	To develop overall body-strength, balance, co-ordination and agility
1	To be able to make my body curled, tense, stretched and relaxed
1	To be able to control my body when travelling and balancing in different ways
2	To be able to plan and perform a sequence of coordinated movements including a balance
2	To be able to use balance, agility and coordination in a range of activities
3	To be able to adapt sequences to suit different types of apparatus and criteria
3	To be able to explain how strength and suppleness affect performance
3	To be able to compare and contrast gymnastic sequences
4	To be able to include change of speed and direction with control
4	To be able to include a range of shapes in a sequence
4	To be able to work with a partner to create, repeat and improve a sequence with at least three phases
5	To be able to make complex extended sequences
5	To combine action, balance and shape
5	To perform consistently to different audiences
6	To develop technical sequences in a specific style
6	To be able to demonstrate flexibility, strength, control and balance in a sequence of movements



Year group	Team Games 1: Striking and fielding (cricket, rounders etc...)
EYFS	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
1	To be able to move and stop safely
1	To be able to throw underarm
1	To begin to catch more consistently
1	To be able to strike with a racket or bat
2	To be able to send and receive
2	To be able to decide the best space to be in during a game
2	To be able to follow rules
2	To use hand-eye coordination to control a ball
2	To be able to catch a variety of objects
3	To be able to throw and catch with control
3	To be aware of space and use it to support team-mates and to cause problems for the opposition
3	To know and use rules fairly
4	To be able to catch with one hand
4	To be able to hit, bowl, throw and catch with increasing accuracy
4	To be able to vary my tactics and adapt my skills depending on what is happening in a game
5	To be able to use a range of techniques when fielding
5	To be able to hit, throw, bowl and catch accurately and with control
6	To be able to play competitive games to agreed rules
6	To be able to explain rules to others
6	To be able to communicate a plan to my team
6	To be able to use a range of techniques with confidence and skill in a game situation

Year group	Team Games 2: Invasion (football, netball, hockey etc...)
EYFS	To be able to combine different movements with ease and fluency
1	To be able to move and stop safely
1	To be able to throw and kick in different ways
1	To be able to stop a ball
2	To be able to throw, hit or kick a ball with increasing accuracy
2	To be able to decide the best space to be in during a game

2	To be able to use tactics in a game when attacking and defending
2	To be able to follow rules
3	To be aware of space and use it to support team-mates and to cause problems for the opposition
3	To know and use rules fairly
4	To be able to pass, throw and catch accurately with control
4	To be able to keep possession of the ball
4	To be able to vary my tactics and adapt my skills depending on what is happening in a game
5	To be able to gain possession by working as part of a team
5	To be able to pass in different ways
5	To be able to choose a tactic for defending and attacking
5	To be able to use a number of techniques to pass, dribble and shoot
6	To be able to play competitive games to agreed rules
6	To be able to explain rules to others
6	To be able to communicate a plan to my team
6	To be able to use a number of techniques to pass, dribble and shoot with control and accuracy
6	To be able to apply basic principles suitable for attacking and defending

Year group	Team Games 3: Net / Wall (tennis, badminton, table tennis)
3	To be able to throw and catch with control
3	To be able to serve underarm
3	To be able to build up a rally
4	To be able to play a variety of shots
4	To demonstrate and use the correct grip on a racket
4	To develop greater accuracy of strokes
5	To develop techniques for ground strokes and volleys
5	To develop a backhand technique and use it in a game
5	To be able to serve overarm
6	To know where a shot should be aimed and show increasing accuracy
6	To use good hand/eye co-ordination when playing and serving
6	To use different shots in a game situation to outwit an opponent



Year Group	Outdoor and adventurous activities
3	To be able to follow a map in a familiar context
3	To be able to use clues to follow a route safely
4	To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others
4	To be able to follow a route within a time limit
5	To confidently orientate myself and others to solve problems in unfamiliar environments
5	To be able to follow a map into an unknown location
5	To be able to use clues and a compass to navigate a route
6	To be able to plan route and a series of clues for someone else
6	To be able to take part in outdoor and adventurous activity challenges both individually and in a team

