

St George's C of E Primary School



Overview



Physical Education - Progression of Knowledge and Skills

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
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| Nursery/EYFS | <p>Physical Development Our EYFS setting provides opportunities to develop gross and fine motor skills. Staff create games and provide opportunities for play both indoors and outdoors. We support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility through the use of varied equipment e.g. bikes, trikes, climbing apparatus, balancing equipment, balls, beanbags and building materials. Children also experience outdoor adventurous activities each Friday in our onsite forest school setting.</p> <p>Personal, Social and Emotional Development Through physical activity children are supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating. Through supported games and physical activities, opportunities are provided to work as a team, turn take and resolve conflicts.</p> | | | | | |
| Reception Cycle A | <p>Fundamentals – Get Set 4 PE Unit 1 Learning Intention: - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel.</p> <p>Key Skills: Physical: balancing, running, jumping, changing direction, hopping, travelling Social: working safely, responsibility, helping others Emotional: honesty, challenging myself, determination Thinking: decision making, selecting and applying actions, using tactics</p> | <p>Dance – Get Set 4 PE Unit 1 Learning Intention: - To explore different body parts and how they move. - To explore different body parts and how they move and remember and repeat actions. - To express and communicate ideas through movement exploring directions and levels. - To create movements and adapt and perform simple dance patterns. - To copy and repeat actions showing confidence and imagination. - To move with control and co-ordination, linking, copying and repeating</p> <p>Key Skills: Physical: travelling, copying and performing actions, co-ordination Social: respect, co-operating with others Emotional: working independently, confidence Thinking: counting, observing and providing feedback, selecting and applying actions</p> | <p>Ball Skills – Get Set 4 PE Unit 1 Learning Intention: - To develop rolling a ball to a target. - To develop stopping a rolling ball. - To develop accuracy when throwing to a target. - To develop bouncing and catching a ball. - To develop dribbling a ball with your feet. - To develop kicking a ball.</p> <p>Key Skills: Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: co-operation, supporting others Emotional: honesty, perseverance Thinking: using tactics, decision making</p> | | | |

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| <p>Reception Cycle B</p> | <p>Introduction to PE – Get Set 4 PE Unit 1 Learning Intention: - To move safely and sensibly in a space with consideration of others. - To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To use different travelling actions whilst following a path. - To work with others co-operatively and play as a group. - To follow, copy and lead a partner.</p> <p>Key Skills: Physical: moving safely, running, jumping, throwing, catching, following a path Social: sharing, leadership Emotional: perseverance, confidence Thinking: decision making, selecting and applying actions</p> | <p>Gymnastics– Get Set 4 PE Unit 1 Learning Intention: - To copy and create shapes with your body. - To be able to create shapes whilst on apparatus. - To develop balancing and taking weight on different body parts. - To develop jumping and landing safely. - To develop rocking and rolling. - To copy and create short sequences by linking actions together.</p> <p>Key Skills: Physical: shapes, balances, jumps, rocking, rolling, travelling Social: taking turns, co-operation, communication Emotional: confidence, determination Thinking: selecting and applying skills, creating sequences</p> | <p>Games– Get Set 4 PE Unit 1 Learning Intention: - To work safely and develop running and stopping. - To develop throwing and learn how to keep score. - To be able to play games showing an understanding of the different roles within it. - To follow instructions and move safely when playing tagging games. - To work co-operatively and learn to take turns. - To work with others to play team games.</p> <p>Key Skills: Physical: running, balancing, changing direction, striking a ball, throwing Social: communication, co-operation, taking turns, supporting and encouraging others Emotional: honesty and fair play, managing emotions Thinking: using tactics, decision making</p> |
| <p>Year 1/2 Cycle A</p> | <p>Forest Schools - Outdoor Adventurous Activities (OAA) Get Set 4 PE – Fundamentals Year 1 Learning Intention: - To explore balance, stability and landing safely. - To explore how the body moves differently when running at different speeds. - To explore changing direction and dodging. - To explore jumping, hopping, and skipping actions. - To explore co-ordination and combining jumps. - To explore combination jumping and skipping in an individual rope.</p> <p>Key Skills: Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping Social: taking turns, supporting and encouraging others, working safely, communication Emotional: challenging myself, perseverance, honesty</p> | <p>Forest Schools - Outdoor Adventurous Activities (OAA) Get Set 4 PE – Fundamentals Year 2 Learning Intention: - To develop balance, stability and landing safely. - To explore how the body moves differently when running at different speeds. - To develop changing direction and dodging. - To develop and explore jumping, hopping and skipping actions. - To develop co-ordination and combining jumps. - To develop combination jumping and skipping in an individual rope.</p> <p>Key Skills: Physical: balancing, sprinting, jogging, dodging, jumping, hopping, skipping Social: taking turns, supporting and encouraging others, respect, communication Emotional: challenging myself, perseverance, honesty</p> | |

