



PE INTENT - to what do we aspire for our children?

National Curriculum:

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 coordination, 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

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.

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.

School's key drivers and how PE develops them

Be Proud

- Articulate and be proud of their achievements
- Articulate the skills progression of their learning and their next steps towards their target
- Celebrating and being proud of others' achievements

Be Kind

- Learn how encouragement and cooperation plays a big part in being successful in physical activity and wider life
- Demonstrate resilience and determination in their pursuits
- Demonstrate good sporting attitudes and build their confidence to interact respectfully with others
- Understand the value of teamwork, build resilience and cope with not winning

Strive for Success

- Develop independence in their own challenges, next steps in learning and taking responsibility for that
- Understand the long term health benefits related to active lifestyles and a balanced diet
- Experiencing competitive sports outside of the school context



- All children can compete regardless of need at comparable levels
- Every child will be given the opportunity to learn to swim with a term's worth of lessons in Year 3, 4, 5 and 6

Subject specific 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

Golden Thread - Oracy

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through PE by teaching vocabulary that allows the children to explain, discuss, debate and share their ideas when working in teams throughout PE lessons.



Long term sequence (Including EYFS to KS1 progression)

EYFS skills progression in PE

PE is covered in Physical Development	Nursery – how is this achieved?	Reception – how is this achieved?	Key vocabulary	Core Books that link to foundational experiences & knowledge
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 	<p>Physical development underpins all other areas of a child's development.</p> <ul style="list-style-type: none"> Children develop fine motor control through daily sessions of funky fingers. Children explore balance and negotiating space through planned opportunities where children tackle a range of levels and surfaces including flat and hilly ground. Children develop arm strength through activities such as hanging upside down, swinging and play that develops gross motor skills. movement by exploring space and moving in different ways e.g. hopping, skipping Children are taught the importance of managing health and self care through being encouraged to independently manage basic needs e.g. getting dressed, washing their own hands 	<p>Physical development underpins all other areas of a child's development.</p> <ul style="list-style-type: none"> Children use tools to affect changes to materials. Daily opportunities for handwriting and letter formation. They show preference for a dominant hand. Children are given opportunities to take risks e.g. negotiating space and obstacles safely. Children are given the time and space to express themselves in different ways e.g. climbing, running, jumping Children learn the importance of a healthy diet and understanding the need for a variety of food. Children are encouraged to talk about the effect exercise has on their body. Children are encouraged to describe the physical changes to the body that occur when they are feeling unwell e.g. tired, sad 	<p>Space Obstacle Run, skip, climb, dance, hop, crawl Tripod grip Tired, hungry, sad, angry, worried Healthy, unhealthy</p>	<p>Were going on a bear hunt Giraffes can't dance Dig, dig, dig Handa's surprise I want my potty</p>

Our curriculum allows children to develop their fundamental skills through deepening their physical literacy, emotional and thinking skills. This is achieved through the following strands:

Real PE Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Following Real PE curriculum through themes that provide opportunities for creating games and play both indoors and outdoors. These themes support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility with adult support.					
Reception	Unit 1: Personal	Unit 2: Social	Unit 3: Cognitive	Unit 4: Creative	Unit 5: Applying Physical	Unit 6: Health and Fitness
Year 1	Unit 1: Personal	Unit 2: Social	Unit 3: Cognitive	Unit 4: Creative	Unit 5: Applying Physical	Unit 6: Health and Fitness
Year 2	Unit 1: Personal	Unit 2: Social	Unit 3: Cognitive	Unit 4: Creative	Unit 5: Applying Physical	Unit 6: Health and Fitness
Year 3	Unit 1: Personal	Unit 2: Social	Unit 3: Cognitive	Unit 4: Creative	Unit 5: Applying Physical	Unit 6: Health and Fitness
Year 4	Unit 1: Personal	Unit 2: Social	Unit 3: Cognitive	Unit 4: Creative	Unit 5: Applying Physical	Unit 6: Health and Fitness
Year 5	Unit 1: Cognitive	Unit 2: Creative	Unit 3: Social	Unit 4: Applying Physical	Unit 5: Health and Fitness	Unit 6: Personal
Year 6	Unit 1: Cognitive	Unit 2: Creative	Unit 3: Social	Unit 4: Applying Physical	Unit 5: Health and Fitness	Unit 6: Personal



