

# PE at Copperfield

- Analyse
- Balance
- Challenge
- Competent
- Competitive
- Complex
- Confident
- Control
- Co-operation
- Co-ordination
- Core Movement
- Fairness
- Fitness
- Flexibility
- Strength
- Tactic



Subject Leadership

## CONTENTS

3. Subject Leadership at Copperfield
4. How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?
6. Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education
8. Physical Education on a Page
9. Long Term Plan
10. Key Assessment Criteria
11. Vocabulary Progression
12. Overview/Frequently Asked Questions

### Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

### All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

## How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

***'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.***

*This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.*

### ***Our Curriculum Statement***

***Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, and pedagogical developments, and a range of strategies are implemented to improve practice, and to better meet the needs of pupils more effectively'***

**Our Four Drivers, making a well sequenced and ambitious curriculum.**

### ***Ethical, informed Individuals.***

*At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.*

### ***Ambitious Capable Learners (Skills and Knowledge).***

*Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.*

### ***Experiences to Inspire***

*Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.*

### ***Successful in Society***

*Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.*

## **Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework**

### **INTENT**

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced , and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

### **IMPLEMENTATION**

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
  - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
  - check learners' understanding systematically
  - identify misconceptions accurately
  - provide clear, direct feedback
  - respond, and adapt their teaching as necessary
3. Teaching is designed to help learners to remember in the long-term the content they have been taught, and to integrate new knowledge into larger concepts
4. Teachers and Leaders:
  - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
  - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
  - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
  - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
  - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils

- Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
  10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

### **IMPACT**

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
  - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
  - those with SEND achieve the best possible outcomes
3. Pupils' work across the curriculum is of good quality
4. *Pupils:*
  - *read widely and often, with fluency and comprehension appropriate to their age*
  - *apply mathematical knowledge, concepts and procedures, appropriately for their age*

## The Copperfield Way

### PHYSICAL EDUCATION

#### Intent:

We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills, to ensure that the personal development of the whole child is achieved. Our approach is to teach skills through PE that children can transfer to other lessons, in life, school, and the wider environment. We want to teach children skills to keep them safe such as being able to swim and make healthy life choices. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Copperfield Academy, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

#### Implementation:

Children are involved in a range of physical activities to compliment and support their health and well-being.

Every child will participate in weekly Physical Education lessons, learning to master a range of skills, both independently and within team games.

Children will be given extra-curricular sports opportunities, such as internal and external sports competitions.

All children will be involved in working towards being active for 60 minutes a day.

#### Impact (Anticipated/expected):

Master basic skills: running, throwing, catching and dance.

Develop balance, agility and co-ordination.

Participate in team games.

Healthy lifestyle choices.

Improved health and well-being.

# Key Assessment Criteria



## *Being a sports person*

The key assessment criteria for physical education have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as sports people.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.



## What the National Curriculum requires in physical education at KS1 and KS2

### Key stage 1

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.

Key Stage 1

### Key stage 2

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 outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage 2

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Swimming

## A Year 1 sports person

### Games

- I throw underarm.
- I hit a ball with a bat.
- I move and stop safely.
- I throw and catch with both hands.
- I throw and kick in different ways.

### Gymnastics

- I make my body curled, tense, stretched and relaxed.
- I control my body when travelling and balancing.
- I copy sequences and repeat them.
- I roll, curl, travel and balance in different ways.

### Dance

- I move to music.
- I copy dance moves.
- I perform my own dance moves.
- I make up a short dance.
- I move safely in a space.

### General

- I copy actions.
- I repeat actions and skills.
- I move with control and care.
- I use equipment safely.

## A Year 2 sports person

### Games

- I use hitting, kicking and/or rolling in a game.
- I decide the best space to be in during a game.
- I use a tactic in a game.
- I follow rules.

### Gymnastics

- I plan and perform a sequence of movements.
- I improve my sequence based on feedback.
- I think of more than one way to create a sequence which follows some 'rules'.
- I work on my own and with a partner.

### Dance

- I change rhythm, speed, level and direction in my dance.
- I dance with control and coordination.
- I make a sequence by linking sections together.
- I use dance to show a mood or feeling.

### General

- I copy and remember actions.
- I talk about what is different from what I did and what someone else did.

## A Year 3 sports person

### Games

- I throw and catch with control.
- I am aware of space and use it to support team-mates and to cause problems for the opposition.
- I know and use rules fairly.

