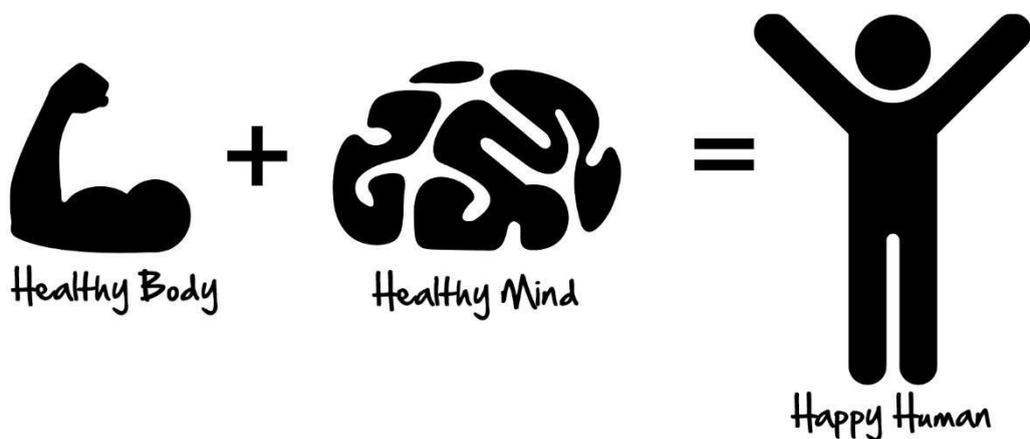




P.E. Intent and Progression Statements





Physical Education Sticklepath Intent



Our curricular aims are to develop **Growing Minds** that are **Curious, Critical Communicators**.

We are proud of our reputation and **professionalism** in Physical Education at Sticklepath, including our School Games Gold Award. Children love sport and enjoy being physically active. This curriculum area is central to our ethos and values because it allows our children to demonstrate their resilience, communication and teamwork through a range of sports and activities, **developing their sense of self**, Growth Mindset and **creativity**.

Through the discrete teaching of PE through games, dance and gymnastics, the children are taught the knowledge and skills to be successful in a range of activities. This would include problem solving, tactical awareness, building character and help to embed values such as fairness and respect (**humanity**). PE links closely with PSHE and science to teach our children about healthy, active life choices.

We plan and teach PE with the same rigour as other curriculum areas. For example we use AfL to assess progress and adapt teaching. We use examples of good practice to support learning of all and facilitate **reflection**. We have a support program to develop teacher subject knowledge and delivery of the curriculum. This is organised by our PE lead through team teaching, external coaching and whole school Professional Learning and Development (PLD).

We actively teach our children about a sense of fair play, so they learn to appreciate competition in a moral way and accept winning or losing whilst giving 100%. There are planned opportunities for developing leadership, for example, through our sport leaders program, which also prepares children for leading events into secondary schools

and the wider community. Our children are encouraged to be **active physical citizens**, taking part in community events such as weekend local park runs.

