

Physical Education at Hutton Cranswick C P School

National Curriculum Expectations

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.

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

Context 2018/2019 (flexible yearly)

Skills Progression Gymnastics

Reception

Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
- I can make my body tense, relaxed, curled and stretched - I can roll in different ways - I can travel in different ways	- I can copy sequences and repeat them - I can perform movement phrases using a range of body actions and body parts	- I can describe how my body feels before, during and after an activity	- I can talk about what I have done - I can describe what other people did

Year 1

Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
- I can explore gymnastics actions and still shapes - I can move confidently and safely in my own and general space, using change of speed and direction	- I can copy or create and link movement phrases with beginnings, middles and ends - I can perform movement phrases using a range of body actions and body parts	- I can carry and place equipment - I can recognise how my body feels when still and when exercising	- I can watch, copy and describe what myself and others have done

Year 2			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	-I can choose, use and vary simple compositional ideas in sequences I create and perform	-I can recognise and describe what my body feel like during different types of activity -I can lift, move and place equipment safely	-I can improve my work using information I have gained by watching, listening and investigating
Year 3			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can consolidate and improve the quality of my actions, body shapes and balances, and my ability to link movements	-I can improve my ability to select appropriate actions and use simple compositional ideas	-I can recognise and describe the short term effects of exercise on the body during different activities and know the importance of suppleness and strength	-I can describe and evaluate the effectiveness and quality of a performance and recognise how my own performance has improved
Year 4			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can develop the range of actions, body shapes and balances I include in a performance -I can perform skills and actions more accurately and consistently	-I can create gymnastic sequences that meet a theme or set of conditions -I can use compositional devices when creating sequences, such as changes in speed, level and direction	-I can describe how my body reacts during different types of activity and how this affects the way I perform	-I can describe my own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved
Year 5			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can perform actions, shapes and balances consistently and fluently in specific activities	-I can choose and apply basic compositional ideas to the sequences I create, and adapt them to new situations	-I can identify and understand the basic principles of warming up and why it is important for good quality performance -I can identify and understand why physical activity is good for my health	-I can choose and use information and basic criteria to evaluate my own and others' work
Year 6			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas	-I can develop my own gymnastic sequences by understanding, choosing and applying a range of compositional principles	-I can discuss why warming up and cooling down are important -I can discuss why exercise is good for health, fitness and wellbeing and how to become healthier -I can carry out warm ups safely and effectively	-I can evaluate my own and others' work -I can suggest ways of making improvements

Reception			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can copy and repeat actions and skills -I can be confident and safe in the spaces used to play games	-I can throw underarm -I can move and stop safely -I can catch a ball with both hands -I can kick in different ways	- I can describe how my body feels before, during and after an activity	- I can talk about what I have done - I can describe what other people did
Year 1			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can be confident and safe in the spaces used to play games -I can explore and use skills, actions and ideas individually and in combination to suit the game I am playing	-I can choose and use skills effectively for particular games	-I can discuss that being active is good for you and fun	-I can watch, copy and describe what others are doing -I can describe what I am doing
Year 2			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
- I can improve the way I coordinate and control my body and a range of equipment -I can remember, repeat and link combinations of skills	-I can choose, use and vary simple tactics	-I can recognise and describe what my body feel like during different types of activity	-I can recognise good quality in performance and use information to improve my work
Year 3			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can consolidate and improve the quality of my techniques and my ability to link movements -I can develop the range and consistency of my skills in all games	-I can improve my ability to choose and use simple tactics and strategies -I can keep, adapt and make rules for striking and fielding and net games	-I can describe the short term effects of different exercise activities on the body -I can improve stamina -I can begin to understand the importance of warming up	-I can recognise good performance and identify the parts of a performance that need improving -I can use what I have learned to improve my work
Year 4			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can develop the range and consistency of my skills in all games	-I can devise and use rules -I can keep, adapt and make rules for striking and fielding and net games -I can use and adapt tactics in different situations	-I can recognise which activities help my speed, strength and stamina and know when they are important in games -I can recognise how specific activities affect my body	-I can explain my ideas and plans -I can recognise aspects of my work which need improving -I can suggest practices to improve my play

Year 5			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can develop a broader range of techniques and skills for attacking and defending -I can develop consistency in my skills	-I can apply the basic strategic and tactical principles of attack, and adapt them to different situations -I can choose and apply skills more consistently in all activities	-I can understand the basic principles of warming up, and understand why it is important for a good quality performance -I can understand why exercise is good for my fitness, health and wellbeing	-I can choose and use information to evaluate my own and others' work -I can suggest improvements in my own and others' performances
Year 6			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can choose, combine and perform skills more fluently and effectively in invasion, striking and net games	-I can understand, choose and apply a range of tactics and strategies for defence and attack -I can use these tactics and strategies more consistently in similar games	-I can understand why exercise is good for my fitness, health and wellbeing -I can understand the need to prepare properly for games	-I can develop my ability to evaluate my own and others' work, and to suggest ways to improve it -I can discuss why warming up and cooling down are important

