



The Weald Federation: Physical Education (PE)

With God's Love, we grow and learn together.

Intent

In The Weald Federation, we believe that staying fit and healthy is vitally important. We aim to provide all children with a rich, broad and balanced PE curriculum enabling them to experience a wide range of activities, learn how to stay fit and healthy and hopefully enjoy being active. We are fortunate to have a highly qualified PE specialist who works alongside our teachers to support and extend all of our pupils. Lessons aim to develop skills and provide opportunities to partake in competitive activities with further opportunities for external competitions for children in Key Stage 2. Christian values are at the heart of all learning in our schools and PE provides many opportunities to show respect and compassion for others. Through high-quality physical education, children will develop and strengthen their thinking, decision making and perseverance as well as improve confidence, self-esteem and mental health and well-being.

Implementation

The National Curriculum is the starting point for the teaching of all subjects in our schools and we use this to ensure that all statutory requirements are carefully mapped across a two-year cycle. But over and beyond this starting point, we ensure coverage of the skills and knowledge associated with a range of sporting activities including; fundamental and ball skills, invasion games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.

PE skills and techniques are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through school. The curriculum map sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Pupils participate in two high-quality PE lessons each week, covering two sporting disciplines every half term. Children learn about keeping healthy and are provided with lots of opportunities to try different physical activities.

As with all learning at our schools, key learning and areas of study are carefully mapped out ensuring that coverage and skills progression match the needs of the children and the topics being taught. In addition, children are encouraged to participate in a varied range of extra-curricular activities. Lunchtime sports activities are available and children can attend after-school sports clubs.

Children are invited to attend sporting events within the local area. We follow an inclusive approach with children having opportunities to take part in both competitive and development events, encouraging not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Children in Key Stage 2 attend swimming lessons teaching them how to swim, how to become stronger swimmers and water safety.

Assessment is continuous against a set of assessment endpoints, helping class teachers to identify any gaps, provide support where needed and inform future planning. Further information is gathered through pupil voice, observation and highlighting areas of strength and best practice as well as identifying areas for improvement. If a child has a particular SEND need that requires additional support or adaptation in order to access PE, then this, of course, is provided.

Impact

Pupils are motivated to participate in a variety of sports through high-quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, and many of our pupils will also enjoy the success of competitive sports. We equip our children with the necessary skills and knowledge needed to live healthy lives. We link our physical health with our mental health and use this to encourage growth mindsets and well-being across the curriculum. Achievements and improvements are celebrated. Children will understand the importance of physical activity to their well-being now and for their future selves.



The Weald Federation: PE Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Our Planet	Into Winter	China	Toy Stories	Kenya	On Safari
	Send & Return (Y1 Unit 1) + Gymnastics (Y1 Unit 1)	Run, Jump, Throw (Y1 Unit 1) + Dance (Y1 Unit 1)	Send & Return (Y1 Unit 2) + Gymnastics (Y2 Unit 1)	Run, Jump, Throw (Y1 Unit 2) + Dance (Y2 Unit 1)	Send & Return (Y2 Unit 1 & 2)	Run, Jump, Throw (Y2 Unit 1 & 2)
Yr 3 & 4	Stone Age to Iron Age	Frozen	Robots	Extreme Earth	Ancient Egypt	Ancient Greece
	Netball (Y3) + Gymnastics (Y3 Unit 1)	Netball (Y4) + Dance (Y3 Unit 1)	Football (Y3) + Gymnastics (Y4 Unit 1)	Football (Y4) + Dance (Y4 Unit 1)	Swimming + Cricket (Y3&4)	Athletics (Y3&4) + Rounders (Y3&4)
Yr 5 & 6	Africa	Adventure	Courage	Travel Through Time	Coasts	Oceans
	Netball (Y5) + Gymnastics (Y5 Unit 1)	Netball (Y6) + Dance (Y5 Unit 1)	Football (Y5) + Gymnastics (Y6 Unit 1)	Football (Y6) + Dance (Y6 Unit 1)	Swimming + Cricket (Y5&6)	Athletics (Y5&6) + Rounders (Y5&6)