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| Thinking: selecting and applying, identifying strengths, listening and following instructions | | | Thinking: selecting and applying, identifying strengths | | |
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| <p>Dance – Get Set 4 PE Year 1</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To use counts of 8 to move in time and make my dance look interesting. - To explore pathways in my dance. - To create my own dance using, actions, pathways and counts. - To explore speeds and actions in our pirate inspired dance. - To copy, remember and repeat actions that represent the theme. - To copy, repeat, create and perform actions that represent the theme. <p>Key Skills:</p> <p>Physical: travel, copying and performing actions, using shape, balance, coordination</p> <p>Social: co-operation, communication, coming to decisions with a partner, respect</p> <p>Emotional: confidence, acceptance</p> | <p>Dance – Get Set 4 PE Year 2</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To remember, repeat and link actions to tell the story of my dance. - To develop an understanding of dynamics and how they can show an idea. - Use counts of 8 to help you stay in time with the music. - To copy, remember and repeat actions using facial expressions to show different characters. - To explore pathways and levels. - To remember and rehearse our circus dance showing expression and character. <p>Key Skills:</p> <p>Physical: travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination</p> <p>Social: respect, consideration, sharing</p> | <p>Athletics Get Set 4 PE Year 1</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To learn to move at different speeds for varying distances. - To develop a foundation for balance and stability. - To develop agility and co-ordination. - To explore hopping, jumping and leaping for distance. - To develop throwing for distance. - To develop throwing for accuracy. <p>Key Skills:</p> <p>Physical: running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance</p> <p>Social: working safely, collaborating with others</p> <p>Emotional: working independently, honesty and playing to the rules, determination</p> | <p>Athletics Get Set 4 PE Year 2</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop the sprinting action. - To develop jumping for distance. - To develop technique when jumping for height. - To develop throwing for distance. - To develop throwing for accuracy. - To develop technique when taking part in an athletics carousel. <p>Key Skills:</p> <p>Physical: running at different speeds, jumping for distance, throwing for distance</p> <p>Social: working safely, collaborating with others</p> <p>Emotional: working independently, determination</p> <p>Thinking: observing and providing feedback, exploring ideas</p> | <p>Striking and Fielding Get Set 4 PE Year 1</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop underarm throwing and catching and put this into small sided games. - To develop overarm throwing. - To develop striking a ball with my hand and equipment. - To retrieve a ball when fielding. - To understand how to get a batter out. - To develop decision making and understand how to score points. <p>Key Skills:</p> <p>Physical: throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p>Social: communication, supporting and encouraging others, consideration of others</p> <p>Emotional: perseverance, honesty and fair play</p> <p>Thinking: using tactics, selecting and applying skills, decision making</p> | <p>Striking and Fielding Get Set 4 PE Year 2</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To be able to track a rolling ball and collect it. - To develop accuracy in underarm throwing and consistency in catching when fielding a ball. - To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. - To develop striking for distance and accuracy. - To develop decision making to get a batter out. - To develop decision making when under pressure. <p>Key Skills:</p> <p>Physical: throwing and catching, tracking a ball, bowling, batting</p> <p>Social: communication, collaboration</p> <p>Emotional: honesty, acceptance, controlling emotions</p> |