### Gymnastics

- I adapt sequences to suit different types of apparatus and criteria.
- I explain how strength and suppleness affect performance.
- I compare and contrast gymnastic sequences.

### Dance

- I improvise freely and translate ideas from a stimulus into movement.
- I share and create phrases with a partner and small group.
- I repeat, remember and perform phrases.

### Athletics

- I run at fast, medium and slow speeds; changing speed and direction.
- I take part in a relay, remembering when to run and what to do.

### Outdoor and adventurous

- I follow a map in a familiar context.
- I use clues to follow a route.
- I follow a route safely.

## A Year 4 sports person

### Games

- I catch with one hand.
- I throw and catch accurately.
- I hit a ball accurately with control.
- I keep possession of the ball.
- I vary tactics and adapt skills depending on what is happening in a game.

### Gymnastics

- I work in a controlled way.
- I include change of speed and direction.
- I include a range of shapes.
- I work with a partner to create, repeat and improve a sequence with at least three phases.

### Dance

- I take the lead when working with a partner or group.
- I use dance to communicate an idea.

### Athletics

- I run over a long distance.
- I sprint over a short distance.
- I throw in different ways.
- I hit a target.
- I jump in different ways.

### Outdoor and adventurous

- I follow a map in a (more demanding) familiar context.
- I follow a route within a time limit.

## A Year 5 sports person

### Games

- I gain possession by working a team.
- I pass in different ways.
- I use forehand and backhand with a racket.
- I can field.
- I choose a tactic for defending and attacking.
- I use a number of techniques to pass, dribble and shoot.

### Gymnastics

- I make complex extended sequences.
- I combine action, balance and shape.
- I perform consistently to different audiences.

### Dance

- I compose my own dances in a creative way.
- I perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

### Athletics

- I controlled when taking off and landing.
- I throw with accuracy.
- I combine running and jumping.

### Outdoor and adventurous

- I follow a map into an unknown location.
- I use clues and a compass to navigate a route.
- I change my route to overcome a problem.
- I use new information to change my route.

## A Year 6 sports person

### Games

- I play to agreed rules.
- I explain rules to others.
- I can umpire.
- I make a team and communicate a plan.
- I lead others in a game situation.

### Gymnastics

- I combine my own work with that of others.
- I sequences to specific timings.

### Dance

- I develop sequences in a specific style.
- I choose my own music and style.

### Athletics

- I demonstrate stamina.

### Outdoor and adventurous

- I plan a route and a series of clues for someone else.
- I plan with others, taking account of safety and danger.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	PE Focus:  B.E.A.M	PE Focus:  Fundamentals	PE Focus:  Target Games	PE Focus:  Football	PE Focus:  Gymnastics	PE Focus:  Football	PE Focus:  Gymnastics
Autumn 2	PE Focus:  Fundamentals	PE Focus:  Team Building	PE Focus:  Gymnastics	PE Focus:  Netball	PE Focus:  Dodgeball	PE Focus:  Netball	PE Focus:  Dodgeball
Spring 1	PE Focus:  Dance	PE Focus:  Dance	PE Focus:  Sending and receiving	PE Focus:  Dance	PE Focus:  Hockey	PE Focus:  Dance	PE Focus:  Hockey
Spring 2	PE Focus:  Gymnastics	PE Focus:  Invasion	PE Focus:  Fitness	PE Focus:  Tag Rugby	PE Focus:  Basketball	PE Focus:  Tag Rugby	PE Focus:  Basketball
Summer 1	PE Focus:  Ball skills	PE Focus:  Ball skills	PE Focus:  Net and Wall	PE Focus:  Cricket	PE Focus:  Tennis	PE Focus:  Cricket	PE Focus:  Tennis
Summer 2	PE Focus:  Games	PE Focus:  Athletics	PE Focus:  Striking and fielding	PE Focus:  Athletics	PE Focus:  Rounders	PE Focus:  Athletics	PE Focus:  Rounders



# Progression Journey: Dance

EYFS

1

2

3

4

5

6

Copy basic body actions and rhythms.

Copy, remember and repeat actions.

Copy, remember and repeat a series of actions.

Copy remember and perform a dance phrase.

Copy, remember and adapt set choreography.

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Perform dances confidently and fluently with accuracy and good timing.

Choose and use travelling actions, shapes and balances.

Choose actions for an idea.

Select from a wider range of actions in relation to a stimulus.

Create short dance phrases that communicate an idea.