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Into the Woods	Lighting up the Sky	Man on the Moon	India	Sea Explorers	Pirates Ahoy!
	Attack, Defend & Shoot (Y1 Unit 1) + Gymnastics (Y1 Unit 2)	Hit, Catch & Run (Y1 Unit 1) + Dance (Y1 Unit 2)	Attack, Defend & Shoot (Y1 Unit 2) + Gymnastics (Y2 Unit 2)	Hit, Catch & Run (Y1 Unit 2) + Dance (Y2 Unit 2)	Attack, Defend & Shoot (Y2 Unit 1 & 2)	Hit, Catch & Run (Y2 Unit 1 & 2)
Yr 3 & 4	Invasion!	There be Dragons...	Fantastical Adventures	Chocolate!	Environmental Heroes	Rivers
	Tag Rugby (Y3) + Gymnastics (Y3 Unit 2)	Tag Rugby (Y4) + Dance (Y3 Unit 2)	Hockey (Y3) + Gymnastics (Y4 Unit 2)	Hockey (Y4) + Dance (Y4 Unit 2)	Swimming + Tennis (Y3&4)	Athletics (Y3&4) + OAA & Fitness (Y3&4)
Yr 5 & 6	Rainforests	Potions!	To Infinity & Beyond	Journeys	Victorians	Inventions
	Tag Rugby (Y5) + Gymnastics (Y5 Unit 2)	Tag Rugby (Y6) + Dance (Y5 Unit 2)	Hockey (Y5) + Gymnastics (Y6 Unit 2)	Hockey (Y6) + Dance (Y6 Unit 2)	OAA & Fitness (Y5&6) + Tennis (Y5&6)	Athletics (Y5&6) + Swimming

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for PE



The Weald Federation: PE assessment points

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
INVASION GAMES		
<ul style="list-style-type: none"> • Can recognise and apply simple rules for invasion games • Can send and receive a ball using their feet • Can control their bodies and a range of equipment • Can recall and link combinations of skills, e.g. dribbling & passing • Can work with others to build basic attacking play 	<ul style="list-style-type: none"> • Can demonstrate basic netball skills such as passing and catching using recognised throws, marking, footwork and basic shooting techniques • Can demonstrate basic football control skills including passing and dribbling in different directions using different parts of their feet • Can perform and link a range of tag rugby skills to perform as a team in attack and defence • Can perform basic hockey skills such as dribbling and push passes 	<ul style="list-style-type: none"> • Can choose and implement a range of strategies to attack and defend including choices about which passes to use, moving into space and where to shoot from • Can combine and control and a range of skills when performing movements at speed • Can play effectively in different positions on the pitch • Can increase the power and strength of passes, moving the ball over longer distances
NET & WALL		
<ul style="list-style-type: none"> • Can send an object and variety of balls using hand or bat • Can track, intercept and stop a variety of objects • Can track and move towards a moving ball to return it • Can return a variety of balls with some consistency • Can describe strategies and tactics to make it difficult for their opponent to score a point 	<ul style="list-style-type: none"> • Can identify and describe some rules of tennis • Can serve to begin a game of tennis and attempt to use forehand and backhand shots • Can identify where to position themselves on the tennis court to return shots 	<ul style="list-style-type: none"> • Can attempt volley, overhead and lob shots • Can apply a range of shots in game situations with accuracy and control • Can perform a diagonal serve to start a game • Can score and defend points in competitive games
STRIKING & FIELDING		
<ul style="list-style-type: none"> • Can hit objects with hand and a variety of bats • Can track and retrieve a rolling ball • Can throw and catch a variety of balls and objects • Can hit and run to score points in games • Can work as part of a team to field (in different positions) 	<ul style="list-style-type: none"> • Can strike a ball that is bowled to them • Can bowl with some consistency • Can stop a moving ball, fielding a ball effectively • Can throw longer distances by using overarm technique • Can understand and adhere to the basic rules of cricket & rounders 	<ul style="list-style-type: none"> • Can throw accurately over short distances to get batters out • Can follow the path of the ball to catch as wicketkeeper or backstop and track and catch a high ball consistently • Can hit the ball into gaps to maximise the chance of scoring • Can use a range of tactics for attacking and defending in the role of bowler, batter and fielder
ATHLETICS		
<ul style="list-style-type: none"> • Can learn and refine a range of running techniques • Can develop throwing techniques to throw over longer distances • Can throw and handle a variety of objects • Can negotiate obstacles showing increased control • Can take off on two feet when jumping for distance 	<ul style="list-style-type: none"> • Can demonstrate agility and speed when running, jumping and throwing • Can jump for distance and height • Can throw with speed and power, applying appropriate force 	<ul style="list-style-type: none"> • Can sustain pace over short and longer distances • Can run as part of a relay team • Can perform a range of jumps and throws, applying strength & flexibility
GYMNASTICS		
<ul style="list-style-type: none"> • Can use simple gymnastics actions and shapes, at different speeds and levels • Can demonstrate a range of recognised point balances • Can perform unison simple canon and unison techniques • Can use core strength to link recognised gymnastics elements • Can attempt to use rhythm while performing a sequences 	<ul style="list-style-type: none"> • Can modify actions independently using different pathways, directions and shapes • Can use basic compositional ideas in sequences • Can demonstrate increasing flexibility in shapes and balances • Can attempt explosive moves in floorwork • Can demonstrate balances taking weight on small and large body parts 	<ul style="list-style-type: none"> • Can create and perform longer and more complex sequences, combining their own ideas with others • Can perform more complex actions, shapes and balances with consistency, including use of symmetry • Can arrange own apparatus to enhance work and vary compositional ideas • Can demonstrate flight on and off high apparatus