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| | Thinking: counting, observing and providing feedback, selecting and applying actions | ideas, decision making with others Emotional: acceptance, confidence Thinking: selecting and applying actions, counting, observing and providing feedback, creating | Thinking: exploring ideas | | | Thinking: select and apply, using tactics, decision making |
| Year 1/2 Cycle B | <p style="text-align: center;">Forest Schools - - Outdoor Adventurous Activities (OAA) Team Building – Year 1</p> <p>Learning Intention: - To co-operate and communicate with a partner to solve challenges. - To explore and develop teamwork skills. - To develop communication skills. - To use communication skills to lead a partner. - To plan with a partner and small group to solve problems. - To communicate with a group to solve challenges.</p> <p>Key Skills: Physical: balancing, travelling actions Social: communication, sharing ideas, inclusion, encouraging and supporting others Emotional: confidence, trust, honesty Thinking: decision making, using tactics, providing instructions, planning, problem solving</p> | | <p style="text-align: center;">Forest Schools - Outdoor Adventurous Activities (OAA) Team Building - Year 2</p> <p>Learning Intentions: - To follow instructions and work with others. - To co-operate and communicate in a small group to solve - To create a plan with a group to solve the challenges. - To communicate effectively and develop trust. - To work as a group to solve problems. - To work with a group to copy and create a basic map.</p> <p>Key Skills: Physical: travelling actions, jumping, balancing Social: communication, listening, leading, inclusion Emotional: trust, honesty and fair play, acceptance Thinking: planning, decision making, problem solving</p> | | | |
| | <p style="text-align: center;">Invasion – Get Set for PE Year 1</p> <p>Learning Intention: - To develop dribbling towards a goal and understand what being 'in possession' means. - To understand who to pass to and why when playing against a defender.</p> | <p style="text-align: center;">Invasion - Get Set for PE Year 2</p> <p>Learning Intention: - To understand what being in possession means and support a teammate to do this. - To use a variety of skills to score goals. - To develop stopping goals.</p> | <p style="text-align: center;">Gymnastics - Get Set for PE Year 1</p> <p>Learning Intention: - To explore travelling movements using the space around you. - To develop quality when performing gymnastic shapes.</p> | <p style="text-align: center;">Gymnastics - Get Set for PE Year 2</p> <p>Learning Intention: - To perform gymnastic shapes and link them together. - To be able to use shapes to create balances. - To be able to link travelling actions and</p> | <p style="text-align: center;">Net and Wall – Get Set for PE Year 1</p> <p>Learning Intention: - To defend space, using the ready position. - To play against an opponent and keep the score. - To develop control when handling a racket.</p> | <p style="text-align: center;">Net and Wall - Get Set for PE Year 2</p> <p>Learning Intention: - To develop racket familiarisation. - To develop placing an object. - To use the ready position to defend space on court.</p> |

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| | <ul style="list-style-type: none"> - To move towards a goal with the ball. - To support a teammate when in possession. - To move into space showing an awareness of defenders. - To be able to stay with a player when defending. <p>Key Skills: Physical: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space Social: co-operation, communication, supporting and encouraging others, respect and kindness towards others Emotional: honesty and fair play, managing emotions, connecting information Thinking: decision making, recalling information</p> | <ul style="list-style-type: none"> - To learn how to gain possession of the ball. - To develop an understanding of marking an opponent. - To learn to apply simple tactics for attacking and defending. <p>Key Skills: Physical: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space Social: communication, respect, co-operation, kindness Emotional: empathy, integrity, independence, determination, perseverance Thinking: creativity, reflection, decision making, comprehension</p> | <ul style="list-style-type: none"> - To develop stability and control when performing balances. - To develop technique and control when performing shape jumps. - To develop technique in the barrel, straight and forward roll. - To link gymnastic actions to create a sequence. <p>Key Skills: Physical: travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions Social: sharing, working safely Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions</p> | <ul style="list-style-type: none"> balances using apparatus. - To demonstrate different shapes, take off and landings when performing jumps. - To develop rolling and sequence building. - To develop sequence work on apparatus. <p>Key Skills: Physical: shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll Social: sharing, working safely Emotional: confidence, independence Thinking: observing and providing feedback, selecting and applying actions</p> | <ul style="list-style-type: none"> - To develop racket and ball skills. - To develop sending a ball using a racket. - To develop hitting over a net. <p>Key Skills: Physical: throwing, catching, hitting a ball, tracking a ball Social: respect, communication Emotional: honesty and fair play, determination Thinking: decision making, using simple tactics, recalling information, comprehension</p> | <ul style="list-style-type: none"> - To develop returning a ball with hands. - To develop returning a ball using a racket. - To move an opponent to win a point. <p>Key Skills: Physical: throwing, catching, racket skills, ready position, hitting a ball Social: support, co-operation, respect, communication Emotional: perseverance, honesty Thinking: decision making, reflection, comprehension, selecting and applying</p> |
| <p>Year 3/4</p> <p>Cycle A</p> | <p>Tennis – Get Set 4 PE Year 3</p> <p>Learning Intention: - To develop racket and ball control.</p> | <p>Tennis – Get Set 4 PE Year 4</p> <p>Learning Intention: - To develop hitting the ball using a forehand.</p> | <p>OAA – Get Set 4 PE Year 3/4</p> <p>Learning Intention: -To develop co-operation and teamwork skills.</p> | <p>Swimming</p> <p>Learning Intention: - To develop an understanding of buoyancy and balance in the water. - To develop independent movement and submersion. - To develop gliding and crawl legs. - To develop front crawl breathing.</p> | | |

