

## **SHIRE OAK CE PRIMARY SCHOOL - PHYSICAL EDUCATION CURRICULUM OVERVIEW, PROGRESSION MAP AND SCHEME OF WORK**

### **National Curriculum Purpose of Study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **National Curriculum Subject Aims**

The national curriculum for physical education aims 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.

In **EYFS and KS1**, pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing 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.
- Understand the importance of active, healthy living.

In **KS2**, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in competitive and festival activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Shire Oak priorities**

- We want all children at our school to have found a form of physical activity that they enjoy and would like to continue doing by the end of KS2.
- To help support this aim, alongside a P.E. curriculum that offers a good range of opportunities and the developing provision of a range of physical after school clubs that are accessible to our children, we will also continue to offer a 'Learning through Sport' week every other year that includes opportunities to try a wider variety of physical activity and provides an opportunity to investigate what may become successful as future after school clubs and links with clubs outside school.
- We are also developing the range of physical activities that are available to children at breaktimes, including ensuring that there are at least two different activities available on the sports pitch for the year group allocated time in the area each breaktime.
- These priorities actively try to take account of and overcome specific barriers for children related to gender, ethnicity and socio-economic status.

**Current development :**

- Potential CPD from specialist coaches to ensure high quality lessons, with continuous professional development for staff also.
- Appropriate ways of assessing and tracking pupil progress on a termly basis.
- Appropriate ways of identifying participation in extra-curricular sporting activities. This may lead to children being identified where little or no participation is taking place and measures are taken to encourage/facilitate this.
- The range of activities available to children after school in clubs and also the range of activities available to children at break and dinnertime.
- Longer term plans to develop the school grounds to better support year round sports provision outdoors.

**Note on resources and lesson planning:**

All P.E resources are kept in the P.E. cupboard or are available online where stated in this document. Each unit by year group has supporting resources, including lesson plans, guides and videos. These are intended to be used to help teachers plan their own lessons alongside their own experience and other approved schemes of work.

## Shire Oak P.E. Progression Map

<b>General Health and Fitness</b>							
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Understanding the body and the difference when standing still to exercising	To describe how the body feels when exercising and when standing still. Understanding of the human body.	To describe how the body feels when exercising and when standing still. Why it's important to exercise regularly.	Understand what happens to the body when moving. Why do we get tired? To describe what happens to the body when exercising and standing still.	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

Dance							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can create shapes and circles using my body copies and explores basic movement patterns. I can balance and travel between shapes. Move to music and remember basic sequences.</p>	<p>Can create shapes and circles using my body in a controlled way. I can balance and travel between shapes. Turn forwards and backwards. Move to music and express how I feel. Understand changes in speed Create simple balances and movements with a partner.</p>	<p>Confidently create shapes and circles using my body. I can balance and travel between shapes. Turn forwards and backwards. Move to music and express how I feel. Use the music to create different body patterns and can adapt to speed changes. Create simple balances and movements with a partner. Use counterbalance to create more complex routines.</p>	<p>Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas into movement, identifying and moving into space. Beginning to compare and adapt movements to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p>	<p>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.</p>	<p>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. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still</p>	<p>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. Beginning to show a change of pace and timing in their movements.</p>

						<p>demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Is able to move to the beat accurately in dance sequences. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>
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Gymnastics							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Understand fundamental movements, flights, rotation, shapes, balance and travel. Copies and explores basic movements with some control and coordination. Can perform different body shapes. Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Hand apparatus, low and high apparatus. Link movements together to create a sequence of 3 + movements.</p>	<p>Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describe their own work using simple gym vocabulary. Noticing similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Show good body control when travelling, balancing, rotating, jumping and performing shapes.</p>	<p>Applies compositional ideas independently and with others to create a sequence. Evaluate their own work to understand what improvements they can make to simple routines. Show good strength, control and balance whilst linking movements. Understand points and patches and mirror and matches and using it in a routine. Beginning to develop good technique when travelling, balancing, rotating, jumping and performing shapes.</p>	<p>Links skills with control, technique, coordination 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.</p>	<p>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</p>	<p>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 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</p>

