

Physical Education Progression Map

| Key Stage 1 National Curriculum Expectations | Key Stage 2 National Curriculum Expectations |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games modified where appropriate, such as 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 |
| <p><u>Swimming and water safety</u> All schools must provide swimming instruction either in Key stage 1 or Key stage 2. In particular pupils should be taught to:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25metres. • Use a range of strokes effectively such as front crawl, backstroke and breaststroke. <p>Perform safe self rescue in different water based situations.</p> | |

Intent

At Gayton Junior School our Physical Activity curriculum is designed to promote active lifestyles to our young people, through developing their attitudes, knowledge, confidence and competence to help encourage commitment to being more physically active. Our aspiration is to influence the whole school community to establish and maintain good lifelong physical activity habits.

We aim to provide all our children with opportunities to engage in Physical Activity.

We aim to ensure that all our children become physically confident and lead fit and healthy lives.

By the end of their time at Gayton Junior School all children will: -

- Have accessed a range of sporting activities such as – Badminton, Tennis, Hockey, Netball, Cricket, Rugby and others.
- They will have the knowledge and understanding of how to live a healthy lifestyle.
- Be able to swim competently, confidently and proficiently over a distance of 25m.
- Be able to use a range of strokes such as Front Crawl, Backstroke and Breaststroke.
- Be able to perform self-rescue in different water based situation.

Implementation

The curriculum is delivered by a weekly indoor lesson and a weekly outdoor lesson. Each unit is well planned and resourced. Each unit ensures a progression of skills covering the National Curriculum requirements. The benefits of Physical Activity and a Healthy Lifestyle are also taught through P.E and other curriculum subjects. Where possible links to clubs are made so that children can pursue activities after school hours. After school clubs also take place regularly, giving children the opportunity to access sports and activities they may not take part in during the school day and to give children the chance to develop their interests further.

We assess throughout a unit by observations and discussions. Differentiation is put in place to meet the needs of various levels of ability.

Physical Activity is moderated through observations of lessons. Pupil and staff questionnaires are used to identify areas that require improvement for the children and CPD for the staff,

Impact

At Gayton Junior school it is our aim for children to have fun whilst learning the skills, rules and how to take part in various Physical activities. To learn for life how to stay fit and healthy. Our weekly lessons and additional activity days and after school clubs ensure that children develop their knowledge and skills.

make improvements.

Children at Gayton Junior school on the whole enjoy Physical Activity and leave our school with a good secure knowledge of fitness, health and skills for numerous sports. They have the ability and motivation to develop this into their next level of education and beyond.

We measure the impact of our curriculum by having regular discussions with staff and children, where they discuss which activities they have enjoyed and why. We track progress over the year and this information is analysed and used to help progression in subsequent years. Feedback from staff allows us to reflect upon the teaching and

Dance

| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| <ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance, • Translates ideas from stimuli into a movement with support • Beginning to compare and adapt movements and motifs to create a larger sequence. <ul style="list-style-type: none"> • Uses simple dance vocabulary to compare and improve work. | <ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create a longer dance sequence in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequences as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. | <ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout the dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. (various levels, ways of travelling and motifs) • Beginning to show a change of pace and timing their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across the sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. | <ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving) • Performs with confidence using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrate strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. (using various levels, ways of travelling & motifs) • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still |

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| | | | <p>demonstrating fluency across their sequence.</p> <ul style="list-style-type: none"> • Dances with fluency linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation • Uses more complex dance vocabulary to compare & improve work. |
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Gymnastics

| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| <ul style="list-style-type: none"> • Applies compositional ideas independently & with others to create a sequence. • Copies, explores and remembers a variety of movements and uses to create their own sequence • Describes their own work using simple gym vocabulary • Beginning to notice similarities & differences between sequences. • Uses turns whilst travelling in a variety of ways. | <ul style="list-style-type: none"> • Link skills with control, technique, co-ordination & fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develop strength, technique & flexibility throughout performances. | <ul style="list-style-type: none"> • Select & combine their skills, techniques & ideas. • Apply combined skills accurately & appropriately, consistently showing precision, control & fluency. • Draw on what they know about strategy, tactics & comparison when performing & evaluating. • Analyse & comment on skills & techniques & how these are applied in their own & others work. | <ul style="list-style-type: none"> • Plan & perform with precision, control & fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions with an emphasis on extension, clear body shape & changes in direction. • Adapts sequences to include a partner or a small group. |