Year Group	Swimming
Key Stage 2	To be able to use a range of strokes effectively
Key Stage 2	To perform safe self-rescue in different water based situations
Key Stage 2	To swim competently, confidently and proficiently over a distance of at least 25m

Year Group	Evaluation (to be covered through all units)
1	With support, To be able to identify a good performance
2	To be able to identify a good performance and say why
3	To be able to compare my performances with previous ones, explaining differences and effectiveness
4	To be able to confidently evaluate my own performance and discuss improvements
5	To be able to confidently evaluate my own and other's performances, discussing improvements (verbally and written)
6	I confidently evaluate my own and other's performances discussing improvements to deliver a better performance (personal best)

Year Group	Leadership
5	To be able to confidently referee a game applying my knowledge of the rules effectively
5	To be able to give tactical instructions to affect a game situation
5	To be able to lead an effective warm up for a group
6	To be able to confidently referee a game applying their knowledge of the rules effectively
6	To be able to give tactical instructions to affect a game situation
6	To be able to lead an effective warm up for a group



Year 1 – Key Vocabulary

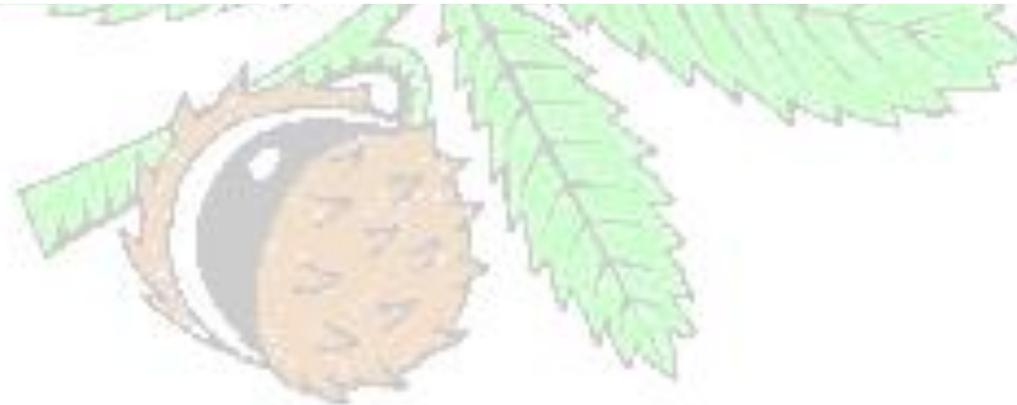
Invasion	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics	OAA
target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track, sprinting, balancing, momentum, forwards, backwards	Straight, barrel, tuck, pike, straddle, sequence	Swaying, floating, gust, swirling, galloping	accurate, continuously, target, opponent	striking, fielding, target, opponent, batter, bowler	speed, power, strength, accuracy	teamwork, communication, planning, decision

Year 2 – Key Vocabulary

Invasion	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics	OAA
target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track, sprinting, balancing, momentum, forwards, backwards, agility, determination, stability, flexibility, marking, tracking, space	Straight, barrel, tuck, pike, straddle, sequence	Swaying, floating, gust, swirling, galloping, expression, pathway, direction, perform, dynamics	accurate, continuously, target, opponent, tactics	striking, fielding, target, opponent, batter, bowler	speed, power, strength, accuracy	teamwork, communication, planning, decision, resilience, collaboration