Choreograph considering structure individually, with a partner and in a group.

Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.

Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.

Travel in different pathways using the space around them.

Use changes of direction, speed and levels with guidance.

Use pathways, levels, shapes, directions, speeds and timing with guidance.

Use canon, unison and formation to represent an idea.

Use action and reaction to represent an idea.

Use action and reaction to represent an idea.

Use action and reaction to represent an idea.

Begin to use dynamics and expression with guidance.

Show some sense of dynamic and expressive qualities.

Show a character through actions, dynamics and expression.

Match dynamic and expressive qualities to a range of ideas.

Change dynamics to express changes in character or narrative.

Confidently perform choosing appropriate dynamics to represent an idea.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Begin to count to music.

Begin to use counts.

Use counts with help to stay in time with the music.

Use counts to keep in time with a partner and group.

Use counts when choreographing short phrases.

Use counts accurately when choreographing to perform in time with others and the music.

Use counts when choreographing and performing to improve the quality of work.

# Progression Journey: F.M.S



Get Set 4 P.E.

EYFS

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Run and stop with some control.

Explore skipping as a travelling action.

Jump and hop with bent knees.

Throwing larger balls and beanbags into space.

Balance whilst stationary and on the move.

Change direction at a slow pace.

Explore moving different body parts together.

Attempt to run at different speeds showing an awareness of technique.

Begin to link running and jumping movements with some control.

Jump, leap and hop and choosing which allows them to jump the furthest.

Throw towards a target.

Show some control and balance when travelling at different speeds.

Begin to show balance and co-ordination when changing direction.

Use co-ordination with and without equipment.

Show balance and co-ordination when running at different speeds.

Link running and jumping movements with some control and balance.

Show hopping and jumping movements with some balance and control.

Change technique to throw for distance.

Show control and balance when travelling at different speeds.

Demonstrates balance and co-ordination when changing direction.

Perform actions with increased control when co-ordinating their body with and without equipment.

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landing.

Jump for distance and height with an awareness of technique.

Throw a variety of objects, changing action for accuracy and distance.

Demonstrate balance when performing other fundamental skills.

Show balance when changing direction in combination with other skills.

Can co-ordinate their bodies with increased consistency in a variety of activities.

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area.

Demonstrate good balance when performing other fundamental skills.

Show balance when changing direction at speed in combination with other skills.

Begin to co-ordinate their body at speed in response to a task.

Run at the appropriate speed over longer distances or for longer periods of time.

Show control at take-off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Demonstrate good balance and control when performing other fundamental skills.

Demonstrate improved body posture and speed when changing direction.

Can co-ordinate a range of body parts at increased speed.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

Change direction with a fluent action and can transition smoothly between varying speeds.

Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.



# Progression Journey: Games



Get Set 4 PE

EYFS

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6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.



# Progression Journey: Body Management



Get Set 4 PE

EYFS

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Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



# Progression Journey: OAA



Get Set 4 P.E.

EYFS

1

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Follow simple instructions.

Share their ideas with others.

Explore activities making own decisions in response to a task.

Make decisions about where to move in space.

Follow a path.

Begin to identify personal success.

Follow instructions.

Begin to work with a partner and a small group.

Understand the rules of the game and suggest ideas to solve simple tasks.

Copy a simple diagram/map.

Identify own and others' success.

Follow instructions accurately.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Try different ideas to solve a task.

Follow and create a simple diagram/map.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems.

Orientate and follow a diagram/map.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a key to help navigate around a grid.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Use clear communication when working in a group and taking on different roles.

Begin to lead others, providing clear instructions.

Plan and apply strategies with others to more complex challenges.

Orientate a map confidently using it to navigate around a course.

Explain why a particular strategy worked and alter methods to improve.

Communicate with others clearly and effectively when under pressure.

Confident to lead others and show consideration of including all within a group.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

# Progression Journey: Swimming



## Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

## Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

## Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.



# Progression Journey: SET

EYFS

1 2

3 4

5 6

## SOCIAL

Take turns.  
Learn to share equipment with others.  
Share their ideas with others.

Encourage others to keep trying.  
Talk to a partner about their ideas and take turns to listen to each other.  
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.  
Work with others to achieve a shared goal.  
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.  
Lead others and show consideration of including all within a group.  
Communicate with others clearly and effectively.