						<p>flexibility throughout performances. Link skills with control adding elements such as mirrors and matches to routines.</p>	<p>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.</p>
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<b>Games</b>							
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Games include: Net and wall games, Striking and fielding games, Invasion games.</p> <p>Skills include: Striking and hitting, Throwing and catching, Travelling with and passing a ball and Possession.</p>	<p>Can travel in a variety of ways trying to find space.</p> <p>Complete simple balance and coordination movements.</p> <p>Beginning to perform a range of throws. Learn how to hold hands to receive a ball.</p> <p>Participates in simple games.</p> <p>Can stay on task and keep trying.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Understand tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete in a controlled manner.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compare and comment on skills to support the creation of new games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways and can link these together effectively.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p>

				<p>Beginning to select resources independently to carry out different skills.</p>	<p>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.</p>	<p>Apply basic skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Modifies competitive games.  Compares and comments on skills to support the 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</p>
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Athletics							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. preparation for shot put and javelin. Can use equipment safely</p>	<p>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. Can use equipment safely and with good control.</p>	<p>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.</p>	<p>Beginning to build a variety of running techniques and use them with confidence. Can perform a running jump with more than one component. e.g. hop skip 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.</p>	<p>Beginning to build a variety of running techniques and use them 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.</p>

Outdoor and Adventurous Activities							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>We teach children to assess and manage risks in their familiar environment and in new environments. We do this through outdoor play and learning, particularly loose parts play (e.g. Scrap Shed) and on school trips, including orienteering skills work. Reception and Year One have their own dedicated outdoor spaces which include climbing apparatus. Children in Year 2 use the school grounds, including the Nature Garden and our ginnel for exploratory work.</p>			<p>Through Forest School once a week and school trips:</p> <p>Develops listening skills. Creates simple body shapes. 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.</p>	<p>During Lineham Farm Residential and school trips:</p> <p>Develops strong listening skills. Uses 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.</p>	<p>During school trips:</p> <p>Develops strong listening skills. Uses and interprets simple maps. 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.</p>	<p>During Robinwood Residential and school trips:</p> <p>Develops strong listening skills. Uses and interprets simple maps. Beginning to think activities through and problem solve. 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.</p>
				<p>Throughout KS2 children continue to have access to loose parts play (e.g. through the Scrap Shed). Orienteering activities are planned with progression throughout school.</p>			

Swimming							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Can enter and exit the water safely. Can put face in water and blow bubbles.</p> <p>Can practise star floats for safety.</p> <p>Begin to learn a range of strokes to move confidently in the water.</p>	<p>Swims competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>			

**P.E. Curriculum schemes of work by class (including reference to appropriate resources to support planning)**

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Core strength and balance (imoves – Fundamental Skills for EYFS)	Games (imoves Fundamental Skills 1, 5-6: Movement and Dodging)  Gymnastics (imoves Y1 – Travel, Roll and Balance)	Invasion games (imoves Fundamental Skills 1, 7-8: Invasion Games)  Gymnastics (imoves Y2 - floor transitions – travelling and rolling)	Invasion games (tag rugby – imoves sport specific)  Swimming – Leeds Scheme (See planning in staffshare)	Invasion games (football – imoves sport specific part 1)  Dance (imoves - Flamenco)	Dance (imoves – Hip Hop, Locking and Popping part 1)  Gymnastics (imoves Y5 - Travelling, Rolling, Balancing)	Gymnastics (imoves Y6 - Travelling, rolling, balancing, jumping and equipment)  Dance (imoves - Vikings)
<b>Autumn 2</b>	Locomotion, Travelling and Agility (imoves – Fundamental Skills for EYFS)	Dance (imoves Weather and Minibeasts - simple movement skills)  Gymnastics (imoves Y1 – Jumping and Equipment)	Net and Wall games (imoves Fundamental Skills 1, 7-8: Net and Wall Games)  Dance (imoves - storytelling: Pirates)	Net and wall games (tennis – imoves fundamental skills 1, net and wall, 7-9)  Swimming – Leeds Scheme (See planning in staffshare)	Net and wall games (tennis – imoves fundamental skills 2, net and wall, 7-9 plus dodgeball – see planning in staffshare)	Net and wall games (volleyball – imoves fundamental skills 3, net and wall, 9–11 plus dodgeball – see planning in staffshare)  Invasion games (football – imoves sport specific part 2)	Striking and Fielding (cricket – imoves sport specific plus Danish Longball linked to topic)
<b>Spring 1</b>	Coordination and Dynamic Balance (imoves – Fundamental Skills for EYFS)	Games (imoves Fundamental Skills 2, 5-6: Jumping, Hopping, Skipping and Spatial Awareness)  Games (imoves Fundamental Skills 3, 5-6: Spatial Awareness and Core Stability)	Invasion games (imoves Fundamental Skills 2, 7-8: Invasion Games)  Gymnastics (imoves Y2 - agility, balance and coordination)	Gymnastics (imoves Y3 - Travelling, rolling, balancing, jumping and equipment)  Swimming – Leeds Scheme (See planning in staffshare)	Gymnastics (imoves Y4 - Travelling, Rolling, Balancing)  Dance (imoves - Ancient Greeks)	Net and wall games (Badminton – imoves sport specific)  Dance (imoves - Solar System)	Net and wall games (tennis – imoves fundamental skills 4, net and wall, 9 – 11 plus dodgeball – see planning in staffshare)  Dance (imoves - Hip Hop Locking and Popping part 2)

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spring 2</b>	Agility, Object Control, Core Strength and Balance (imoves – Fundamental Skills for EYFS)	Dance (imoves Toys)  Games (imoves Fundamental Skills 4, 5-6: Throwing, Catching and Striking a Ball)	Net and Wall games (imoves Fundamental Skills 2, 7-8: Net and Wall Games)  Striking and fielding (imoves Fundamental Skills 1, 7-8: Striking and Fielding)	Dance (imoves - Bollywood)  Swimming – Leeds Scheme (See planning in staffshare)	Invasion games (hockey – imoves sport specific)	Gymnastics (imoves Y5 - jumping and equipment)  Athletics (running and relays - imoves fundamental skills, athletic skills, 9-11)	Dance (imoves - Disco)
<b>Summer 1</b>	Object Control (imoves – Fundamental Skills for EYFS)	Games (imoves Fundamental Skills 1, 6-7: Rolling, Running, Jumping, Dribbling, Dodging, Sending and Receiving A Ball)  Games (imoves Fundamental Skills 2, 6-7: Skipping, Balance, Throwing and Catching)	Swimming (3x week) – Leeds Scheme (See planning in staffshare)	Striking and fielding games (cricket – imoves sport specific)  Swimming – Leeds Scheme (See planning in staffshare)	Striking and fielding games (rounders – imoves sport specific)  Gymnastics (imoves Y4 - jumping and equipment)	Invasion Games (netball – imoves sport specific)  Dance (imoves - All about me)	Athletics (running and relays - imoves fundamental skills, athletic skills, 9-11)
<b>Summer 2</b>	Locomotion and Object Control (imoves – Fundamental Skills for EYFS)	Games (imoves Fundamental Skills 3, 6-7: Games And Invasion Skills)  Athletic Skills (Sports day preparation)	Swimming (3x week) – Leeds Scheme (See planning in staffshare)  Athletics (Sports day preparation)	Athletics (imoves fundamental skills, 7-9, athletic skills - throwing)  Swimming – Leeds Scheme (See planning in staffshare)	Athletics (imoves fundamental skills, 7-9, athletic skills - running)	Striking and fielding games (rounders – imoves sport specific)  Athletics (jumping and throwing - imoves fundamental skills, athletic skills, 9-11)	Athletics (jumping and throwing - imoves fundamental skills, athletic skills, 9-11)