The Weald Federation: PE assessment points (cont)

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DANCE		
<ul style="list-style-type: none"> • Can respond to a range of stimuli and types of music • Can explore space, direction, levels and speeds and perform with different body parts • Can build simple movement patterns from given actions and compose and link these together • Can work as part of a group to create and perform • Can use stimuli to copy, repeat and create dance actions and motifs 	<ul style="list-style-type: none"> • Can practise and put together a performance using a prop • Can build stylistic qualities through repetition and applying movement to their own bodies • Can build basic creative choreography skills in travelling, dynamics and partner work • Can practise and perform a variety of different formations in dance 	<ul style="list-style-type: none"> • Can perform different styles of dance fluently and clearly • Can refine and improve dances, adapting them to include the use of space, rhythm and expression • Can work collaboratively to include more complex compositional ideas • Can demonstrate narrative through contact and relationships, showing tension through pattern and formation
OAA		
	<ul style="list-style-type: none"> • Can work well in a team or groups within defined and understood rules including leading others and being led • Can plan and refine strategies to solve problems • Can differentiate between when a task is competitive and when it is collaborative • Can identify the relevance of and use maps, compasses and symbols 	<ul style="list-style-type: none"> • Can communicate well with others in a range of challenging activities • Can navigate and solve problems from memory • Can develop and use trust to complete a task and perform under pressure • Can use information given by others to complete tasks and work collaboratively
SWIMMING		
	<ul style="list-style-type: none"> • Can swim short distances unaided between 5 and 20 metres using a consistent stroke • Can propel over longer distances with the assistance of swimming aids • Can move with more confidence in the water, including submerging themselves fully • Can enter and exit the water independently 	<ul style="list-style-type: none"> • Can swim competently, confidently and proficiently over a distance of at least 25 metres • Can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke • Can perform safe self-rescue in different water-based situations



The Weald Federation: PE Progression of Skills & Knowledge (detail)