## EMOTIONAL

Try again if they do not succeed.  
Practise skills independently.  
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.  
Determined to complete the challenges and tasks set.  
Explore skills independently before asking for help.  
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.  
Understand what their best looks like and they work hard to achieve it.  
Begin to use rules showing awareness of fairness and honesty.  
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.  
Use different strategies to persevere to achieve personal best.  
Compete within the rules showing fair play and honesty when playing independently.  
Confident to attempt tasks and challenges outside of their comfort zone.

## THINKING

Begin to identify personal success.  
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.  
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.  
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.  
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.  
Select and apply from a wider range of skills and actions in response to a task.  
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.  
Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.  
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.  
Select and apply appropriate skills for the situation when under pressure.

# Vocabulary Pyramid

## Athletics



Get Set 4 P.E.

EYFS

Push  
Stop  
Jump  
Space

Ball Skills  
Games

Fundamentals



Year 1

Forwards Safely  
Balance Backwards

Far Hop Aim  
Fast Slow Bend  
Improve Direction Travel



Year 2

Sprint Jog Distance Height  
Take off Landing Overarm Underarm



Year 3

Speed Power Strength Accurately  
Higher Pace Control Faster Further



Year 4

Power Stamina Officiate Perseverance  
Determination Accuracy Personal Best



Year 5

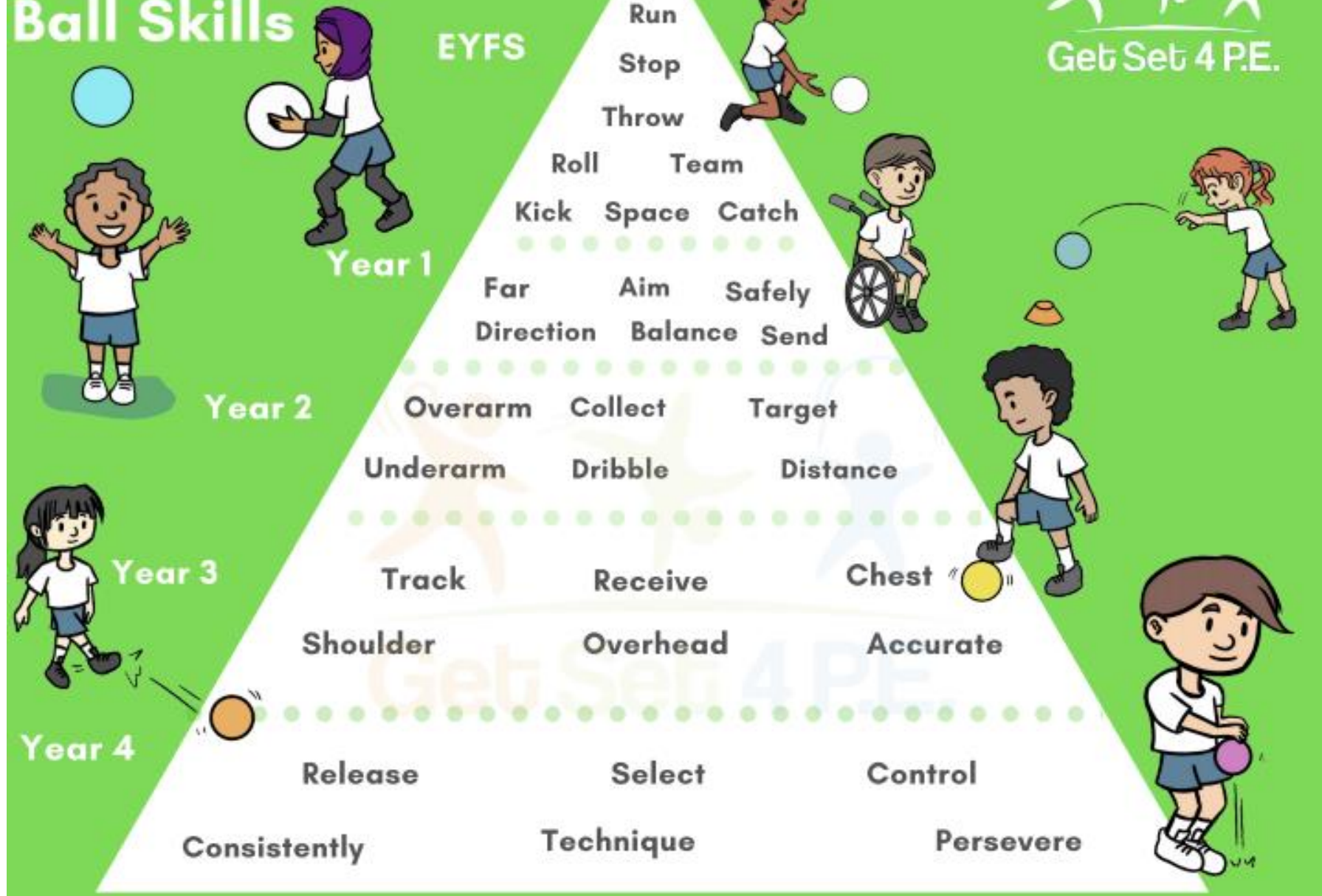
Technique Upsweep Rhythm  
Downsweep Flight Stride