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| | <ul style="list-style-type: none"> - To develop returning the ball using a forehand groundstroke. - To be able to rally using a forehand. - To develop the two handed backhand. - To learn how to score. To develop playing against an opponent. - To work collaboratively with a partner and compete against others. <p>Key Skills: Physical: forehand, backhand, throwing, catching, ready position Social: collaboration, respect, supporting others Emotional: honesty, perseverance Thinking: decision making, understanding rules, using tactics</p> | <ul style="list-style-type: none"> - To develop returning the ball using a forehand. - To develop the backhand and understand when to use it. - To work co-operatively with a partner to keep a continuous rally going. - To use simple tactics in a game to outwit an opponent. - To demonstrate honesty and fair play when competing against others. <p>Key Skills: Physical: underarm throwing, catching, forehand, backhand, ready position Social: collaboration, respect, supporting others Emotional: honesty, perseverance Thinking: decision making, understanding rules, selecting and applying skills and tactics</p> | <ul style="list-style-type: none"> - To develop trust and team work. - To involve all team members in an activity and work towards a collective goal. - To develop trust whilst listening to others and following instructions. - To be able to identify objects on a map, draw and follow a simple map. - To draw a route using directions. - To be able to orientate a map and navigate around a grid. <p>Key Skills: Physical: balance, running Social: communication, teamwork, trust, inclusion, listening Emotional: confidence Thinking: planning, map reading, decision making, problem solving</p> | <ul style="list-style-type: none"> - To develop gliding and backstroke. - To develop rotation, sculling and treading water. - To develop surface dives, submersion and handstands. - To develop head above water breaststroke technique. - To develop head above water breaststroke technique. - To develop basic skills in water safety and floating. - To learn techniques for personal survival. - To develop water safety skills and an understanding of personal survival. <p>Key Skills: Physical: submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position Social: communication, supporting and encouraging other, keeping myself and others safe Emotional: confidence Thinking: comprehension, planning tactics</p> | | |
| | <p style="text-align: center;">Invasion (Football) – Get Set for PE – Year 3/4</p> | <p style="text-align: center;">Netball - Get Set for PE Year 3/4 Learning Intention:</p> | <p style="text-align: center;">Basketball – Get Set for PE Year 3/4 Learning Intention:</p> | <p style="text-align: center;">Fundamentals – Get Set 4 PE Year 3/4 Learning Intention:</p> | <p style="text-align: center;">Athletics – Get Set for PE year 3 Learning Intention:</p> | <p style="text-align: center;">Athletics – Get Set 4 PE year 4 Learning Intention:</p> |