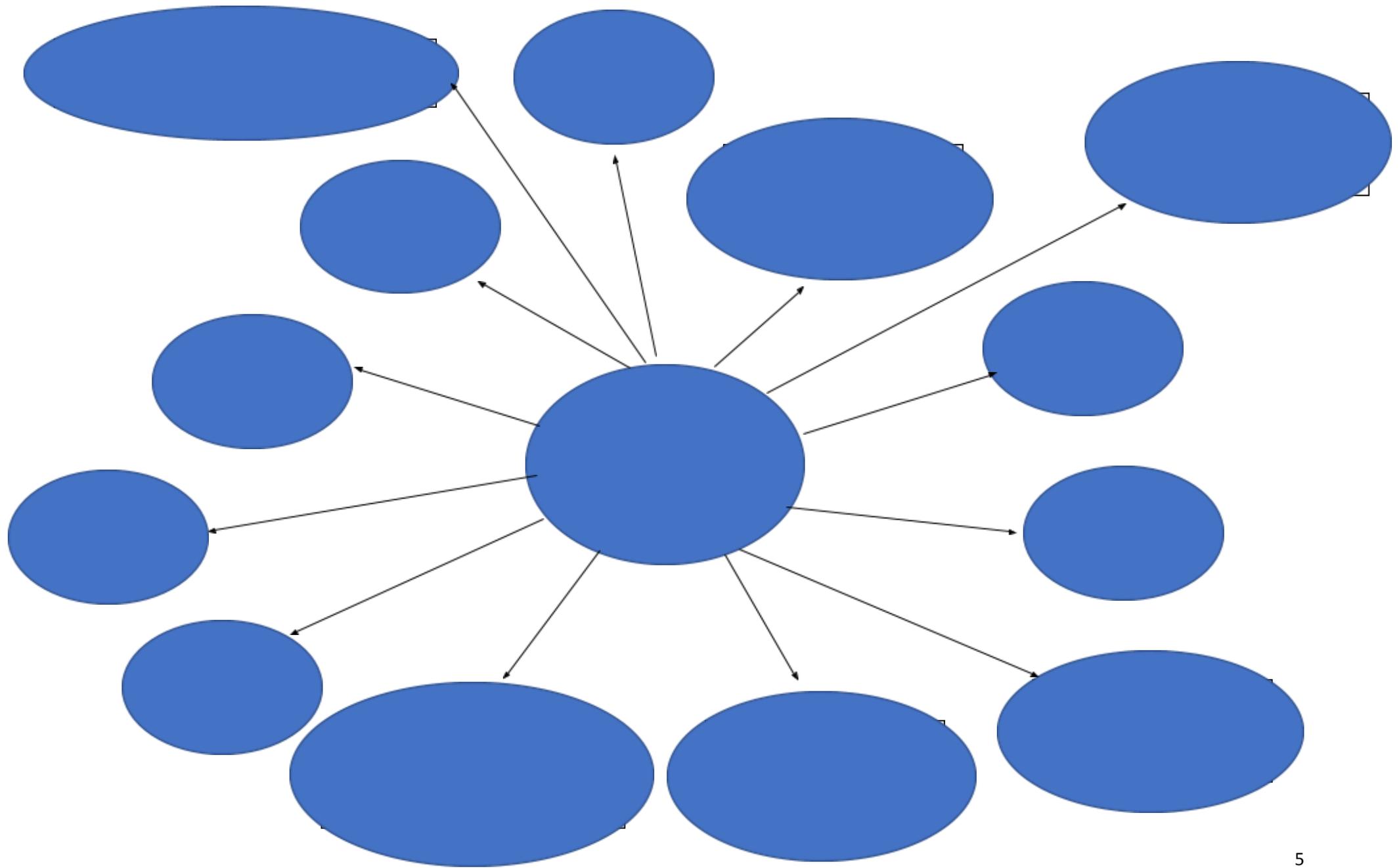
We are committed to a clear social justice agenda , which includes all children accessing extra curricular physical activities across the school year. Disadvantaged and vulnerable children are prioritised through sports funding so that money is not a barrier to opportunity.