Year 6

Rotation Trajectory Continuous Pace  
Force Compete Momentum Transfer of Weight

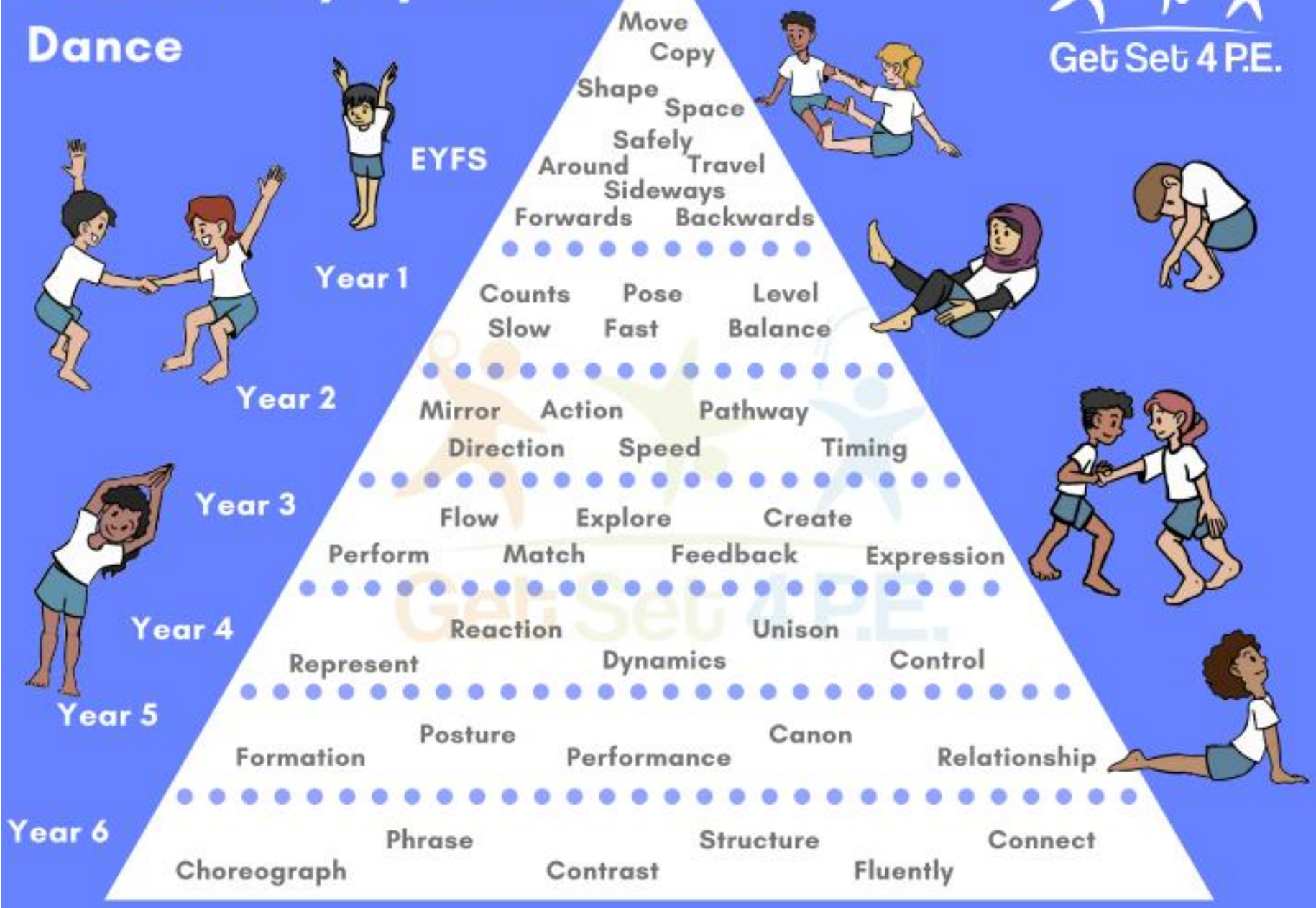


# Vocabulary Pyramid Ball Skills



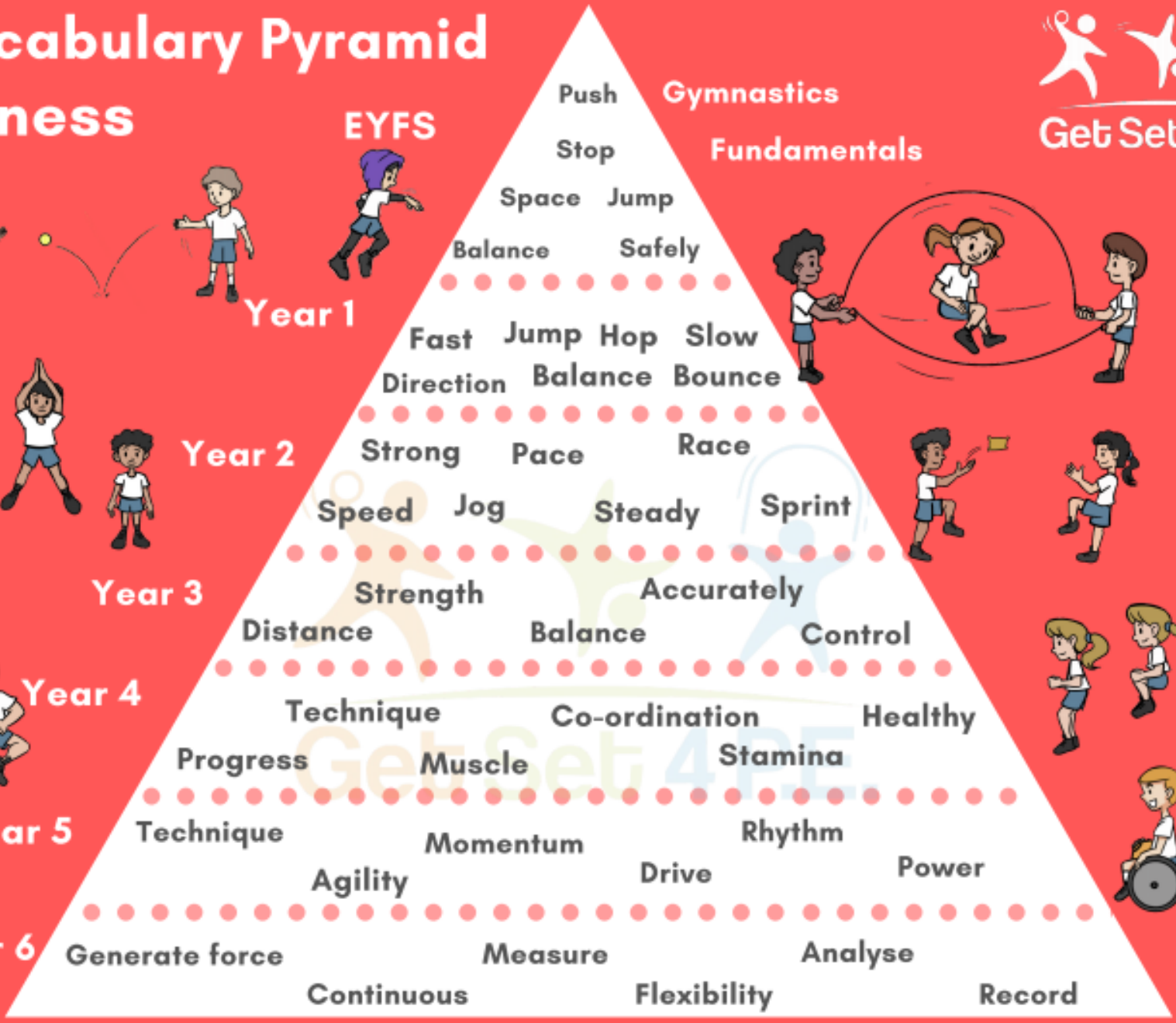
# Vocabulary Pyramid

## Dance



# Vocabulary Pyramid

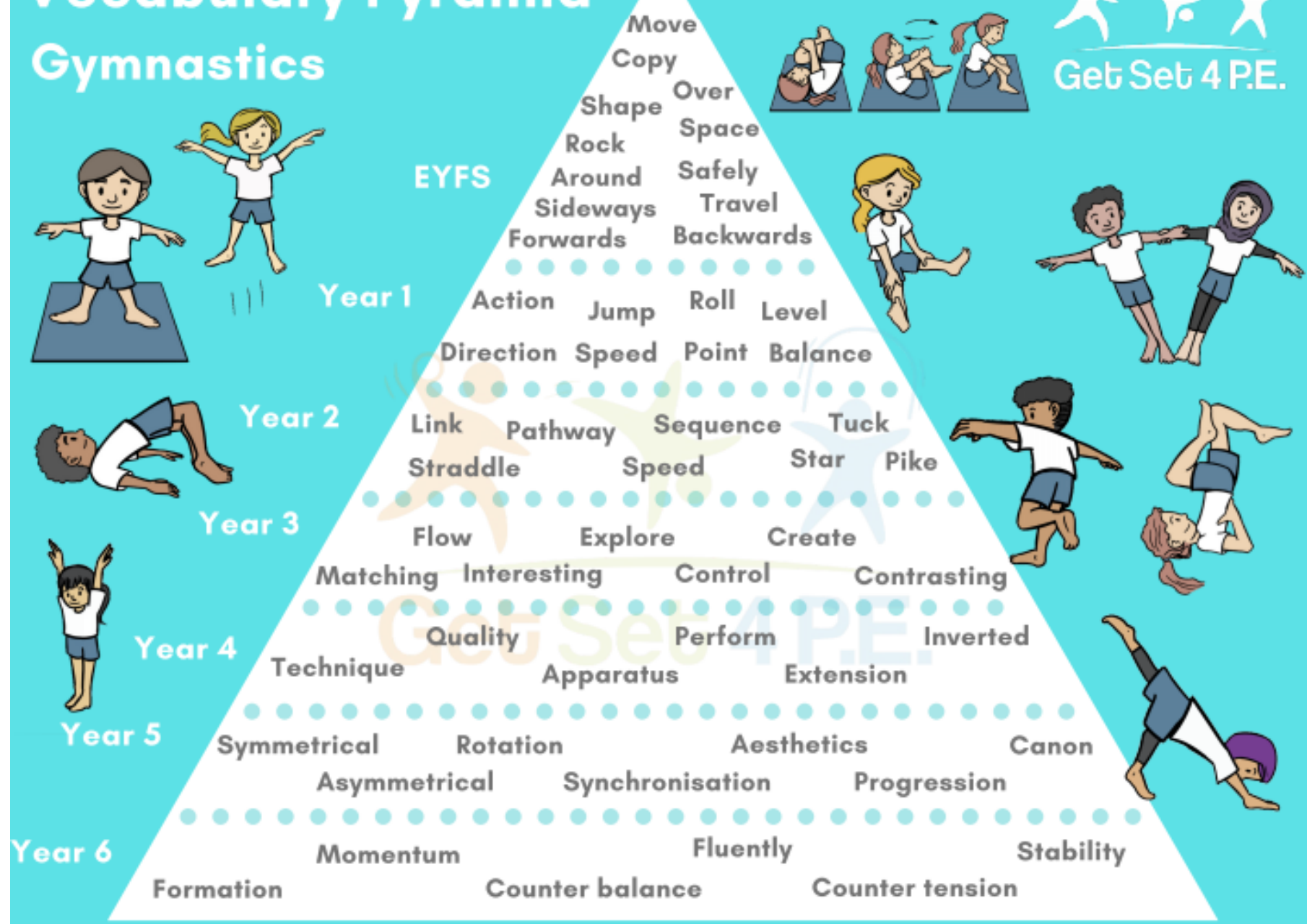