Key Stage 1				
YEAR 1		YEAR 2		
Attack, Defend, Shoot	Unit 1 <ul style="list-style-type: none"> Hit and defend a target Roll and slide balls and beanbags Shoot in a game to get points Work with a partner to score points Use attacking and defending skills in a game 	Unit 2 <ul style="list-style-type: none"> Move side to side to defend a goal Bounce a ball with control Aim at different targets Play in the best defensive position in a game 	Unit 1 <ul style="list-style-type: none"> Kick a ball over long and short distances Stop a ball with control using a foot Work as a team to keep the ball Bounce a ball with my partner Bounce the ball while moving (dribbling) Pass the ball forward in a game 	Unit 2 <ul style="list-style-type: none"> Move to a space after passing the ball Pass and move forward to a target with a partner Position themselves as a goalkeeper Intercept a ball from a person on the other team Use developed skills in a competition
	Unit 1 <ul style="list-style-type: none"> Slide a beanbag to a target Hit a ball indifferent ways with our hands Move towards a ball to return it Work with a partner to stop and return a beanbag What a rally is and rallying with a partner Send a ball into space to make it harder for the opponent 	Unit 2 <ul style="list-style-type: none"> Send a ball over a net to a partner Track and stop a moving object using both hands Send balls accurately from different positions, e.g. kneeling or sitting Spot space in the playing area and hit the ball there Play a game with a partner 	Unit 1 <ul style="list-style-type: none"> Stay on our toes to move quickly to the ball Identify which hand is dominant in a game Basic rules of serving to a partner Develop agility and use it in a game Use the correct grip to hit a self-fed ball Use the ready position in a rally 	Unit 2 <ul style="list-style-type: none"> Feed a ball to our partner with consistency Send the ball to different parts of the court Throw and catch in a seated position Accurately serve the ball to different parts of the court Use overarm attacking shots in a game
	Unit 1 <ul style="list-style-type: none"> Start and stop moving at speed Use our arms when running at different speeds Take off on two feet to jump at a distance Use the correct technique to throw different objects for distance Show improvement in our throwing 	Unit 2 <ul style="list-style-type: none"> Use agile movements in different activities Different ways to recognise the start and end of an activity, e.g. whistle Develop stamina when running Develop core strength to improve throwing Stride and jump for height Choose the best starting position for running quickly 	Unit 1 <ul style="list-style-type: none"> Move quickly whilst being aware of others around Create power with our legs to turn at speed Move through an obstacle course with speed and control Choose the best throw for different situations Use quick feet whilst sprinting Perform static and dynamic balances 	Unit 2 <ul style="list-style-type: none"> Work individually to run over a longer distance Improve strength to increase jumping distance Create power when throwing for distance Use breathing techniques to be able to run more Cooperate with partners to complete a task, working as part of a team
	Unit 1 <ul style="list-style-type: none"> Perform 'like' actions in a sequence Perform shapes on large and small body parts Take off and land and use shape in jumps Travel on their feet, showing good tension How to create different levels in performance 	Unit 2 <ul style="list-style-type: none"> Move on, off and over apparatus and use the 'Magic Chair' landing Rock on different parts of their body and rock using shape Perform specific point balances such as 'h' and 'y' balance Perform actions at the same time as others (unison) perform actions once person after the other (canon) Turn and jump and quarter half turn 	Unit 1 <ul style="list-style-type: none"> Combine 4 elements into a floor sequence Create power in a variety of different jumps Take weight on our hands and move in different ways Use our flexibility in a ridge and japana gymnastic shape Perform a teddy roll 	Unit 2 <ul style="list-style-type: none"> Use a relevé walk in a sequence Perform a dish and arch shape move smoothly from one to the other Develop our strength in back support and crab Frog jump and leapfrog Hold an L-sit with a straight back Bring rhythm and flow to a sequence
	Unit 1 <ul style="list-style-type: none"> Show moods and feelings we would experience in a given place e.g. a jungle Move to reflect a given place Create and perform movements which show friendship Perform leading and following movements Perform a short dance with a clear start, middle and end Use repeated actions in a dance 	Unit 2 <ul style="list-style-type: none"> Perform actions to well-known nursery rhymes March in time to the beat and turn while marching March in time as a group Perform actions in canon (one after the other) Perform a short dance using canon Perform in rounds in different groups 	Unit 1 <ul style="list-style-type: none"> Use images to inspire a dance Show feelings of abandonment through dance Create movements that show friendships between two characters Create a solo dance with changes of direction and speed Match movements to music Choose a formation for their dance and explain their choice 	Unit 2 <ul style="list-style-type: none"> Develop a dance that shows different emotions Dance with rhythm following a clockwork pattern Work on their own to create a short movement phrase Watch, copy and repeat actions to create a 'motif' Perform the motif in different formations Use different movement pathways in their dance
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The Weald Federation: PE Progression of Skills & Knowledge (detail) *cont.*

