

Physical Education Knowledge and Skills Progression at Batheaston Church School



Our Physical Education Intent Statement

At Batheaston Church School we place a high value on our P.E. curriculum, recognising that it is vital to children's well-being and to the promotion of a lifelong physically active, healthy life-style. Our curriculum is designed so that it is accessible to all and maximises the development of every child's physical, cognitive, social, emotional and creative development. Batheaston Church School "That they may have life, life in all its fullness" Dream...Aspire...Achieve A 'Good' School – Ofsted (January 2018) Our high-quality physical education curriculum also inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It aims to 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 our Batheaston Church School RECIPE Values.

Physical Education Essential Characteristics

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE. • The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance. • High levels of physical fitness. • A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. • The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. • The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others. • Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support. • A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. • The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

EYFS Development Matters

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Reception Development Matters 2020 Statements

- Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

The National Curriculum

Purpose of study

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

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.

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]

EYFS Development Matters

Subject Content

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.

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. At Batheaston Church School, we use our sports premium money to improve the standards of swimming and increase the percentage of children that achieve these National Curriculum standards by the end of Key Stage 2, to provide additional swimming sessions. Children in year 3 have swimming lessons and Year 6 who do not meet the National Curriculum objectives are also offered lessons.

Year Group	Autumn		Spring		Summer	
Reception	Body Management Unit 1 Manipulation and Coordination Unit 1	Gymnastics Unit 1 Dance Unit 1	Gymnastics Unit 1 Dance Unit 1	Manipulation and Coordination Unit 1 Speed, Agility and Travel Unit 1 (Term 4: James Monday 1 st session)	Coordination and Solve Problems Unit 1 Manipulation and Coordination Unit 2	Speed, Agility and Travel Unit 2 Coordination and Solve Problems Unit 2
Year 1	Attack, Defend, Shoot Unit 1 OAA Unit 1 (Term 1: James Monday 1 st session)	Gymnastics Unit 1 Dance Unit 1	Dance Unit 1 Gymnastics Unit 1	Hit, Catch, Run Unit 1 Send and Return Unit 1 (Term 4: James Monday 2 nd session)	Send and Return Unit 1 Hit, Catch, Run Unit 2	Run, Jump, Throw Unit 1 Send and Return Unit 2
Year 2	Attack, Defend, Shoot Unit 1 OAA Unit	Dance Unit 1 Gymnastics Unit 1 (Term 2: James Monday 1 st session)	Dance Unit 2 Gymnastics Unit 2	Hit, Run, Catch Unit 1 Attack, Defend, Shoot Unit 2	Send and Return Unit 1 Run, Jump, Throw Unit 1 (Term 5: James Monday 2 nd session)	Hit, Run, Catch Unit 1 Run, Jump, Throw Unit 2
Year 3	Football Unit Basketball Unit	Gymnastics Unit 1 Dance Unit 1	Gymnastics Unit 2 Dance Unit 2	Badminton Unit OAA (Term 5: James Monday 1 st session)	Rounders Unit Swimming	Athletics Unit Tennis Unit
Year 4	Tag Rugby Unit Cricket Unit	Gymnastics Unit 1 Dance Unit 1 (Term 2: James Monday 2 nd session)	Gymnastics Unit 2 Dance Unit 2	Handball Unit OAA Unit	Athletics Unit Tennis Unit	Rounders Unit Football Unit
Year 5	Football Unit Basketball Unit (Term 1: James Monday 2 nd session)	Gymnastics Unit 1 Dance Unit 1	Gymnastics Unit 2 Dance Unit 2 (Term 3: James Monday 2 nd session – Play Leader Training/ Gymnastics	Badminton Unit OAA Unit	Netball Unit Rounders Unit	Athletics Unit Tennis Unit (Term 6: James Monday 1 st session)
Year 6	Tag Rugby Unit Cricket Unit	Gymnastics Unit 1 Dance Unit 1	Gymnastics Unit 2 Dance Unit 2 (Term 3: James Monday 1 st Gymnastics	Handball Unit OAA Unit	Athletics Unit Tennis Unit	Rounders Unit Hockey Unit (Term 6: James 2 nd session Least Active Intervention)

Batheaston Church School Long Term Plan

EYFS Progression of Skills

EYFS Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Reception Development Matters 2020 Statements

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- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
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Key Stage 1 Progression of Skills by Activity

<u>Athletics Activity: Run, Jump and Throw</u>	Year 1	Year 2
Head	<ul style="list-style-type: none"> • Suggest links between types of exercises e.g. training speed for different jumping activities. • Demonstrate awareness for the need to improve and attempt to improve. • Select correct skill for the situation. 	<ul style="list-style-type: none"> • Make choices about appropriate throws for different types of activity. • Can identify areas of activities that need improvement e.g. power in throws to throw further.
Hand	<ul style="list-style-type: none"> • Can start and stop at speed, run in straight lines using a variety of speeds • Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. • Handle and throw a variety of different objects and attempt to throw for distance • Copy and repeat basic movements for extended periods of time developing stamina • Demonstrate some core strength to hold a variety of shapes and positions. • Move a variety of objects quickly showing a range of techniques. • o Developed agility and coordination skills to competently take part in a range of activities. 	<ul style="list-style-type: none"> • Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Use agility in running games. • Apply skills in a variety of activities. • Practise to improve skills.
Heart	<ul style="list-style-type: none"> • Work partner to help improve their performance. o Participate as part of a team to compete in running relays. 	<ul style="list-style-type: none"> • Discuss thoughts and feelings around physical challenges and what it means to be a team player. • Work cooperatively to complete running, jumping and throwing tasks. • Consider others when playing games to respect their space and boundaries

<u>Striking and Fielding</u> <u>Games Activity: Hit, Catch</u> <u>and Run</u>	Year 1	Year 2
Head	<ul style="list-style-type: none"> • Able to identify when a point has been scored and keep count of score. • Can choose where to send the ball to maximise chance to score. • Can make choices where to stand in the field to restrict runs scored 	<ul style="list-style-type: none"> • Make choices about where to hit the ball. • Make tactical decisions about where to position themselves in the field.
Hand	<ul style="list-style-type: none"> • Catch a medium sized ball thrown over a short distance. • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. • Track balls and other equipment sent to them, moving in line with the ball to collect it. • Run between bases to score points. • Retrieve and return a ball to a base. • Use a range of sending skills to put ball into space. • Able to self-feed ball to hit off hand and strike ball off cone. 	<ul style="list-style-type: none"> • Has developed hitting skills with a variety of bats. o Practised bowling/feeding a ball to other players. • Run in a game to score points. • Attempted to play the role of wicket keeper or backstop. o • Makes attempts to catch balls coming towards player in games.
Heart	<ul style="list-style-type: none"> • Work collaboratively to score runs showing encouragement and support. • Show awareness of teammates fielding positions to restrict runs in a simple game scenario 	<ul style="list-style-type: none"> • Can work in small groups to field and bat. • Display sportsmanship when competing against others.

<u>Net/Wall games</u> <u>Activity: Send and Return</u>	Year 1	Year 2
Head	<ul style="list-style-type: none"> • Identify space to send a ball into. • Can describe how they worked with their partner to send and receive. 	<ul style="list-style-type: none"> • Decide on and play with dominant hand. • Develop tactics to outwit your opponent so they cannot return the ball.
Hand	<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. o Move towards a moving ball to return with hand or bat. • Score points against opposition over a line/net. • Select and apply skills to win points. • Chase, stop and control balls and other objects such as beanbags and hoops. • Track balls and other equipment sent to them, moving in line with the ball to collect or return. 	<ul style="list-style-type: none"> • Demonstrate basic sending skills in isolation and small games. • Show agility to track the path of ball over a line/net and move towards it. • Hit a ball using both hand and racquet with some consistency. • Return a ball coming towards them using hand or racquet. • Play in a modified game send and returning the ball over a line/net. • Start a game using basic serving skills.
Heart	<ul style="list-style-type: none"> • Work with a partner to send and return an object and play in a simple rally. • Play cooperatively in a game situation 	<ul style="list-style-type: none"> • Has developed hitting skills with a variety of bats.

