



Whole School Curriculum Progression Grid: PE

Intent

At Bucklesham Primary School, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other, challenge themselves, be curious and achieve. We provide a safe and supportive environment for pupils to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development.

At Bucklesham we offer a dynamic, varied and stimulating program of activity to ensure that all pupils progress physically through an inspirational, unique and fully inclusive PE curriculum. We encourage all pupils to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All pupils have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for pupils to adopt a positive mind-set and have the courage to believe that any challenge can be achieved with determination and resilience.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Pupils are taught to observe and produce the conventions of fair play, honest competition, clear communication and good sporting behaviour as individual participants, team members and spectators. Thus embedding life-long values such as co-operation, care, collaboration and equity of play.

Implementation

Teaching and learning:

- We encourage a practical approach to PE, using a range of resources, particularly those from Sports England
- We encourage pupils to compete in (inter/intra school) competitions, to promote team working and good sportsmanship;
- To enable pupils to develop and explore physical skills with increasing control and coordination;
- To develop the way pupils perform skills and apply rules and conventions for different activities;
- To increase pupil's ability to use what they have learnt to improve the quality and control of their performance;
- To teach pupils to recognise and describe how their bodies feel during exercise;
- To develop the pupil's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in pupils of how to succeed in a range of physical activities and how to evaluate their own success;

- To encourage a healthy lifestyle.
- A two yearly long term plan is devised making reference to previous teaching to ensure that the breadth of curriculum is delivered in our mixed year group classes.
- PE topics are planned so that they build upon prior learning, making changes where necessary to the planning to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the pupils.

Language development:

- Pupils are given many opportunities to make discuss, justify and explain their ideas
- Teachers model technical vocabulary and support pupils' in developing and using this correctly
- Opportunities to give feedback following peer or self review/assessment to support the progress of skills and knowledge

Recording:

- Where appropriate, photographs and recordings may be taken to support pupils and teachers in analysing performance and giving feedback to enable progress

British values and Culture Capital:

- Questioning pupils throughout lessons
- Promote fair play and team work in lesson
- Encourage good sportsmanship throughout PE Sessions
- Listening to teacher and peer feedback
- Promote trust with peers through team building activities
- Sports ambassadors leading lunchtime clubs
 - Encouraging extra-curricular activities
- Gaining an understanding of different sports and their foundations
 - Promoting team work throughout lessons
- PE recognises individual differences.
- There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.
- Pupils are taught safely and about safety.
- Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities.
- Pupils learn to work individually and in groups.
- An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship.
- Competition against oneself is encouraged in addition to competition against others.
- Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making
- Opportunities to interact with other schools during Sports Partnership activities

Cross Curricular links:

- Aspects of team work, sportsmanship and collaboration are embedded across the curriculum
- Strong physical development supports writing and dexterity
- The links between PE and PSHE cannot be ignored; learning how to live a healthy lifestyle is part of both subjects and teaching pupils about the choices that they can make to achieve this is central to teaching in both subjects. Developing the skills of collaboration, teamwork and sportsmanship also have clear links with both PSHE and Citizenship and, when teaching PE, the wider benefits and uses of these skills is made clear to pupils.

Impact

Our PE curriculum motivates children to participate in a variety of sports which are engaging and fun. We inspire children to instinctively utilise skills and knowledge acquired during PE lessons, encouraging them to take responsibility for their own health and fitness so they can develop a love of sport leading to a happy and healthy life.

Breadth of study:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Participate in team games, developing simple tactics for attacking and defending.• Perform dances using simple movement patterns.	<ul style="list-style-type: none">• Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.• Take part in gymnastics activities.• Take part in athletics activities.• Perform dances.

	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.
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EYFS	KS1	LKS2	UKS2
<p>Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing</p>	Games		
	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play.

<p>healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		<ul style="list-style-type: none"> • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
<h2>Dance</h2>			
<p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools,</p>	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

<p>including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>			<ul style="list-style-type: none"> • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
<h2>Gymnastics</h2>			
	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting

	<ul style="list-style-type: none"> • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <ul style="list-style-type: none"> • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright)
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	Swimming		
	<p>Not applicable.</p>	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
	Athletics		
	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances.

		<p>energy in order to sustain performance.</p> <ul style="list-style-type: none"> • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
Outdoor and adventurous activities			
	<p>Not applicable.</p>	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the

		<ul style="list-style-type: none">• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary.	<p>commitment and respect of a team.</p> <ul style="list-style-type: none">• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first.
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