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| | <p>Learning Intention: - To develop controlling the ball and dribbling under pressure. - To develop passing to a teammate. - To be able to control the ball with different parts of the body. - To develop changing direction with the ball using an inside and outside hook. - To jockey / track an opponent. - To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>Key Skills: Physical: dribbling, passing, ball control, tracking/ jockeying, turning, receiving Social: communication, collaboration, cooperation Emotional: honesty, perseverance Thinking: selecting and applying tactics, decision making</p> | <p>- To develop passing and moving and play within the footwork rule. - To develop passing and moving towards a goal. - To develop movement skills to lose a defender. - To be able to defend an opponent and try to win the ball. - To develop the shooting action. - To develop playing using netball rules.</p> <p>Key Skills: Physical: passing, catching, footwork, intercepting, shooting Social: working safely, communication, collaboration Emotional: honesty and fair play, perseverance Thinking: planning strategies and using tactics, observing and providing feedback</p> | <p>- To develop the attacking skill of dribbling. - To use protective dribbling against an opponent. - To develop the bounce and chest pass and begin to recognise when to use them. - To develop tracking and defending an opponent. - To develop the technique for the set shot. - To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p> <p>Key Skills: Physical: throwing and catching, dribbling, intercepting, shooting Social: working safely, communication, collaboration Emotional: honesty and fair play, perseverance Thinking: planning strategies and using tactics, observing and providing feedback</p> | <p>- To develop balancing and understand the importance of this skill. - To understand how to change speed and be able to demonstrate good technique when running at different speeds. - To demonstrate a change of speed and direction to outwit others. - To develop technique and control when jumping, hopping and landing. - To develop skipping in a rope. - To apply fundamental skills to a variety of challenges.</p> <p>Key Skills: Physical: balancing, running, hopping, jumping, dodging, skipping Social: supporting and encouraging others, respect, communication, taking turns Emotional: challenging myself, perseverance, honesty Thinking: selecting and applying skills,</p> | <p>- To develop the sprinting technique and improve on your personal best. - To develop changeover in relay events. - To develop jumping technique in a range of approaches and take off positions. - To develop throwing for distance and accuracy. - To develop throwing for distance in a pull throw. - To develop officiating and performing skills.</p> <p>Key Skills: Physical: sprinting, jumping for distance, push and pull throwing for distance Social: working collaboratively, working safely Emotional: perseverance, determination Thinking: observing and providing feedback</p> | <p>- To develop stamina and an understanding of speed and pace in relation to distance. - To develop power and speed in the sprinting technique. - To develop technique when jumping for distance. - To develop power and technique when throwing for distance. - To develop a pull throw for distance and accuracy. - To develop officiating and performing skills.</p> <p>Key Skills: Physical: pacing, sprinting technique, jumping for distance, throwing for distance Social: working collaboratively, working safely Emotional: perseverance, determination Thinking: observing and providing feedback, exploring ideas</p> |
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| | | | | observing others and providing feedback, identifying strengths and areas for development | | |
| Year 3/4 Cycle B | <p>Gymnastics – Get Set for PE Year 3</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To be able to create interesting point and patch balances. - To develop stepping into shape jumps with control. - To develop the straight, barrel, and forward roll. - To be able to transition smoothly into and out of balances. - To create a sequence with matching and contrasting actions and shapes. - To create a partner sequence incorporating equipment. <p>Key Skills: Physical: point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics Social: collaboration, communication, respect</p> | <p>Dance – Get Set for PE Year 3</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To create actions in response to a stimulus and move in unison with a partner. - To create actions to move in contact with a partner or interact with a partner. - To select and link appropriate actions and dynamics to show our dance idea. - To remember, repeat and create actions to represent an idea. - To share ideas of actions and dynamics to create a dance that shows a location. - To use choreographing ideas to develop our dance. <p>Key Skills: Physical: using canon, unison, formation, dynamics, pathways, direction, copying and</p> | <p>Dance – Get Set for PE Year 4</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To copy and create actions in response to an idea and be able to adapt this using changes of space. - To choose actions which relate to the theme. -To develop a dance using matching and mirroring. - To learn and create dance moves in the theme of carnival. - To develop a carnival dance using formations, canon and unison. - To develop a dance phrase and perform as part of a class performance. <p>Key Skills: Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure,</p> | <p>Swimming</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop an understanding of buoyancy and balance in the water. - To develop independent movement and submersion. - To develop gliding and crawl legs. - To develop front crawl breathing. - To develop gliding and backstroke. - To develop rotation, sculling and treading water. - To develop surface dives, submersion and handstands. - To develop head above water breaststroke technique. - To develop head above water breaststroke technique. - To develop basic skills in water safety and floating. - To learn techniques for personal survival. - To develop water safety skills and an understanding of personal survival. <p>Key Skills: Physical: submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position Social: communication, supporting and encouraging other, keeping myself and others safe Emotional: confidence Thinking: comprehension, planning tactics</p> | | |

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| | <p>Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving</p> | <p>performing actions, control, balance Social: sharing ideas, respect, inclusion of others, leadership, working safely, confidence, acceptance Thinking: selecting and applying actions, creating, observing and providing feedback</p> | <p>space, balance, control, technique Social: collaboration, consideration, inclusion, respect Emotional: empathy, confidence Thinking: observing and providing feedback, selecting and applying skills</p> | | | |
| | <p>Invasion (Hockey) – Get Set for PE Year 3/4 Learning Intention: - To develop sending the ball with a push pass. - To develop receiving the ball. - To develop dribbling using the reverse stick (Indian dribble). - To develop moving into space after passing the ball. - To use an open stick tackle to gain possession. - To apply defending and attacking principles and skills in a hockey tournament. Key Skills:</p> | <p>Fitness – Get Set 4 PE Year 3/4 Learning Intention: - To develop an awareness of what your body is capable of. - To develop speed and strength. - To complete actions to develop co-ordination. - To complete actions to develop agility. - To complete actions to develop balance. - To complete actions to develop stamina. Key Skills: strength Physical: speed, power, agility, coordination, balance, stamina Social: supporting others, working safely</p> | <p>Gymnastics – Get Set for PE Year 4 Learning Intention: - To develop individual and partner balances. - To develop control in performing and landing rotation jumps. - To develop the straight, barrel, forward and straddle roll. - To develop the straight, barrel, forward and straddle roll. - To develop strength in inverted movements. - To be able to create a partner sequence to include apparatus. Key Skills: Physical: individual and partner balances, jumps using rotation, straight roll, barrel roll, forward</p> | <p>Ball Skills – Get Set 4 PE Year 3/4 Learning Intention: - To develop confidence and accuracy when tracking a ball. - To develop confidence and accuracy when tracking a ball. - To explore and develop a variety of throwing techniques. - To develop catching skills using one and two hands. - To develop dribbling a ball with hands. - To use tracking, sending and dribbling skills with feet. Key Skills: Physical: tracking a ball, throwing, catching, dribbling</p> | <p>Dodgeball – Get Set 4 PE Year 3/4 Learning Intention: - To learn the rules of dodgeball and apply them to a game situation. - To develop throwing at a moving target. - To use jumps, dodges and ducks to avoid being hit. - To develop catching a dodgeball at different heights. - To learn how to block using the ball. - To understand the rules of dodgeball and use them to play in a tournament. Key Skills:</p> | <p>Cricket – Get Set 4 PE Year 3/4 Learning Intention: - To develop overarm throwing and catching. - To develop underarm bowling. - To learn how to grip the bat and develop batting technique. - To be able to field a ball using a two handed pick up and a short barrier. - To develop overarm bowling technique. - To play apply skills learnt to mini cricket. Key Skills: Physical: underarm and overarm throwing, catching, over and underarm bowling,</p> |

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| | <p>Physical: passing, dribbling, receiving, intercepting, tackling Social: communication, collaboration, inclusive Emotional: honesty and fair play, perseverance, empathy Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: decision making</p> | <p>Emotional: perseverance, determination Thinking: identifying areas of strength and areas for development</p> | <p>roll, straddle roll, bridge, shoulder stand Social: responsibility, collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p> | <p>Social: supporting others, co-operation, communication, managing games Emotional: perseverance, honesty, respect, challenging self Thinking: decision making, developing tactics, creativity</p> | <p>Physical: throwing, catching, dodging, blocking Social: communication, collaboration, respect Emotional: honesty, perseverance Thinking: decision making, selecting and applying skills</p> | <p>fielding and tracking a ball, batting Social: collaboration and communication, respect Emotional: perseverance, honesty Thinking: observing and providing feedback, applying strategies</p> |
| <p>Year 5/6 Cycle A</p> | <p style="text-align: center;">Swimming</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop gliding, front crawl and backstroke. - To develop rotation, sculling and treading water. - To develop the front crawl stroke and breathing technique. - To develop the technique for backstroke arms and legs. - To develop breaststroke technique. - To develop breaststroke technique. - To develop breaststroke and breathing technique. - To develop basic skills of water safety and floating. - To develop the dolphin kick. - To learn techniques for personal survival. - To develop water safety skills and an understanding of personal survival. - To increase endurance in swim challenges. - To identify fastest strokes and personal bests. <p>Key skills:</p> <p>Physical: rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, huddle and H.E.L.P. position Social: communication, supporting and encouraging others Emotional: determination Thinking: creating, decision making, using tactics</p> | | | <p style="text-align: center;">Dance Get Set 4 PE Year 5</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To create a dance using a random structure and perform the actions showing quality and control. - To understand how changing dynamics changes the appearance of the performance. - To understand and use relationships and space to change how a performance looks. - To copy and repeat movements in the style of rock 'n' roll. - To work with a partner to copy and repeat | <p style="text-align: center;">Dance Get Set 4 PE Year 6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To copy and repeat a set dance phrase showing confidence in movements. - To work with others to explore and develop the dance idea. - To use changes in dynamics in response to the stimulus. - To demonstrate a sense of rhythm and energy when performing bhangra style motifs. -To perform a bhangra dance, showing an awareness of timing, | <p style="text-align: center;">Gymnastics Get Set 4 PE Year 5</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To be able to perform symmetrical and asymmetrical balances. - To develop the straight, forward, straddle and backward roll. - To be able to explore different methods of travelling, linking actions in both canon and synchronisation. - To be able to perform progressions of inverted movements. - explore matching and mirroring using actions both on the floor and on apparatus. |

Physical Education - Progression of Knowledge and Skills

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| | | | | <p>actions keeping in time with the music. - To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p>Key Skills: Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence Thinking: creating, observing and providing feedback, using feedback to improve, selecting and applying skills</p> | <p>formations and direction. - To select, order, structure and perform movements in a bhangra style, showing various group formations.</p> <p>Key Skills: Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring Social: sharing ideas, consideration of others, inclusion, respect, leadership, supporting others Emotional: empathy, confidence Thinking: observing & providing feedback, using feedback to improve, selecting & applying skills</p> | <p>- To be able to create a partner sequence using apparatus.</p> <p>Key Skills: Physical: symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: responsibility, collaboration, communication, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p> |
| <p>Fitness Get Set for PE Year 5/6 Learning Intention: - To develop an awareness of what your body is capable of.</p> | <p>Athletics Get Set 4 PE Year 5 Learning Intention: - To be able to apply different speeds over varying distances.</p> | <p>Athletics Get Set 4 PE Year 6 Learning Intention: - To work collaboratively with a</p> | <p>Gymnastics Get Set 4 PE Year 6 Learning Intention: - To be able to develop the straddle, forward and backward roll.</p> | <p>Invasion (Football) – Get Set 4 PE Year 5/6 Learning Intention: - To be able to dribble the ball under pressure.</p> | <p>Cricket – Get Set for PE Year 5/6 Learning Intention: - To develop throwing accuracy and catching skills.</p> | |

Physical Education - Progression of Knowledge and Skills

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| | <ul style="list-style-type: none"> - To develop speed and stamina. - To develop strength using my own body weight. - To develop co-ordination through skipping. - To perform actions that develop agility. - To develop control whilst balancing. <p>Key Skills: Physical: strength, speed, power, agility, coordination, balance, stamina Social: supporting and encouraging others, working collaboratively Emotional: perseverance, determination Thinking: analysing scores</p> | <ul style="list-style-type: none"> - To develop fluency and co-ordination when running for speed. - To develop technique in relay changeovers. - To develop technique and co-ordination in the triple jump. - To develop throwing with force for longer distances. - To develop throwing with greater control and technique. <p>Key Skills: Physical: pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance Social: collaborating with others, supporting others Emotional: perseverance, determination Thinking: observing and providing feedback</p> | <p>partner to set a steady pace.</p> <ul style="list-style-type: none"> - To develop your own and others sprinting technique. - To develop power, control and technique for the triple jump. - To develop power, control and technique when throwing for distance. - To develop throwing with force and accuracy for longer distances. - To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <p>Key Skills: Physical: pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance Social: negotiating, collaborating with others Emotional: perseverance, determination Thinking: observing and providing feedback</p> | <ul style="list-style-type: none"> - To develop counter balance and counter tension. - To be able to perform inverted movements with control. - To be able to perform the progressions of a headstand and a cartwheel. - To be able to use flight from hands to travel over apparatus. - To be able to create a group sequence using formations and apparatus. <p>Key Skills: Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault Social: responsibility, collaboration, respect Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p> | <ul style="list-style-type: none"> - To pass the ball accurately to help to maintain possession. - To use different turns to keep the ball away from defenders. - To develop defending skills to gain possession. - To develop goalkeeping skills to stop the opposition from scoring. - To be able to apply the rules and tactics you have learnt to play in a football tournament. <p>Key Skills: Physical: dribbling, passing, ball control, tracking / jockeying, turning, goalkeeping, receiving Social: communication, collaboration, cooperation, respect Emotional: honesty, perseverance Thinking: selecting and applying tactics, decision making</p> | <ul style="list-style-type: none"> - To develop batting accuracy and directional batting. - To develop catching skills (close/deep catching and wicket keeping). - To develop overarm bowling technique and accuracy. - To develop a variety of fielding techniques and to use them within a game. - To develop long and short barriers and apply them to a game situation. <p>Key Skills: Physical: underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting Social: collaboration and communication, respect Emotional: honesty Thinking: observing and providing feedback, selecting and applying strategies</p> |
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Physical Education - Progression of Knowledge and Skills

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| <p>Year 5/6</p> <p>Cycle B</p> | <p style="text-align: center;">Swimming</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop gliding, front crawl and backstroke. - To develop rotation, sculling and treading water. - To develop the front crawl stroke and breathing technique. - To develop the technique for backstroke arms and legs. - To develop breaststroke technique. - To develop breaststroke technique. - To develop breaststroke and breathing technique. - To develop basic skills of water safety and floating. - To develop the dolphin kick. - To learn techniques for personal survival. - To develop water safety skills and an understanding of personal survival. - To increase endurance in swim challenges. - To identify fastest strokes and personal bests. <p>Key skills:</p> <p>Physical: rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, huddle and H.E.L.P. position</p> <p>Social: communication, supporting and encouraging others</p> <p>Emotional: determination</p> <p>Thinking: creating, decision making, using tactics</p> | <p style="text-align: center;">Badminton Get Set for PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop footwork and the forehand and backhand grip. - To develop the backhand serve over a net. - To develop rallying using an overhead forehand clear. - To develop the forehand serve over a net. - To learn how to score points and play in competitive games. - To develop the backhand clear and apply this to game situations. - To show respect, honesty and fair play when competing against an opponent. <p>Key Skills:</p> <p>Physical: ready position, grip, forehand, backhand, serve, footwork</p> <p>Social: communication, respect, supporting and encouraging others</p> <p>Emotional: confidence, perseverance, honesty</p> | <p style="text-align: center;">Tag Rugby – Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop attacking principles, understanding when to run and when to pass. - To be able to use the 'forward pass' and 'offside' rules. - To be able to play games using tagging rules. - To develop dodging skills to lose a defender. - To develop drawing defence and understanding when to pass. - To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. <p>Key Skills:</p> <p>Physical: throwing, catching, running, dodging, scoring</p> <p>Social: communication, collaboration</p> <p>Emotional: perseverance, confidence, honesty and fair play</p> <p>Thinking: planning strategies and using tactics, observing and</p> | <p style="text-align: center;">OAA – Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To build communication and trust whilst showing an awareness of safety. - To work as a team to solve problems, sharing ideas and collaborating with one another. - To develop tactical planning and problem solving. - To share ideas and work as a team to solve problems. - To develop navigational skills and map reading. - To use a key to identify objects and locations. <p>Key Skills:</p> <p>Physical: stamina, running</p> <p>Social: communication, teamwork, trust, inclusion, listening</p> <p>Emotional: confidence</p> <p>Thinking: planning, map reading, decision making</p> <p>Thinking: problem solving</p> |
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Physical Education - Progression of Knowledge and Skills