## Fitness





# Vocabulary Pyramid

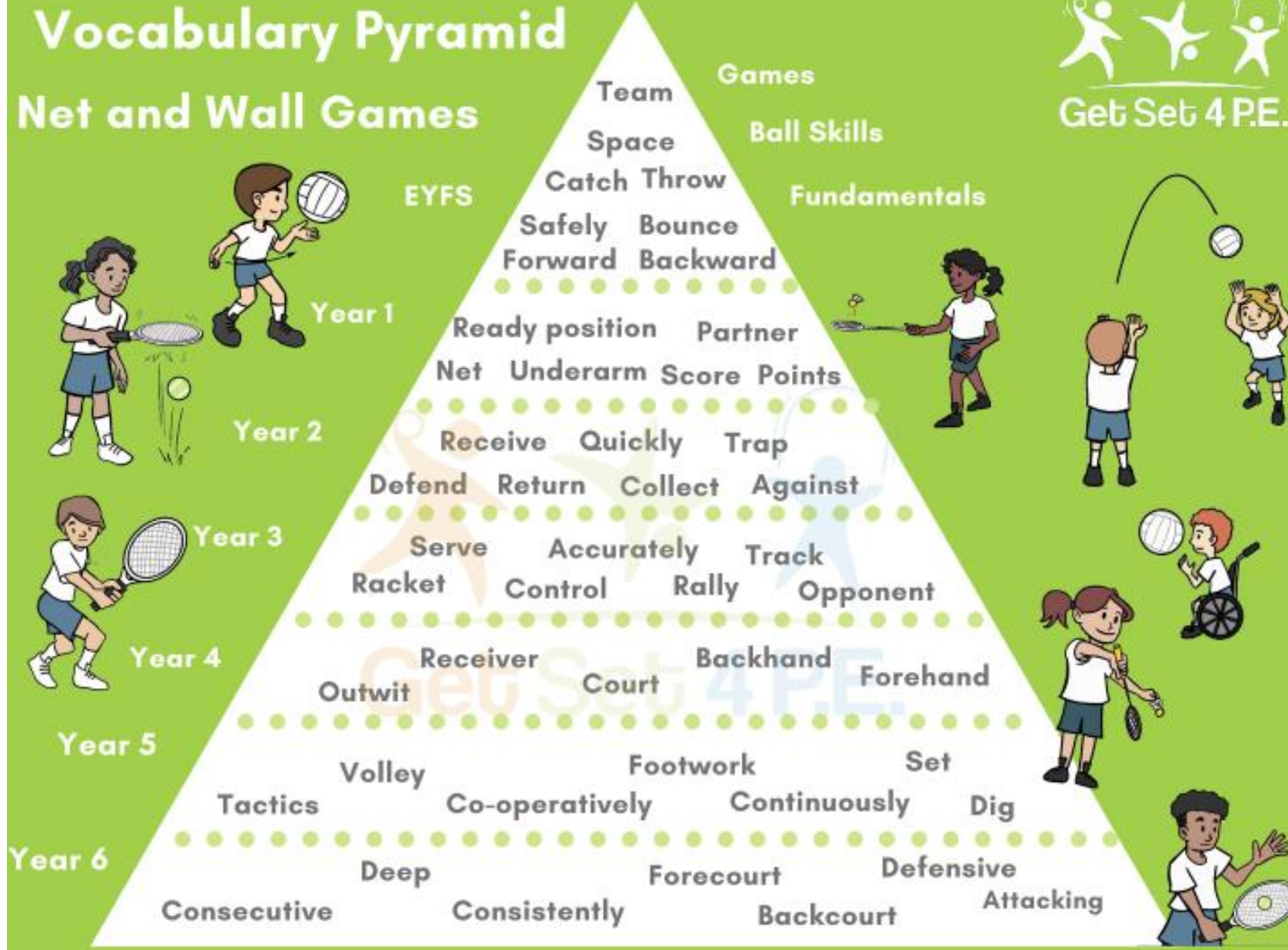
## Gymnastics





# Vocabulary Pyramid

## Net and Wall Games



# Vocabulary Pyramid

## Striking and Fielding



Year 1

EYFS

Run

Games

Pass

Ball Skills

Team

Fundamentals

Roll

Space

Around

Safely

Forwards

Backwards



Hit

Points

Target

Throw

Score

Catch

Year 2

Fielder

Send

Teammate

Runs

Batter

Received

Bowler



Year 3

Strike

Grip

Rounder

Backstop

Bowl

Post

Wicket

Batting

Wicket Keeper

Fielding



Year 4

Stance

Retrieve

Opposition

Stumped

Two-handed pick up

Technique

Short Barrier



Year 5

Pressure

Backing up

Support

Overtake

Tracking

Outwit

Tactics

Year 6

Obstruction

Continuous

Drive hit

Consecutive

Consistently

Co-operatively

Defensive hit



## OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes?