



## Higham Primary School Progression of Knowledge and Skills – PE

### **Intent**

Higham Primary School believes that Physical Education (PE) is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. Our curriculum aims to improve the wellbeing and fitness of all children at Higham, not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Our scheme of work ensures that our children have a varied and well-mapped out curriculum and provides progression across the full breadth of the Early Years Foundation Stage and the PE National Curriculum for KS1 and KS2. In KS1, the focus is very much on the development of the fundamental skills, which are then built upon in KS2 and applied to specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE and ensure a positive and healthy physical outlook in the future.

### **Implementation**

- PE at Higham Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventurous activities.
- The long term plan sets out the PE units (Get Set PE) which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Lesson plans ensure that all teachers are equipped with the subject knowledge required to deliver high quality teaching and learning opportunities with key vocabulary, diagrams and differentiation clearly shown. Lessons are planned in a specific sequence to give the opportunity to practice existing skills and also build on these to develop new or more advanced skills.
- Pupils participate in high quality PE lessons each week, covering different disciplines every half term. PE equipment is available each day at lunchtime for children to use and Active Midday Meal Supervisors organise specific games to encourage pupils to be active and learn new skills.
- Children are invited to attend some competitive sporting events within the local area. This is an inclusive approach, which endeavours to encourage 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.
- Each year a group of Year 6 children are invited to become Sport / Play Leaders for the school. They undertake training and develop into role models for the younger children, assisting with lunch-time activities and any other sporting activities such as 'in house' competitions.
- Children participate in workshops covering a variety of sports throughout the year. For example: archery, mini golf, fencing and skipping, again providing the children with an opportunity to develop, improve their fitness and to try new sports.
- Children swim once a week for 6 weeks during the Spring Term in Year 4 and sports premium is used to 'top up' for those children not meeting the National Curriculum objectives.

### **Impact**

At Higham, we will help children to be motivated to participate in a variety of sports through quality teaching that is engaging and fun. From our carefully designed lessons, our children learn to take responsibility for their own health and fitness, enjoy the success of competitive sport and develop detailed knowledge and skills across the full breadth of the PE curriculum. Some of our units (especially dance) are often themed with strong cross-curricular links to other subjects or topics such as Romans or robots; this helps to make the learning memorable and ultimately creating a higher level of engagement and understanding. We will equip our children with the necessary skills and a love for sport so they will hopefully grow up to live happy and healthy lives, utilising the skills and knowledge acquired through PE lessons.



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Early Years Foundation Stage			
ELG	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Demonstrate strength, balance and coordination when playing.</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>
		Fine Motor Skills	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li><li>• Begin to show accuracy and care when drawing.</li></ul>

For further details on PE in EYFS please see separate document 'PE in EYFS'



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	Key Stage 1		Key Stage 2			
National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances, using simple movement patterns</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			
	• Year 1	• Year 2	• Year 3	• Year 4	• Year 5	• Year 6
Health and Fitness	<ul style="list-style-type: none"> <li>• I can describe how my body feels before, during and after exercise</li> <li>• I can describe how my body feels during different activities</li> <li>• I can show how to exercise safely</li> <li>• I can explain what my body needs to keep healthy</li> </ul>		<ul style="list-style-type: none"> <li>• I can explain why it is important to warm up and cool down</li> <li>• I can identify some muscle groups used in exercise and sport</li> <li>• I can explain why keeping fit is good for my health</li> </ul>		<ul style="list-style-type: none"> <li>• I can explain the effect that exercise has on my body</li> <li>• I can explain how the body reacts to different kinds of exercise</li> <li>• I can explain some important safety principles when preparing for exercise</li> <li>• I can explain why exercise is important</li> <li>• I can demonstrate appropriate warm ups and cool downs</li> </ul>	
Acquiring and developing skills	<ul style="list-style-type: none"> <li>• I can move with control, care and coordination</li> <li>• I can copy, remember and repeat actions.</li> </ul>		<ul style="list-style-type: none"> <li>• I can select and use the most appropriate skills, actions or ideas</li> <li>• I can move and use actions with co-ordination and control</li> <li>• I can make up my own-small sided games</li> <li>• I can show good control in my movements</li> </ul>		<ul style="list-style-type: none"> <li>• I can link skills, techniques and ideas and apply them accurately</li> <li>• I can show good control in my movements</li> <li>• I can show precision, control and fluency</li> </ul>	
Evaluating and improving	<ul style="list-style-type: none"> <li>• I can describe what other people did</li> <li>• I can say what is different between what I did and what someone else did</li> <li>• I can say how I could improve my work</li> </ul>		<ul style="list-style-type: none"> <li>• I can recognise and describe how performances could be improved</li> <li>• I can use comparison to improve my work</li> <li>• I can explain how my work is similar and different to that of others</li> <li>• I can use my observations to improve my work</li> </ul>		<ul style="list-style-type: none"> <li>• I can compare and comment on skills, techniques and ideas that I and others have used</li> <li>• I can modify skills or techniques to improve my work</li> <li>• I can analyse and explain why I have used specific skills or techniques</li> <li>• I can create my own success criteria for evaluating</li> </ul>	



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<b>Games</b>	<ul style="list-style-type: none"> <li>• I can hit a ball with a bat</li> <li>• I can catch a range of different balls accurately</li> <li>• I can throw in different ways</li> <li>• I can use hitting, kicking, catching and/or rolling in a game</li> <li>• I can understand the need for rules in a game</li> <li>• I can follow simple rules</li> <li>• I can participate in simple games</li> <li>• I can stay in a 'zone' in a game</li> <li>• I can decide where the best place to be is during a game</li> <li>• I can begin to understand and use simple attacking and defending tactics</li> <li>• I can use a range of equipment safely</li> <li>• I can work as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw and catch accurately, including when under pressure</li> <li>• I know and use the rules of games fairly</li> <li>• I can work co-operatively as part of a team</li> <li>• I can keep possession in a team game with some success</li> <li>• I can move to find a space when not in possession during a game</li> <li>• I am aware of space and use it to support team mates</li> <li>• I can demonstrate a range of different ball skills</li> <li>• I know and use the basic principles of attacking and defending</li> <li>• I can use equipment safely and sensibly</li> <li>• I can begin to communicate with others during game situations</li> <li>• I can begin to develop my own games and rules</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain complicated rules to others</li> <li>• I know and can follow the rules of a game</li> <li>• I can work co-operatively as part of a team</li> <li>• I can gain possession by working as a team</li> <li>• I can pass in a variety of ways with accuracy</li> <li>• I can show confidence in using ball skills in various ways and can link these together eg; dribbling, bouncing, kicking</li> <li>• I can take part in competitive games with a string understanding of tactics and composition</li> <li>• I can use forehand and backhand with a racket</li> <li>• I understand and can demonstrate the basic principles of fielding</li> <li>• I can use tactics when attacking and defending</li> <li>• I can use a number of different techniques to pass, dribble and shoot.</li> <li>• I can create my own games and rules</li> <li>• I can lead others in a game situation</li> </ul>



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	Key Stage 1	Key Stage 2	
<b>Dance</b>	<ul style="list-style-type: none"> <li>• I can copy, explore and remember basic movements and body patterns with some control</li> <li>• I can link movements to sounds and music</li> <li>• I can respond imaginatively to different stimuli</li> <li>• I can make up a short dance</li> <li>• I can change rhythm, speed, level and direction</li> <li>• I can use a negotiate space clearly</li> <li>• I can describe movements/ dance using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can repeat, remember and perform movements in a dance</li> <li>• I can link a series of movement together creatively</li> <li>• I can improvise freely and creatively</li> <li>• I can translate ideas from a stimulus into a movements</li> <li>• I can use simple dance vocabulary when evaluating and commenting on work</li> <li>• I can use dance to communicate an idea</li> <li>• I can make sure that my movements are clear and fluent</li> <li>• I can evaluate and refine my movements</li> <li>• I can change direction, level and dynamics in a dance</li> <li>• I can create and share phrases of movement with a partner and in a small group</li> <li>• I can use space sensibly</li> <li>• I can take the lead when working with a partner or group</li> </ul>	<ul style="list-style-type: none"> <li>• I can compose my own dances in a creative and imaginative way</li> <li>• I can improvise with confidence</li> <li>• I can perform to an accompaniment expressively and in the correct style</li> <li>• I can show different formations and relationships in a dance</li> <li>• I can use more complex dance vocabulary when evaluating and commenting on work</li> <li>• I can work on my movements and refine them to be performance ready</li> <li>• I can dance with clarity, fluency, accuracy and consistency</li> <li>• I can move accurately to the beat</li> <li>• I can use the space provided effectively</li> <li>• I can develop imaginative dances in a specific style</li> <li>• I can evaluate and refine my movements</li> </ul>



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Athletics / Infant Agility	<ul style="list-style-type: none"> <li>• I can run at different speeds</li> <li>• I can perform a variety of throws with basic control</li> <li>• I can jump from a standing position</li> <li>• I can show a range of simple jumps</li> <li>• I can demonstrate different ways to balance</li> <li>• I can catch and throw a ball with increasing accuracy</li> <li>• I can describe my movements using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can run smoothly at different speeds</li> <li>• I can begin to pace and sustain my running over a long distance</li> <li>• I can choose different styles of running for different distances</li> <li>• I can describe and use the correct technique for jumping with some accuracy</li> <li>• I can set realistic targets when jumping for distance or height and when throwing</li> <li>• I can describe and use the correct technique for throwing</li> <li>• I can perform a variety of throws using a selection of equipment</li> <li>• I can throw with increasing control</li> <li>• I can use a range of equipment safely</li> <li>• I can describe a performance using the correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can sustain pace when running over a long distance</li> <li>• I can perform relay baton changes</li> <li>• I can use the sprint start technique</li> <li>• I can choose different styles of running for different distances</li> <li>• I can demonstrate a range of jumps (including those with more than one component) showing power and control and consistency at both take-off and landing</li> <li>• I can set realistic targets when jumping for distance or height and when throwing</li> <li>• I can throw a range of equipment using the correct technique and with greater accuracy, control and efficiency.</li> <li>• I understand and can explain the safety rules when throwing and retrieving objects</li> <li>• I can describe a performance using the correct vocabulary</li> </ul>



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Gymnastics	<ul style="list-style-type: none"> <li>• I can copy and explore basic movements with some control and coordination</li> <li>• I can demonstrate different body shapes</li> <li>• I can control my body when travelling</li> <li>• I can make my body tense, relaxed, curled and stretched.</li> <li>• I can link movements together</li> <li>• I can plan and show a short sequence of movements</li> <li>• I can perform a range of balances with some control</li> <li>• I can use equipment safely.</li> <li>• I can describe my movements using appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a gymnastic sequence with clear changes of speed, balances and travelling.</li> <li>• I can work to create a sequence of movements including a start position, linking movements and a clear finish.</li> <li>• I can use small apparatus sensibly and safely</li> <li>• I can demonstrate a range of balances on the floor using different parts of the body</li> <li>• I can move in and out of a balance smoothly</li> <li>• I can use different body parts to travel across the floor</li> <li>• I can travel across the floor at different speeds and levels</li> <li>• I can jump and land safely from small apparatus</li> <li>• I can add a quarter turn or half turn into a jump before landing</li> <li>• I can develop control in rolling actions on the floor, off and along apparatus</li> <li>• I can work in a controlled manner with clear movements, flexibility and good posture</li> <li>• I can describe my work using simple gymnastic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform an extended sequence (6-8 elements) with a combination of shapes, balances, travelling and jumping.</li> <li>• I can perform balances with control, showing good body tension individually and with a partner</li> <li>• I can explore and demonstrate symmetrical and asymmetrical balances and shapes on my own and with a partner</li> <li>• I can perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</li> <li>• I can use gymnastic apparatus sensibly and safely</li> <li>• I can use a variety of pathways, levels and speeds when travelling</li> <li>• I can show symmetrical and asymmetrical shapes in the air</li> <li>• I can jump along, over and off apparatus of varying height with control in the air and on landing</li> <li>• I can use different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</li> <li>• I can demonstrate movements which are accurate, clear and consistent and show good control and posture</li> <li>• I can use correct gymnastic vocabulary to describe and evaluate performances</li> </ul>



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		Key Stage 1	Key Stage 2	
Swimming and Water Safety	OAA / Map skills Circle Time / PSHE	<ul style="list-style-type: none"> <li>I can identify positions on a simple map and/or diagram of familiar environments e.g. in relation to position of desk in plan of classroom</li> <li>I can use simple maps and diagrams to follow a trail</li> <li>I can begin to work co-operatively with others</li> <li>I can plan and share ideas</li> <li>I can discuss how to follow trails and solve problems</li> <li>I can select appropriate equipment for the task</li> </ul>	<ul style="list-style-type: none"> <li>I can orientate a simple maps or plan</li> <li>I can mark points in correct position on map or plan</li> <li>I can co-operate and share roles within a group</li> <li>I can listen to each other's ideas when planning a task and adapt</li> <li>I can take responsibility for a role within the group</li> <li>I can demonstrate and understanding of how to keep myself and others safe</li> <li>I can select appropriate equipment/route/people to solve a problem successfully</li> <li>I can choose effective strategies and change ideas if not working</li> </ul>	<ul style="list-style-type: none"> <li>I can draw maps and plans and set trails for others to follow</li> <li>I can use the eight points of the compass to orientate</li> <li>I can plan and share roles within the group based on each other's strengths</li> <li>I understand individuals' roles and responsibilities</li> <li>I can adapt roles or ideas if they are not working</li> <li>I can recognise and talk about the dangers of tasks</li> <li>I can recognise how to keep themselves and others safe</li> <li>I can plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>I can implement and refine strategies</li> </ul>
	National Curriculum	<p>All schools must provide swimming instruction in either KS1 or KS2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>perform safe self-rescue in different water-based situations</li> </ul>		