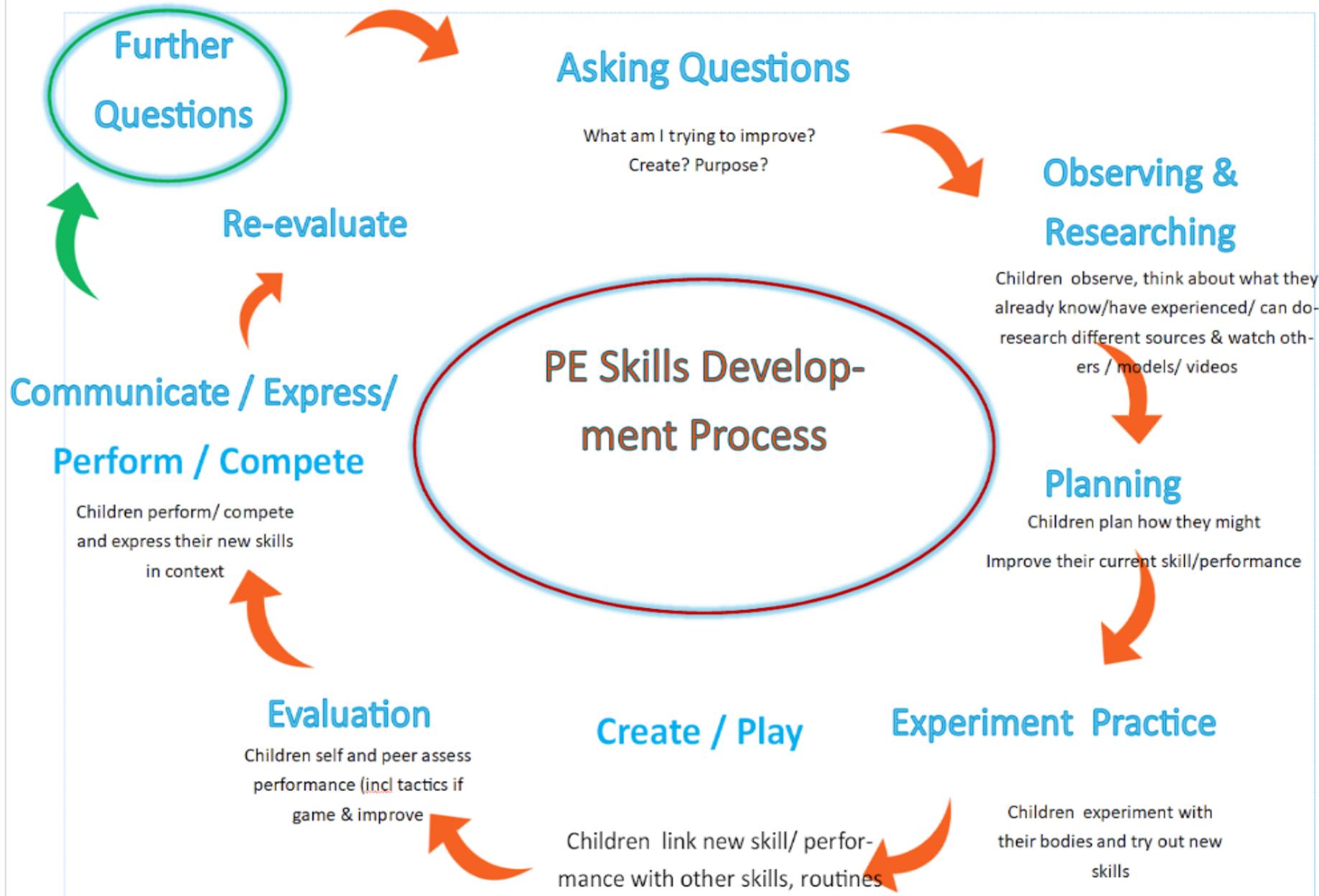
Our coastal locality is important to our PE provision and we aspire to all our children confidently swimming 25 metres by the time they leave Sticklepath. We also access “Surf School” in the summer months.

At Sticklepath, we actively teach our children to use **technical vocabulary**, empowering them to talk with precision as part of a team and also to allow reflection on their own performance and critiquing of others.

Movement	The variables that are combined in composing and performing movement. The components of movement are effort, time, space and relationships. Quality movement is movement that shows control/accuracy/precision. Focused movement is designed to achieve an outcome.
Balance	Stability through an even distribution of weight. Dynamic balance – maintaining balance when moving.
Flexibility	The range of movement through which a joint or sequence of joints can move.
Fluency	Movement that is smooth, graceful and effortless.
Rhythm	Rhythm creates the context for timing. Rhythm can be established in partnership with an external stimulus like the flight of the ball, the movement of teammates or music. Rhythm can also be established with an internal stimulus, like running or skipping.
Co-ordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
Fitness	The capacity to perform physical activity with relative success and enjoyment without undue discomfort during or after. This normally involves a measure of the relative efficiency of the heart, blood vessels, lungs and muscles, in carrying out movements. In challenging physical activity the enjoyment involves knowing that you have achieved your aims.
Teamwork	Teamwork is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way.
Sporting Attitudes	Behaviour in sport that is fair and shows respect to the other players whilst also developing the character of the player.
Evaluation	Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished.
Tactical Awareness	Is the ability to understand a range of methods from which you choose in order to achieve what you want in a particular situation. It can also be the analysis of another team's methods of playing and how to respond e.g. in an attack/defence system in an invasion game.
Creativity	The act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the ability of the body in new ways, to make connections and to generate solutions.

Concept Definitions





	Knowledge and Understanding (including the understanding of fitness and health)	Skills	Evaluation and Improving Performance (self/peer)
Reception*	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand briefly on one foot when shown. • Can catch a large ball. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence & skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object when pushing, patting, throwing, catching or kicking it. • Children know the importance of good health and how to maintain this e.g. physical exercise and a healthy diet. • Children can talk about ways to keep healthy and safe. 		
Yr 1/2	<p>Fitness and health</p> <p>Know that they need to warm up and cool down, and explain why</p> <p>Know how their bodies feel after exercising - Know where their heart is and understand why it beats faster when exercising</p>		