<u>Invasion Games</u> <u>Activity: Attack,</u> <u>Defend and Compete</u>	Year 1	Year 2
Head	<ul style="list-style-type: none"> • Recognise rules and apply them in competitive and cooperative games. • Make decisions about how to defend a target. 	<ul style="list-style-type: none"> • Select and apply a small range of simple tactics. • Begin to look for space to pass into or run to in order to receive. • Select the more appropriate skill to move forwards to shoot.
Hand	<ul style="list-style-type: none"> • Begin to engage in competitive activities. • Roll, slide or throw a beanbag or ball with accuracy. • Bounce a medium sized ball to self and attempt to bounce to others. • Attempt to intercept and catch a thrown ball. 	<ul style="list-style-type: none"> • an send a ball using feet. • Can receive a ball using feet. o Link combinations of skills e.g. dribbling and passing with hands in isolation and combination. • Can send a ball using hands. • Can receive a ball using hands. • Can play in a variety of positions in both defence and attack.
Heart	<ul style="list-style-type: none"> • Work in collaboration with others to attack and score points. • Identify the things that they like about exercise both in and outside of school. 	<ul style="list-style-type: none"> • Work with a partner and in small groups to develop skills. • Show awareness of teammates and opponents in games.

<u>Gymnastics</u>	Year 1	Year 2
Head	<ul style="list-style-type: none"> • Use words such as rolling, travelling, balancing, climbing. • Decide which supporting concepts and actions to add to their sequence. 	<ul style="list-style-type: none"> • Comment on aspects of own and others' performances.
Hand	<ul style="list-style-type: none"> • Safely move and carry basic gym equipment such as mats and benches. • Recognise like actions and link them together. • Perform simple gymnastic actions and shapes. • Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping. • Make their body tense, relaxed, stretched and curled. • Perform in unison and canon. 	<ul style="list-style-type: none"> • Perform with control and consistency basic actions at different speeds and on different levels. • Create and perform a simple sequence. • Show contrasts in gymnastics shapes and actions. • Work to improve flexibility and strength. • Attempt to use rhythm whilst performing a sequence. • Use core strength to link gymnastic elements e.g. back support and half twist. • Remember and repeat sequences.
Heart	<ul style="list-style-type: none"> • Move on, off and over object with confidence. • Communicate with a partner to create short sequence. 	<ul style="list-style-type: none"> • Reflect on own performance and use scoring system to judge performance. • Develop character and maturity to work in close proximity with others.

<u>Dance</u>	Year 1	Year 2
Head	<ul style="list-style-type: none"> • Confident to explore space within their dances and movements. • Recognise that dances can have themes and stories. 	<ul style="list-style-type: none"> • Select movements that show a clear understanding of the theme/story/idea of the dance. • Show confidence to perform in front of others.
Hand	<ul style="list-style-type: none"> • Perform basic body actions along with music. • Use different parts of the body, combine arm and leg actions. • Perform with an awareness of body shape required. • Remember and repeat simple movement patterns. • Move with control and show spatial awareness. • With help, compose a basic movement phrase. 	<ul style="list-style-type: none"> • Show some sense of dynamic, expressive and rhythmic qualities in their own dance. • Use different parts of the body in isolation and combination. • Perform with control and balance and demonstrating coordination. • Explore and use basic choreography including levels, speed changes, unison and canon. • Move with imagination responding the music. • Perform with expression.
Heart	<ul style="list-style-type: none"> • Work with a partner. • Engage with the class to perform marching sequence and canon. 	<ul style="list-style-type: none"> • Attempt to work as part of a group to perform a dance. • Able to comment on ideas and emotions and how they can be portrayed through dance

Key Stage 2 Progression of Skills by Activity

Activity: Athletics	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Take part in basic scoring of different events. Compete with others and record points. 	<ul style="list-style-type: none"> Decide on ways to improve, run, jumps and throws and implement changes. 	<ul style="list-style-type: none"> Identify how they can change an activity by using the STEP principle (space, task, equipment, people). <ul style="list-style-type: none"> Distinguish between good and poor performances and suggest ways to improve self and others. 	<ul style="list-style-type: none"> Accurately and confidently judge across a range of athletics activities. Record accurately scores given in variety events.
Hand	<ul style="list-style-type: none"> Link running and jumping activities with some fluency and consistency. Control movements and body actions in response to specific instructions. Jump for height and distance with control and balance. Run at different speeds according to event and instruction. Throw a variety of objects using different recognised throws. Throw more accurately and over greater distances. 	<ul style="list-style-type: none"> Show differences between sprinting and running speeds over a variety of distances. Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone. Perform a range of jumps with consistency, sometimes approaching jump with a run up. Compete in running, jumping and throwing activities and compare their own performance with previous. 	<ul style="list-style-type: none"> Distinguish between good and poor performances and suggest ways to improve self and others. Perform a range of jumps in different activities. Demonstrate a range of throwing actions using different equipment with some consistency and control. Able to run as part of a team in relay style events and demonstrate max effort pace. 	<ul style="list-style-type: none"> Demonstrate accuracy and good technique when throwing for distance. <ul style="list-style-type: none"> Show good technique and control for jumping activities. Choose appropriate run up distance as an individual for athletic jumps. Use appropriate pace for different running distances.
Heart	<ul style="list-style-type: none"> Run as part of a relay team. Identify how to improve own and others work and be tactful. 	<ul style="list-style-type: none"> Work with others to score and record distance and times accurately. Develop control in baton exchange and analyse as a team how to improve handover Events Taught. 	<ul style="list-style-type: none"> Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best. 	<ul style="list-style-type: none"> Demonstrate improvement when working with self and others. Use appropriate language to deliver a taught activity to their peers.

Activity: Striking and Fielding	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Adhere to some basic rules of recognised games such as rounders or cricket. Explain how fielders work together to restrict batters runs. Apply simple tactics to choose where to hit the ball. 	<ul style="list-style-type: none"> With increasing consistency, choose where to direct a hit from a bowled ball. Use and apply the basic rules of the game. 	<ul style="list-style-type: none"> Recognise where increased flexibility and power is an advantage in striking and fielding the ball. In a game situation play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently. 	<ul style="list-style-type: none"> Apply with consistency standard rules of (modified) games. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. In rounders use correctly the rules for running around bases.
Hand	<ul style="list-style-type: none"> Strike a ball with some consistency. Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling. Play in simplified games. o Bowl accurately. o Show ready position to catch a ball. Strike a stationary ball (off tee) with some consistency. Strike a bowled ball with some consistency. 	<ul style="list-style-type: none"> Apply speed and decision making to run safely between scoring markers e.g. stumps, posts. Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket. Track and intercept the ball along the ground sometimes collecting with 1 hand. Bowling a recognised action with some consistency. 	<ul style="list-style-type: none"> Choose where to hit the ball to maximise likely hood of scoring runs. Use a variety of shots in isolation and in a game situation. Throw with accuracy and consistency over short distances. Tracking flight of the ball to increase catching success. Begin to employ specific bowling techniques such as overarm in cricket. 	<ul style="list-style-type: none"> Strike a bowled ball and attempt a small range of shots. Attempt to track and catch high balls in isolation and game play. Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting. Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas.
Heart	<ul style="list-style-type: none"> Identify how to improve own and others work and be tactful. o Field as a team to return the ball to the bowler/base effectively 	<ul style="list-style-type: none"> In their local community can they identify locations in which they could play striking and fielding games. 	<ul style="list-style-type: none"> Work collaboratively with others to both score runs and, in the field, to restrict runs. 	<ul style="list-style-type: none"> Work collaboratively in teams to compete against themselves and others.

Activity: <u>Net and Wall</u> <u>Games</u>	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Keep count/score of a game Can discuss the different type of shots that may be used in a variety of situations 	<ul style="list-style-type: none"> Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score 	<ul style="list-style-type: none"> Cooperate and collaborate with others to play in a sportsman like way Recognise where they should stand on the court when playing on their own and with others 	<ul style="list-style-type: none"> Make appropriate choices in games about the best shot to use Apply tactics in games effectively
Hand	<ul style="list-style-type: none"> Serve to begin a game Play a continuous game using throwing and catching or some simple hitting Can play within boundaries Use a small range of basic racquet skills Move towards a ball/shuttle to return over a line/net o Play over a net 	<ul style="list-style-type: none"> Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Use basic defensive tactics to defend the court i.e. moving to different positions on the court 	<ul style="list-style-type: none"> Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment Apply some control when returning the ball/shuttle including foot placement, shot selection and aim Can apply with some success, a range of techniques to win points Demonstrate a variety of service shots in isolation and some game play 	<ul style="list-style-type: none"> Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Begin to use full scoring system
Heart	<ul style="list-style-type: none"> Work with a partner to play in a doubles game 	<ul style="list-style-type: none"> Work with a partner / small groups to return a served ball/shuttle o Play competitively with others and against others in modified games 	<ul style="list-style-type: none"> Play with others with some flow to the game, keeping track of their own scores o Suggest and lead warmups that prepare the body appropriately for net/wall activities 	<ul style="list-style-type: none"> Develop doubles play further implement basic positioning tactics (team play for volleyball) o Use speaking and listening skills to umpire and play with peers without dispute

Activity: Invasion Games	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Recognise when you need to defend Employ tactics to put pressure opponents Being aware and able to undertake the demands different positions to support both attack defence 	<ul style="list-style-type: none"> Working with team mates to make it difficult for the opposition Use tactics to perform defensively both as a team and as an individual Play using recognised marking techniques of specific game e.g. hockey, tag rugby 	<ul style="list-style-type: none"> Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situation 	<ul style="list-style-type: none"> Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking Suggest, plan and lead a warmup or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball)
Hand	<ul style="list-style-type: none"> Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball 	<ul style="list-style-type: none"> Send and receive the ball with accuracy, controlling to score points/goals Keep possession of the ball as an individual using skills such as dribbling and running with the ball Show speed and endurance in a game situation Move into space to help others and the ball over longer distances Work as part of a team to attack and score in defined area. 	<ul style="list-style-type: none"> Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging and pivoting Move balls over longer distances accurately, demonstrating power Play in different positions with some success Where appropriate mark goal side 	<ul style="list-style-type: none"> Use and apply boundary rules such as corners, self-pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Able to track and control a rebound from shot (penalty or open play)
Heart	<ul style="list-style-type: none"> Work as part of a team to attack towards a goal 	<ul style="list-style-type: none"> Use and apply the basic rules of the game 	<ul style="list-style-type: none"> Use appropriate language to explain their attacking and defensive play Use specific learned skills to maintain possession during a game 	<ul style="list-style-type: none"> Work collaboratively in a team to play and keep possession of the ball