Lower Key Stage 2		Upper Key Stage 2	
YEAR 3	YEAR 4	YEAR 5	YEAR 6
NETBALL			
<ul style="list-style-type: none"> Perform quick, accurate chest passes Use dodging to get free from our opponent Catch a netball Use bounce passes Throw for distance using a shoulder pass Collect a loose ball 	<ul style="list-style-type: none"> Protect the ball once it has been caught Use basic shooting techniques in a game One-to-one marking Pivot once the ball has been caught Use quick feet 	<ul style="list-style-type: none"> Choose the appropriate pass for different scenarios Find space to receive in a game Use different dodging techniques to outwit a defender and get free Practice and perform pivoting and quick turns Get into closer shooting positions React and move quickly in isolation and in games 	<ul style="list-style-type: none"> Mark the pass or shot effectively Consider organisation in and around the semi-circle Compete to win the rebounding ball Stay active to intercept a pass Stay inside in games depending on the position being played
FOOTBALL			
<ul style="list-style-type: none"> Use the inside of their foot to pass the ball Trap a ball that is moving along the ground with control Pass the ball accurately into space over short distances Identify and move into space to receive the ball Use the outside of the foot to control the ball and dribble Cushion the ball when receiving 	<ul style="list-style-type: none"> Run onto the ball to receive it Explore front and goal-side marking techniques Perform a standing tackle to dispossess an attacker Dribble, showing good control to progress forward Pass and receive the ball over longer distances Perform passing and moving with a teammate 	<ul style="list-style-type: none"> Turn with the ball Travel quickly and effectively when running with the ball Combine running with the ball and sending it into space Maintain position when attacking to create space Perform a stepover to beat a defender Control a bouncing ball, keeping it close to the body 	<ul style="list-style-type: none"> Set up a shooting opportunity for a teammate Restrict an opponent's space by defending with my partner Perform a penalty kick with power and accuracy Attack and shoot as a pair Perform the role of cover defender to stop the opposition's attack Use close control to keep possession of the ball under pressure
TAG RUGBY			
<ul style="list-style-type: none"> Use speed to run past defenders Use a short pass in a game Use agility to evade being tagged Understand and apply the tag protocol in game situations Close down an attacker's space as a defender Perform a backward pass to continue an attack 	<ul style="list-style-type: none"> Use accurate passes to create an attack as a team Pick the ball up from the floor and run with it to start an attack Keep possession of the ball and build an attack Evide being tagged Use changes of speed to create gaps to run into Create attacking opportunities in competitive games 	<ul style="list-style-type: none"> Use defensive positions to mark and tag an attacker Pass a ball accurately and consistently while on the move Defend as part of a team to deny space to the attacking team Use a op pass over short distances to create an explosive run Move the ball quickly using the 'magic diamond' formation Use the 3 step and pass rule with some confidence 	<ul style="list-style-type: none"> Create attacking continuity by supporting the player with the ball Use set plays in attack to create space for the ball carrier Develop the 3-step rule, compare and contrasting to the 3-second pass option Attack the space as a ball carrier to create scoring opportunities Change from an attacking to a defensive formation when their team loses possession
HOCKEY			
<ul style="list-style-type: none"> Keep close control of the ball using the flat side of the stick Control the ball and pass it into space Use a defensive body position Consistently stop a moving ball ready to pass or shoot Improve agility and apply it in a game situation Avoid feet contacting the ball 	<ul style="list-style-type: none"> Perform a push pass with accuracy Perform a straight line dribble to maintain possession Use reverse-stick to control a ball on the far side of their body Use a slap pass to send the ball over longer distances Turn to keep the ball under control and move into space 	<ul style="list-style-type: none"> Perform a block tackle to dispossess an attacker Use fast, accurate passes into the D to create scoring opportunities Mark an attacker closely to stop them from receiving the ball Perform a sweep hit to send the ball 'first time' Move the ball quickly from left to right to outwit a defender Use a variety of techniques to keep possession in a game 	<ul style="list-style-type: none"> Shoot under pressure from close range Perform long corner routines as part of a team Use goal-side marking to prevent an attacker from getting closer to the goal Use a banana run to force an oncoming attacker out wide Use a hit-out to successfully restart a game Indian dribble and play competitively

Invasion Games



The Weald Federation: PE Progression of Skills & Knowledge (detail) *cont.*

	Lower Key Stage 2		Upper Key Stage 2	
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Net & Wall	TENNIS			
	<ul style="list-style-type: none"> Use the ready position to return a ball Hit the ball to different parts of the court using a forehand hit Perform an underarm serve to start a rally Move towards a ball to return it over the net Play cooperatively with a partner to keep the ball moving over the net Perform forehand hits to score points in a competition 	<ul style="list-style-type: none"> Return to the middle of the court after playing a shot Accurately use the forehand in game situations to score points Play a backhand shot with some control Combine ready position with court movement to consistently return the serve Work with a partner to score points in a game Use forehand and backhand shots to score points in a competitive situation 	<ul style="list-style-type: none"> Recap and perform a range of difficult shots with accuracy and control Move quickly to the ball to perform a volley Play an overhead shot and know when you might use this Use different court formations during doubles play Refine court movement to hit the ball before second bounce Perform a diagonal serve to begin a game in competitive situations 	<ul style="list-style-type: none"> Communicate clearly with a partner to score points in doubles play Attempt a two-handed backhand shot with control Perform a lob shot to hit the ball over our opponent's head Apply the current rules and scoring system in games Play in different doubles formations and work with our partner to improve Discuss and apply a range of tactics in doubles play to achieve success
Striking & Fielding	CRICKET & ROUNDERS			
	<ul style="list-style-type: none"> Hit a stationary ball into space Bowl underarm with some consistency Use the correct footwork to strike a bowled ball Stop a moving ball using the long barrier technique Throw longer distances by using overarm technique Perform as a wicketkeeper or backstop 	<ul style="list-style-type: none"> Hit the ball in different directions Anticipate when to run to score points and avoid getting stumped out Intercept a moving ball with one hand Bowl over arm (cricket) Attempt the pull shot in a game (cricket) Field a bouncing ball effectively 	<ul style="list-style-type: none"> Work with a partner to score runs (cricket) Throw accurately over short distances to get batters out Follow the path of the ball to catch as wicketkeeper or backstop Bowl overarm using a run up (cricket) Play a forward defensive shot Judge how far to run based on the distance of a hit Throw over short distances with power and accuracy to get batters out 	<ul style="list-style-type: none"> Hit the ball into gaps to maximise the chance of scoring Create pressure on a batter by using a ring field Track and catch a high ball consistently Use fast bowling to deceive your opponent Work in a pair in the field to restrict scoring Apply attacking and defensive tactics in a competitive situation
Athletics	<ul style="list-style-type: none"> Jumping and hopping sequences Run at different speeds Approach and jump hurdles Throw a javelin using the pull-throw technique Variety of skipping techniques 	<ul style="list-style-type: none"> Accelerate over short distances Run and jump using one-footed take-off Use a sling action to throw a discus Run on a curve and exchange a baton in their team 	<ul style="list-style-type: none"> Run for speed and distance on their own and as part of a team Pace their running over longer distances Use different jumping styles and explore which ones they can jump further with Use the push-throw technique Exchange a baton within a restricted area 	<ul style="list-style-type: none"> Sprint start technique to increase running speed Three phase triple jump Heave throw technique and what it is used for Scissor jump technique
OAA	<ul style="list-style-type: none"> Use clear communication, strength and flexibility to complete a task Work with others to complete map-reading tasks Draw and create a clear route on a map for others to follow Work with others and identify what went well and what we could do to improve Use the outside of the foot to control the ball and dribble Safely take part in trust-based activities 	<ul style="list-style-type: none"> Work collaboratively to complete a problem-solving task Work collaboratively to create shapes whilst blindfolded Name and recognise the points of the compass Complete an orienteering task calmly under time pressure Work with a partner to use a map to follow a course Recognise and recall common map symbols from a key 	<ul style="list-style-type: none"> Explore different ways of communicating with a blindfolded partner Follow a designated route at maximum speed and complete a task safely Use memory methods to recall different objects whilst navigating Use clear communication to create a shape from memory Use imagination and creative thinking to solve a problem Send and interpret message using a code 	<ul style="list-style-type: none"> Work with a partner to successfully orient and follow a map Identify objects for a scavenger hunt from a written description Safely perform a pyramid balance in a small group Work efficiently as part of a team to complete a range of tasks Create a fun and challenging game for others to complete Listen to others to refine and adapt ideas to complete a complex task
Swimming	<ul style="list-style-type: none"> Swim short distances unaided between 5 and 20 metres using a consistent stroke Propel over longer distances with the assistance of swimming aids Move with more confidence in the water, including submerging themselves fully Enter and exit the water independently 		<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations 	