Each term three lessons are dedicated to one Fundamental Movement Skill. Therefore each term teachers will condense one three lesson sequence into two so that a Real Dance unit can be taught at the end of the year.

Gym Coaches Overview

In Gymnastics lessons children work through the Core Proficiency Gymnastics Awards, these start at Award 8 and progress to Award 1. Children will start at Award 8 in Year 1 and progress through the levels until Year 6. The scheme assists in the progressive development of core skills such as balance, strength, flexibility and co-ordination and incorporates compulsory pulse raising activities. In addition to these awards lessons are planned each term that support floor, vault and bench work.

Disciplinary skills progression

There are 6 core skills that are woven throughout the termly teaching and learning of PE, detailed below:

Personal skills: perseverance, taking responsibility and control of my learning

Social skills: cooperation, guiding and leading others

Cognitive skills: observe, compare, analyse and improve performance

Creative skills: adapt and adjust knowledge for a range of audiences

Applying the physical skills: combine skills and perform them with fluency and control

Health and fitness: explain importance of exercise and plan own fitness program

An example of the core skills progression is here:

Progression of Skills (cogs)

Exceeding + – End of Upper Key Stage 2



Exceeding – End of Upper Key Stage 2





Expected - End of Upper Key Stage 2



CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2



TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Expected - End of Key Stage 1



KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.



STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.



STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.

Fundamental movement skills is the strand that is taught in every single session, constantly revisited and deepened as the curriculum spirals.

Each has its own progression document; an example of fundamental movement skills progression is here:



Progression of Fundamental Movement Skills

Exceeding + – End of Upper Key Stage 2

FUNS Framework – Skills 1 to 4

Static Balance: 1 Leg	Static Balance: Seated	Static Balance: Floorwork	Static Balance: Stance
<p>On both legs:</p> <ol style="list-style-type: none">1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.2. Perform above challenge with eyes closed.3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.	<ol style="list-style-type: none">1. Reach and pick up cones on the floor whilst on a bench, without losing balance.2. Turn 360° in either direction, first on the floor then on a bench.3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds.4. Reach and pick up cones on the floor whilst on an uneven surface.	<ol style="list-style-type: none">1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.	<ol style="list-style-type: none">1. Throw and catch small ball, catching across body with either hand.2. Throw and catch 2 balls alternately, catching across body with either hand.3. Volley large ball back to a partner with either foot.

Exceeding + – End of Upper Key Stage 2

<p>On both legs:</p> <ol style="list-style-type: none">1. Complete 5 ankle extensions with eyes closed.2. Complete 10 squats into ankle extensions with eyes closed.3. Complete above 2 challenges on uneven surface with eyes open.4. Complete first 2 challenges on uneven surface with eyes closed.	<ol style="list-style-type: none">1. Reach and pick up cones from in front, to the side and from behind.2. Reach and pick up cones from in front, to the side and from behind with eyes closed.3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force.4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.	<ol style="list-style-type: none">1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.2. Rotate fluently from front support to back support, and then continue rotating with fluency.	<ol style="list-style-type: none">1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body.2. Strike small ball back to a partner with a racket.3. Strike a small ball back to a partner from across body with a racket.
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Expected - End of Upper Key Stage 2

On both legs:

1. Stand still on uneven surface for 30 seconds.
2. Stand still on uneven surface for 30 seconds with eyes closed.
3. Complete 10 squats into ankle extensions.
4. Complete 5 squats with eyes closed.