Activity: Gymnastics	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes. • Identify similarities and differences in sequences. 	<ul style="list-style-type: none"> • Decide on ways to improve a piece of work using compositional elements and implement changes. • Apply a broader range of more challenging skills executed with precision. 	<ul style="list-style-type: none"> • Selects a component for improvement and use guidance from others to do so. • Explain the significance of a warmup and how it relates to gymnastics activity. 	<ul style="list-style-type: none"> • Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria.
Hand	<ul style="list-style-type: none"> • Perform sequences with contrasting actions. • Show strength and flexibility to shapes and actions being performed. • Remember and repeat sequences. • Adapt basic sequences to include some apparatus. • Develop body management over a range of floor exercises. 	<ul style="list-style-type: none"> • Perform actions such as balance, body shapes and flight with control. • Develop an increased range of body actions and shapes to use in longer, more complex sequences. • Identify 'core muscles' and use them to improve quality of shapes and actions. • Show smooth transitions and flow in sequences. 	<ul style="list-style-type: none"> • Create longer and more complex sequences and adapt their performances. • Follow, copy and repeat others' actions. • Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. • Attempt to perform more complex skills in isolation such as round-off. • Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls. 	<ul style="list-style-type: none"> • Perform increasingly complex sequences. • Compose and practise actions and relate to music. • Experience flight on and off apparatus. • Show clarity, fluency, accuracy and consistency in their movements.
Heart	<ul style="list-style-type: none"> • Comment on others' gymnastics sequences describing what they did well. • Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle. 	<ul style="list-style-type: none"> • Adapt actions and sequences to work with partners and small groups. • At key points, compare their performances to previous ones. 	<ul style="list-style-type: none"> • Work responsibly in trust exercises and when counterbalancing. • Perform symmetry and asymmetry individually, in pairs and as a group. 	<ul style="list-style-type: none"> • Lead group warm up demonstrating the importance of strength and flexibility. • Work independently and in small groups to make up sequences to perform to an audience.

Activity: Dance	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Contribute ideas to the structure of the dance. Describe using appropriate language the features of dances performed by others. 	<ul style="list-style-type: none"> Respond sensitively to professional work. 	<ul style="list-style-type: none"> Confidently participate in dances from different cultures/parts of the world 	<ul style="list-style-type: none"> Interpret different stimuli with imagination and flair. Identify in others and self where good performance qualities are achieved.
Hand	<ul style="list-style-type: none"> Attempt to perform with a sense of dynamics. Competently include props and other ideas in their dance. Attempt short pieces of improvised dance responding to the structure/theme of the dance. Share and create short dance phrases with a partner and in small groups. Perform movements with increased control. 	<ul style="list-style-type: none"> Refine, repeat and remember short dance phrases. Perform with increasing musicality with control and confidence. Perform dances with consistency. Show rhythm and style when performing as an individual and with others. Dance using a variety of formations confidently. 	<ul style="list-style-type: none"> Perform different styles of dance clearly and fluently. Refine & improve dances adapting them to include use of space rhythm & expression. Adapt their skills to meet the demands of a range of dance styles. Incorporate levels and flight into movement patterns and dances. Create and use compositional ideas confidently such as pathways, step patterns and unison 	<ul style="list-style-type: none"> Warm up and cool down independently. Work creatively and imaginatively on their own, in pairs and in a group to create simple dances. Use recognised dance actions and adapt to create motifs and movement patterns. Communicate the artistic intention of a dance clearly, fluently, musically and with control. Practise and refine coordination skills through activities such as live aural setting / freeze frame.
Heart	<ul style="list-style-type: none"> Express moods and feelings throughout the dance piece. Can decide with others which floor patterns/pathways to follow. 	<ul style="list-style-type: none"> Show sensitivity to a dance idea/theme or story. Showing self-control and maturity to perform a partner/ group contact work. 	<ul style="list-style-type: none"> Recognise and comment on dances suggesting ways to improve. Work collaboratively in groups to compose short dances. 	<ul style="list-style-type: none"> When working in groups/pairs take the lead suggesting ideas and refining actions of others. Use facial expression to communicate emotion and a further narrative.