The Weald Federation: PE Progression of Skills & Knowledge (detail) *cont.*

		Lower Key Stage 2		Upper Key Stage 2	
		YEAR 3	YEAR 4	YEAR 5	YEAR 6
Gymnastics		Unit 1 <ul style="list-style-type: none"> Show full extension during a balance Move in and out of contrasting shapes with fluency Perform a sequence using different types of rolls Perform powerful jumps from low apparatus Perform in unison with a partner Create a group performance using contrasting actions Unit 2 <ul style="list-style-type: none"> Perform Japana Use bounces and broad jumps in a sequence Attempt a half-ever Transition from a Japana to another shape with control Show strength, flexibility and control in a sequence 	Unit 1 <ul style="list-style-type: none"> Perform a 6-element sequence that uses change in speed and direction Use the STEP principle to create and perform a partner sequence Take weight on hands, showing control Develop a sequence using compositional ideas, e.g. changing speed Co-operate as a group to refine a short sequence Unit 2 <ul style="list-style-type: none"> Perform a weighted bunny hop showing control and balance Perform an arabesque balance and over-the-shoulder roll Identify and engage core muscles for stability Smoothly transition from a front support to a side support 	Unit 1 <ul style="list-style-type: none"> Perform a round-off Create an perform a partner sequence sinning symmetry and asymmetry Perform a counter-balance with a partner Perform smooth transitions between counterbalances using different levels Evaluate each other's work and suggest improvements. Unit 2 <ul style="list-style-type: none"> Use space creatively along a L-shaped pathway Refine round-off technique Refine over-the-shoulder roll and attempt a handstand finish Smoothly link two cartwheels to perform a double cartwheel Transition into a bridge with control Develop a 6-element partner sequence incorporating asymmetry 	Unit 1 <ul style="list-style-type: none"> Use controlled flight onto high apparatus Dismount from high apparatus Develop a short sequence using flight in canon Incorporate equipment such as hoops and balls into a group sequence Create a paired flight sequence using canon and unison Create and perform a 6-element sequence to music Unit 2 <ul style="list-style-type: none"> Perform a 10-element sequence using both floor and sequence using both floor and apparatus Use equipment and respond creatively to music Create interesting patterns as part of a group Select and apply the appropriate walk and presentation to start a sequence Perform a 10-element sequence with a 1-minute time limit
	Dance	Unit 1 <ul style="list-style-type: none"> Perform a jazz square and use it in a dance Perform a dance showing two contrasting characters Develop movements using improvisation Use props in a dance sequence Use facial expressions to bring life and emotion to our dance take on the role of director to help others improve their dance Unit 2 <ul style="list-style-type: none"> Perform a dance inspired by the ocean's depths Use improvisation to create a longer movement phrase Use dynamics in a short group dance to show travelling on the ocean Perform as a class to show the damage that can be caused by the ocean Work as a group to develop a dance Prepare their group dance for a final performance 	Unit 1 <ul style="list-style-type: none"> Use freeze frame in their dances Perform a slide and roll confidently Use a variety of formations when performing Extend mission dance' phrases using canon Sequence our dance actions to show good flow Create a 5 action dance routine showing good 'stage' entry Unit 2 <ul style="list-style-type: none"> Communicate a theme through dance actions Use dynamics and formations in our dance to help tell a story Use space, travel and floor patterns to enhance a dance Develop choreography skills Work in a small group to create contact movements Use peer evaluation to improve each other's work 	Unit 1 <ul style="list-style-type: none"> Use a non-locator movement in a dance Perform non-locomotor and locomotor movements together Create new and exciting group patterns Perform a simple line dance routine Create a 3-step line dance with a partner Unit 2 <ul style="list-style-type: none"> Communicate a theme through dance Manipulate and develop actions using a range of devices Create interesting and varied dance actions as a group using levels Use jumps to bring power and energy to our dance phrase Show a theme performing at a low level 	Unit 1 <ul style="list-style-type: none"> Stag leap and rebound jump techniques Explore relationships through dance and partner lifts Compose a dance phrase based on the Hakka Choose and use suitable dynamics for the Hakka Link freeze frames to street dance style to create a short movement phrase Perform a Top Rock and Slide Step and perform with a partner Unit 2 <ul style="list-style-type: none"> Portray a theme through movement and gesture Use devices such as contrast and variation in a group dance Use formations to demonstrate tension in relationships between performers Use claps, stamps and slaps to perform a live aural setting Perform a group dance as two opposing groups
Health & Fitness	<ul style="list-style-type: none"> Use coordination when exercising Keep moving even when we are tired Identify what we find challenging and why Working as part of a team and the benefits this brings Evaluate our own performance and that of others, identifying positive aspects of their performances 			<ul style="list-style-type: none"> How to recognise the signs of dehydration Why rest is important and why we should not overdo exercise Maintaining balance and core strength Why sleep is important Benefits of 'whole body' exercise Evaluate our own performance that of others, identifying positives and consider ways they could be improved 	

National Curriculum in England: PE

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.

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 period of time ... engage in competitive sports and activities ... lead healthy, active lives

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Swimming & Water Safety

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.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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 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.