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| <ul style="list-style-type: none"> • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc.. | <ul style="list-style-type: none"> • Create sequences using various body shapes & equipment. • Combines equipment with movement to create sequences. | <ul style="list-style-type: none"> • Uses more complex gym vocabulary to describe how to improve & refine performances. • Develops strength, techniques & flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency • Understands composition by performing more complex sequences. | <ul style="list-style-type: none"> • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats & apparatus, showing consistency, fluency & clarity of movement. • Draw on what they know about strategy, tactics & composition when performing & evaluating. • Analyse & comment on skills & techniques & how these are applied in their own & others work. • Uses more complex gym vocabulary to describe how to improve & refine performances. • Develops strength, technique & flexibility throughout performances |
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Games

| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| <ul style="list-style-type: none"> • Understands tactics & composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the activity of the game. | <ul style="list-style-type: none"> • Vary skills, actions & ideas & link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways and link these together | <ul style="list-style-type: none"> • Vary skills, actions & ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways and can link these together. | <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways and can link these together |

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| <ul style="list-style-type: none"> • Uses skills with coordination and control. • Develops own rules of new game. • Makes imaginative pathways using the equipment. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Beginning to select resources independently to carry out different skills. | <p>(dribbling, bouncing, kicking)</p> <ul style="list-style-type: none"> • Uses skills with coordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics & composition • Can create their own games using knowledge and skills • Works well in a group to develop various games. • Compare and comments on skills to support the creation of new games • Can make suggestion as to what resources can be used to differentiate a game, • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. | <ul style="list-style-type: none"> • Uses skills with coordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination | <p>effectively (dribbling, bouncing, kicking)</p> <ul style="list-style-type: none"> • Keeps possession of balls during games situations. • Consistently uses skills with coordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills • Modifies competitive games. Compare and comments on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending • Uses running, jumping, throwing and catching in isolation and combination |
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Athletics

| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| <ul style="list-style-type: none"> • Beginning to run speeds appropriate for the distance (sprinting and cross country) • Can perform a running jump with some accuracy. • Performs a variety pf throws using a selection of equipment. • Can use equipment safely and with good control | <ul style="list-style-type: none"> • Beginning to build a variety of running techniques and uses with confidence, • Can perform a running jump with more than one component (hop, skip, jump, triple jump) • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely with good control. | <ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component (hop, skip, jump, triple jump) • Beginning to record peer's performances and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control | <ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component (hop, skip, jump, triple jump) • Beginning to record peers and performances and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. |

Outdoor Adventurous Activities

| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| <ul style="list-style-type: none"> • Develops listening skills. • Creates simple body shapes • Listens to instructions from a partner/adult • Beginning to think activities through and problem solve. | <ul style="list-style-type: none"> • Develops strong listening skills. • Uses simple maps • Beginning to think activities through and problem solve. | <ul style="list-style-type: none"> • Develops strong listening skills • Uses and interprets simple maps • Think activities through and problem solve using general knowledge. | <ul style="list-style-type: none"> • Develops strong listening skills • Uses and interprets simple maps. • Think activities through and problem solve using general knowledge. |

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| <ul style="list-style-type: none"> • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. | <ul style="list-style-type: none"> • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. | <ul style="list-style-type: none"> • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. | <ul style="list-style-type: none"> • Choose and apply to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. |
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Swimming

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| <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively – front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water based situations. |
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Evaluation

| <u>Lower school (3/4)</u> | <u>Upper school (5/6)</u> |
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| <ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work commenting on similarities and differences. | <ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work commenting on similarities and differences. |

Healthy Lifestyles.

| <u>Lower school (3/4)</u> | <u>Upper school (5/6)</u> |
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| <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. | <ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down |