1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).
2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).
3. Hold a V-shape with straight arms and legs for 10 seconds.

1. Transfer tennis ball on and off back in a front support.
2. Transfer cone on and off tummy in back support.
3. Transfer tennis ball on and off tummy in back support.

1. Raise alternate knees to opposite elbow 5 times.
2. Catch large ball thrown at knee height and above head.
3. Catch large ball thrown away from body.
4. Catch small ball thrown close to and away from body.

Expected - End of Lower Key Stage 2

On both legs:

1. Stand still for 30 seconds with eyes closed.
2. Complete 5 squats.
3. Complete 5 ankle extensions.

1. Pick up a cone from one side and place it on the other side with same hand.
2. Return it to the opposite side using the other hand.
3. Sit in a dish shape and hold it for 5 seconds.

1. Hold full front support position.
2. Lift 1 arm and point to the ceiling with either hand in front support.
3. Transfer cone on and off back in front support.

1. Receive a small force from various angles.
2. Raise alternate feet 5 times.
3. Raise alternate knees 5 times.
4. Catch ball at chest height and throw it back.

Expected - End of Key Stage 1

On both legs:

1. Stand still for 30 seconds.
2. Complete 5 mini-squats.

1. Pick up a cone from one side, swap hands and place it on the other side.
2. Return the cone to the opposite side.

1. Place cone on back and take it off with other hand in mini-front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini-back support.

1. Stand on low beam with good stance for 10 seconds.

On both legs:

1. Stand still for 10 seconds.

1. Balance with both hands/ feet down.
2. Balance with 1 hand/ 2 feet down.
3. Balance with 2 hands/ 1 foot down.
4. Balance with 1 hand/ 1 foot down.
5. Balance with 1 hand or 1 foot down.
6. Balance with no hands or feet down.

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support.

1. Stand on line with good stance for 10 seconds.



IMPLEMENTATION - how will we deliver the curriculum?

There are two PE lessons a week; one is delivered by a PE specialist, the other by the class teacher.

There is at least 2 hours of taught physical exercise every week.

Lesson Design

Real PE Session

All Real PE lessons would follow the expectation:

PE Lesson Structure Expectation

Connect / Lesson Objective	Warm Up	Skill/Vocab	Explain/Example	Attempt/Apply	Challenge	Review
Children recap prior learning and link to new skill. Share lesson objective from Cogs. Give children the option of all targets (working towards, expected, exceeding). Children choose their own level of challenge of the lesson. Regularly refer back to during lesson.	Complete warm up task from Jasmine plan.	Introduce new fundamental movement skill and related vocabulary. Refer to how this connects to prior learning if possible. Children to practice new skill. Peer coaching.	Explain and model application of skill in game from Jasmine plan.	Children to attempt and apply skill in game. Scaffold where needed. Stop children during the lesson if needed to discuss strengths and challenges of applying skill to game. Refer back to learning objective throughout. Peer coaching.	Extend children when needed throughout attempt and apply section.	Children to assess their progress in lesson against learning objective.

SEND

We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential. This includes:

- Carefully considered scaffolding
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

We aim to enrich the curriculum with:

- Competitions: football team, gymnastics teams
- Events: Bristol St. Bede's Competitions and Leagues
- Dance Festival
- Sports Day
- Trust Y5 sports day

IMPACT - how do we know our curriculum is effective?



Pupil Voice

- use PE terminology
- talk about PE concepts & skills
- talk about why PE is important
- explain how their learning builds on previous knowledge

High quality outcomes:

- Learning walks show clear differences in learning within the same concept/skill across year groups
- Demonstrating the taught skills in enrichment activities e.g. competitions, performances

Summative Assessment

The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum.

The PE curriculum is designed to ensure sequencing of core knowledge and skills. The children will know more, and remember more with the taught curriculum content and apply this to their learning including enrichment activities.

Formative Assessment

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.