Year 3 – Key Vocabulary

Invasion	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics	OAA
target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track, sprinting, balancing, momentum, forwards, backwards, agility, determination, stability, flexibility, marking, tracking, space, defend, tracking, consecutive,	Straight, barrel, tuck, pike, straddle, sequence, extension, body tension, rotation, momentum	Swaying, floating, gust, swirling, galloping, expression, pathway, direction, perform, dynamics, stimulus, formations, cannon, unison, shape, relationships	accurate, continuously, target, opponent, tactics, consecutive, forehand, backhand, outwit	striking, fielding, target, opponent, batter, bowler, batters, fielders, tracking, bowling, consecutive	speed, power, strength, accuracy, vertical, progressive	teamwork, communication, planning, decision, resilience, collaboration, obstacle, reflect, navigate



travelling, protective, reverse						
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Year 4 – Key Vocabulary

Invasion	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics	OAA
target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track, sprinting, balancing, momentum, forwards, backwards, agility, determination, stability, flexibility, marking, tracking, space, defend, tracking, consecutive, travelling, protective, reverse, rotation	Straight, barrel, tuck, pike, straddle, sequence, extension, body tension, rotation, momentum, inversion, pathways	Swaying, floating, gust, swirling, galloping, expression, pathway, direction, perform, dynamics, stimulus, formations, cannon, unison, shape, relationships, expansion, contraction	accurate, continuously, target, opponent, tactics, consecutive, forehand, backhand, outwit, serve, volley, return	striking, fielding, target, opponent, batter, bowler, batters, fielders, tracking, bowling, consecutive	speed, power, strength, accuracy, vertical, progressive	teamwork, communication, planning, decision, resilience, collaboration, obstacle, reflect, navigate, orienteering



Year 5 – Key Vocabulary

Invasion	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics	OAA
target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track, sprinting, balancing, momentum, forwards, backwards, agility, determination, stability, flexibility, marking, tracking, space, press, defend, hold, maintain, conceding, switch, retreat, consecutive, travelling, protective, crossover, technique, slalom, reverse, formation	Straight, barrel, tuck, pike, straddle, sequence, extension, body tension, rotation, momentum, inversion, pathways, symmetrical, asymmetrical, aesthetics, synchronisation	Swaying, floating, gust, swirling, galloping, expression, pathway, direction, perform, dynamics, stimulus, formations, cannon, unison, shape, relationships, expansion, contraction, phrase	accurate, continuously, target, opponent, tactics, consecutive, forehand, backhand, outwit, serve, volley, return, technique, accuracy	striking, fielding, target, opponent, batter, bowler, batters, fielders, tracking, bowling, continuous, pace	speed, power, strength, accuracy, vertical, progressive, consistent, down sweep, upsweep, bounding, momentum	teamwork, communication, planning, decision, resilience, collaboration, obstacle, reflect, navigate, orienteering, bearing



Year 6 – Key Vocabulary

Invasion	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics	OAA
target, dribbling, receive, opponent dodging, defence, attack, possession, interception, track, sprinting, balancing, momentum, forwards, backwards, agility, determination, stability, flexibility, marking, tracking, space, press, defend, hold, maintain, conceding, switch, retreat, consecutive, travelling, protective, crossover, technique, slalom, reverse, formation, pivot, patterns of play	Straight, barrel, tuck, pike, straddle, sequence, extension, body tension, rotation, momentum, inversion, pathways, symmetrical, asymmetrical, aesthetics, synchronisation, counter balance, counter tension	Swaying, floating, gust, swirling, galloping, expression, pathway, direction, perform, dynamics, stimulus, formations, cannon, unison, shape, relationships, expansion, contraction, phrase, choreograph, contrasting	accurate, continuously, target, opponent, tactics, consecutive, forehand, backhand, outwit, serve, volley, return, technique, accuracy	striking, fielding, target, opponent, batter, bowler, batters, fielders, tracking, bowling, continuous, spin, pace, seam, drive, defence	speed, power, strength, accuracy, vertical, progressive, consistent, down sweep, upsweep, bounding, momentum	teamwork, communication, planning, decision, resilience, collaboration, obstacle, reflect, navigate, orienteering, bearing, checkpoint, contour



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.