Skills Progression <u>Dance</u>			
Reception			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can move to music I can copy dance moves I can perform some dance moves I can move around the space safely	- I can copy sequences and repeat them -I can perform movement phrases using a range of body actions and body parts	- I can describe how my body feels before, during and after an activity	- I can talk about what I have done - I can describe what other people did
Year 1			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can copy dance moves I can make up a short dance I can dance imaginatively I can change rhythm, speed, level and direction	I can copy or create and link movement phrases with beginnings, middles and ends I can perform movement phrases using a range of body actions and body parts	-I can carry and place equipment I can recognise how my body feels when still and when exercising	-I can watch, copy and describe what I and others have done
Year 2			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance

I can change rhythm, speed, level and direction I can dance with control and co-ordination I can make a sequence by linking sections together I can link some movement to show a mood or feeling	I can choose, use and vary simple compositional ideas in the sequences I create and perform	-I can recognise and describe what my body feel like during different types of activity	I can improve my work using information I have gained by watching, listening and investigating
Year 3			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can improvise freely, translating ideas from a stimulus into movement I can repeat, remember and perform these phrases in a dance	I can share and create phrases with a partner and in small groups I can improve my ability to select appropriate actions and use simple compositional ideas	-I can recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength	I can describe and evaluate the effectiveness and quality of a performance recognise how my own performance has improved
Year 4			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can work on movements and refine them I can compose dances in a creative and imaginative way I can move with controlled movements	I can use compositional devices when creating my sequences, such as changes in speed, level and direction	-I can describe how the body reacts during different types of activity and how this affects the way I perform	I can describe my own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved
Year 5			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can perform to an accompaniment, expressively and sensitively I can move with controlled movements I can show clarity, fluency, accuracy and consistency in dance moves	-I can choose and apply basic compositional ideas to the sequences I create, and adapt them to new situations	I can understand the basic principles of warming up and why it is important for good quality performance I can understand why physical activity is good for my health	I can choose and use information and basic criteria to evaluate my own and others' work
Year 6			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can develop imaginative dances in a specific style I can choose own music, style and dance	-I can develop my own dances by understanding, choosing and applying a range of compositional principles	I can understand why warming up and cooling down are important I can understand why exercise is good for	I can evaluate my own and others' work I can suggest ways of making improvements

		health, fitness and wellbeing and how to become healthier myself I can carry out warm ups safely and effectively	
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Skills Progression <u>Athletics</u>			
Year 1			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
-I can improve running technique and run for longer distances -I can run and jump sequence -I can develop an under and over arm throwing action	I can take part in a variety of team races using a variety of equipment	I can discuss that being active is good for me and fun	I can watch, copy and describe what others are doing I can describe what I am doing
Year 2			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can run with a good technique at different speeds I can perform a two footed jump I can show a good throwing technique and extend accuracy and distance	- I can compete in a range of team events	I can recognise and describe what my body feel like during different types of activity	I can recognise good quality in performance and use information to improve my work I can begin to watch others and focus on specific actions to improve own skills
Year 3			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can select running speed for appropriate activity I can throw a variety of objects, changing my action for accuracy and distance	I can make up and repeat a short sequence of linked jumps I can take part in relay activities remembering when to run and what to do	I can describe the short term effects of different exercise activities on the body I can improve stamina I can begin to understand the importance of warming up I can recognise when my body is warmer or cooler and when my heart beats faster and slower	I can recognise good performance and identify the parts of a performance that needs improving I can use what they have learned to improve my work

Year 4			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can show some control when using a range of basic running, jumping and throwing actions I can perform a range of jumps showing contrasting techniques and sometimes using a short run up I can throw with some accuracy and power into a target area	I can work in cooperative groups to use different techniques, speeds and effort to meet challenges	I can recognise which activities help my speed, strength and stamina and know when they are important in games I can recognise how specific activities affect my body	I can explain my ideas and plans I can recognise aspects of my work which need improving I can suggest practices to improve my play
Year 5			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can understand and demonstrate the differences between sprinting and distance running I can demonstrate a range of throwing actions using modified equipment with some accuracy and control	I can show control in take-off activities I can organise and manage an event well	I can discuss and understand the basic principles of warming up, and understand why it is important for a good quality performance I can understand why exercise is good for my fitness, health and wellbeing	I can choose and use information to evaluate my own and others' work I can suggest improvements in my own and others' performances
Year 6			
Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Knowledge and understanding of fitness and health	Evaluating and improving performance
I can choose the best pace for a running event, in order to sustain running and improve their personal target I can show control and power in take-off and landing activities I can show accuracy and good technique when throwing for distance	I can choose appropriate techniques for specific events I can organise and judge events and challenges well I can identify activities that help develop stamina or power and suggest how some can be used in other types of activities	I can discuss and understand why exercise is good for my fitness, health and wellbeing I can understand the need to prepare properly for athletics	I can develop my ability to evaluate my own and others' work, and to suggest ways to improve it I can discuss why warming up and cooling down are important
Assessment			
Flic to be completed in all year groups. Observations Photographs to evidence			
Monitoring			
Monitor FLiC Child interviews x 2 a year Learning walk/drop-in x2 a year Complete SEF for PE annually Complete an Action Plan for PE annually and refine and evaluate throughout the year			

Share SEF and Action Plan with link governors and involve governors throughout the year when implementing actions