<u>Activity:</u> <u>Outdoor</u> <u>Adventurous</u> <u>Activities</u>	Year 3	Year 4	Year 5	Year 6
Head	<ul style="list-style-type: none"> Describe their work and the strategies they use to solve problems. Independently identify factors needed to complete a task. Use acquired skills to create maps and directions. 	<ul style="list-style-type: none"> Plan and refine strategies to solve problems. Identify what they have done well and suggest ways to improve. Work out answers from clues, working independently from teacher 	<ul style="list-style-type: none"> Recall and remember symbols, items and objects during task as an individual and team. Play a role in problem solving. Communicate using code 	<ul style="list-style-type: none"> Use knowledge of games in PE to suggest adaptations and variations to games/activities. Follow instructions accurately
Hand	<ul style="list-style-type: none"> Identify and use symbols on a map to navigate. Play competitively and fairly implementing the rules. Perform with strength, stamina and endurance in more physical tasks. 	<ul style="list-style-type: none"> Use maps, symbols and compass confidently to navigate. Remember and recall map symbols and other relevant key information. 	<ul style="list-style-type: none"> Work at a high intensity for sustained period whilst completing a task. Evidence results and keep score. Compete against others and perform under pressure. 	<ul style="list-style-type: none"> Use written description to identify objects. Refine and adapt ideas in group task.
Heart	<ul style="list-style-type: none"> Lead others and be led. Can work with others to solve problems 	<ul style="list-style-type: none"> Work well as part of a team or group within a well-defined role. Listen and be directed by others. 	<ul style="list-style-type: none"> Explore and refine ways of communicating to best complete a set task. 	<ul style="list-style-type: none"> Use information given by others to complete a task and work collaboratively. Work collaboratively to perform a more complex task. Takes responsibility for a role in a task.

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Ensuring our Batheaston 5 Cs are present in physical education lessons: Collaboration, Critical Thinking, Creativity, Compassion and Communication.
- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the sport through PE Hub.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of PE. This will include visual cues, video demonstrations, use of greater depth modelling and range of equipment pitched at appropriate level.
- The use of enrichment opportunities such as intra-house competitions, sporting events in school, afterschool clubs and lunch time activities.
- Ensuring inter-school festivals provide opportunities for collaboration and competition.
- Understanding the knowledge of the pupils so that the lessons are pitched accurately in order to stretch their potential.
- Energy, enthusiasm and passion in the delivery of teaching to engage and motivate all children.
- Pace in all lessons to motivate and inspire as well as ensuring children are active for the majority of the time.
- Ensuring that differentiation is highly effective in moving pupils learning on. This refers to differentiating by the 'space' used, the 'task' that is set, 'equipment' that is used and finally 'people', such as extra adults or support staff who are deployed for those children additional needs.
- The use of high order questioning which supports, challenges and extends pupil's learning.
- Identifying the misconceptions of a skill and use effective strategies to address these, which result in progress
- Healthy Lifestyles. Every year Batheaston Church School will hold a 'Healthy Living' week that seeks to promote healthy eating and living.

Furthermore, Progressive Sports will offer a minimum of one term a year of high quality CPD for all staff to support the above.

Teaching, Recording and Assessment

This will happen by:

- Every unit focus within each year group sport taught is based on the National Curriculum programme of study.
- Each lesson provides learning objectives which are shared with the children.
- Sports are repeated throughout each phase so that children gain a deep understanding of them.
- Success criteria is shared, which is referred to throughout lessons.
- Teachers' feedback is immediate feedback within the lesson and misconceptions will be identified and addressed, or feedback enables children to be stretched further.
- Children are given the opportunity to verbally assess their own and others' progress against performances.
- Teachers should use observations to make judgements of the children's current progress against their year group's expectations and complete their subject assessment grids accordingly
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning.
- Assessment information will be used to adapt following lessons for the class if necessary, including any additional support needed.
- End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.