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| | | | | Thinking: using tactics, selecting and applying skills, identifying strengths and areas for development | providing feedback, selecting and applying skills | |
| | <p>Invasion (Hockey) – Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop dribbling to beat a defender. - To develop sending the ball using a push pass. - To develop receiving the ball with control. - To be able to move into space to support a teammate. - To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. - To apply the rules and skills you have learnt to play in a hockey tournament. <p>Key Skills: Physical: dribbling, passing, receiving, tackling, creating and using space, shooting Social: communication, collaboration</p> | <p>Dodgeball - Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To recap on the rules of dodgeball and apply them to a game. - To develop throwing at a moving target. - To use jumps, dodges and ducks to avoid being hit. - To develop catching to get an opponent out. - To select and apply tactics in the game. - To develop officiating skills and referee a dodgeball game. <p>Key Skills: Physical: throwing, catching, dodging, blocking Social: collaboration, respect, leadership Emotional: honesty, determination, confidence Thinking: decision making, selecting and applying tactics</p> | <p>Volley Ball - Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop the fast catch volley. - To be able to volley the ball using a set shot. - To develop the dig and understand when to use it. - To keep a continuous rally going over the net. - To develop the underarm serve and learn the rules of serving. - To apply the rules, skills and tactics learnt to play in a volleyball tournament. <p>Key Skills: Physical: volley, set, dig, serve, ready position Social: communication, respect, supporting and encouraging others Emotional: confidence, perseverance, honesty Thinking: using tactics, selecting and applying skills, identifying</p> | <p>Basketball - Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop protective dribbling against an opponent. - To be able to move into space to support a teammate. - To choose when to pass and when to dribble. - To be able to track an opponent and use defensive techniques to win the ball. - To be able to perform a set shot and a jump shot. - To be able to apply the rules and tactics you have learnt to play in a basketball tournament. <p>Key Skills: Physical: throwing and catching, dribbling, intercepting, shooting Social: communication, collaboration</p> | <p>Netball - Get Set 4 PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop passing and moving. - To be able to use the attacking principle of creating and using space. - To be able to change direction and lose a defender. - To be able to defend ball side and know when to go for interceptions - To develop the shooting action. - To use and apply skills and tactics to small sided games. <p>Key Skills: Physical: passing, catching, footwork, intercepting, shooting, dodging Social: communication, collaboration Emotional: perseverance, honesty and fair play</p> | <p>Rounders – Get Set for PE Year 5/6</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> - To develop the bowling action and understand the role of the bowler. - To develop batting technique. - To make decisions about where and when to send the ball to stump a batter out. - To develop a variety of fielding techniques and when to use them in a game. - To develop long and short barriers in fielding and understand when to use them. - To apply the rules and skills you have learnt to play in a rounders tournament. <p>Key Skills: Physical: throwing & catching, bowling, tracking, fielding & retrieving a ball, batting</p> |

Physical Education - Progression of Knowledge and Skills

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| | <p>Emotional: perseverance, honesty and fair play</p> <p>Thinking: planning strategies and using tactics, observing and providing feedback, selecting and applying skills</p> | | <p>strengths and areas for development</p> | <p>Emotional: perseverance, honesty and fair play</p> <p>Thinking: planning strategies and using tactics, observing and providing feedback</p> | <p>Thinking: planning strategies and using tactics, selecting and applying skills, decision making</p> | <p>Social: organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others</p> <p>Emotional: honesty & fair play, confident to take risks, managing emotion</p> <p>Thinking: decision making, using tactics, identifying how to improve, selecting skills</p> |
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Blue – Taught by UK Sport Coaches with staff shadowing with a focus on inclusion (SEND adaptations where appropriate and engaging less active/keen learners), improving behaviour, positively promoting PEPPSA.

Green – Forest Schools taught by Being Outdoors CIC.

Cycle A – 2023-24

Cycle B – 2024-25