	<p>Dance</p> <p>Use simple dance vocabulary to describe movement</p> <p>Talk about dance linking movement to moods, ideas and feelings</p> <p>Understand how the music informs your dance choices</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - Recognise and avoid risks when handling and placing apparatus 	<p>Dance</p> <p>Explore actions in response to stimuli</p> <p>Explore ideas, moods and feelings by improvising and experimenting with actions, dynamics, directions, levels and a growing range of movements. Perform dance sequences in a controlled way using rhythmic and dynamic qualities to express moods, ideas and feelings.</p> <p>Remember and repeat a short dance sequence showing greater control, coordination and spatial awareness. Choose and link actions to make short sequences that express an idea, mood or feeling.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - Perform a range of actions with control and coordination - repeat accurately sequences of gymnastic actions - move smoothly to a position of stillness to a travelling movement - to be able to control your body in the start and finish position 	<p>Dance</p> <ul style="list-style-type: none"> - Show an understanding of mood and describe how a dance makes them feel - identify what they like and dislike and give reasons why - Identify what is the same and what is different about two dance sequences <p>Gymnastics</p> <ul style="list-style-type: none"> - Describe a sequence, identifying what movements it contains and whether it has been performed smoothly and with control. Also, explain how it could be improved
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	<p>Games</p> <ul style="list-style-type: none"> - To develop knowledge of the rules for different games 	<ul style="list-style-type: none"> - devise, repeat and perform a short sequence in which there is a clear beginning, middle and end - Show control accuracy and fluency when using a combination of floor, mats and apparatuses <p>Games</p> <ul style="list-style-type: none"> - Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control - Choose and use tactics to be successful in competitive situations - Show good spatial awareness of others in running, chasing and avoiding games, making simple, rapid decisions about when and where to run 	<p>Games</p> <ul style="list-style-type: none"> - Share actions and ideas with their peers in order to improve their skills
Yr 3/4	Fitness and health		

	<ul style="list-style-type: none"> - Devise routines of stretching exercises that prepare them for physical activity <p>Dance</p> <ul style="list-style-type: none"> - Describe and interpret dance movements using appropriate dance vocabulary - Show understanding of warming up and cooling down and, choose appropriate activities to do on their own <p>Gymnastics</p> <ul style="list-style-type: none"> - Understand that strength and suppleness/flexibility are keys features of gymnastics performance - Develop knowledge and understanding of different stretching exercises to prepare their bodies for gymnastics work 	<p>Dance</p> <ul style="list-style-type: none"> - show an imaginative response to different stimuli through their use of language and choice of movement - experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group - Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, repetition <p>Gymnastics</p> <ul style="list-style-type: none"> - Create a short sequence by making similar or contrasting shapes on the floor and apparatus with a partner - Perform a range of actions and agilities with consistency and fluency - Combine actions to lengthen sequences with changes of speed, level, and direction 	<p>Dance</p> <ul style="list-style-type: none"> - Suggest how dances and performances can be improved so that they communicate more effectively to the audience <p>Gymnastics</p> <ul style="list-style-type: none"> - Make simple assessments of performance based on a criterion given by the teacher and use these assessments to modify and refine their sequences and others work
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	<p>and be able to explain why these are important</p> <p>Athletics</p> <ul style="list-style-type: none"> - Recognise and record that their body works differently in different types of challenge and event 	<p>Athletics</p> <ul style="list-style-type: none"> - Run consistently and smoothly at different speeds - Demonstrate different combinations of jumps, showing control and coordination - Throw a range of objects into a target area with consistency and accuracy - Pace their effort well in different types of events so that they can keep going steadily and maintain quality of their action <p>Invasion Games</p>	<p>Athletics</p> <ul style="list-style-type: none"> - Suggest with guidance, a target for improving performance in different athletic events e.g. distance, time, length and height
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	<p>Invasion Games</p> <ul style="list-style-type: none"> - To understand the qualities of a successful attacker and defender - Understand how strength, stamina and speed can be improved by playing invasion games <p>Net/Wall games</p> <ul style="list-style-type: none"> - To have a knowledge and understanding of various tactics you could use to be successful against an opponent - To develop knowledge of the rules and scoring systems and interpret them fairly e.g. tennis 	<ul style="list-style-type: none"> - Use a range of techniques when passing e.g. high, low, bounce, fast, slow - Change direction and speed when dribbling and passing the ball, showing consistency and control in games when under pressure - Play games with some fluency and accuracy using a range of throwing and catching techniques <p>Net/Wall games</p> <ul style="list-style-type: none"> - Play games using a racket, getting their body into positions, hitting a ball fed to them accurately and increasingly keeping a rally going using a small range of shots - Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights <p>Striking and fielding</p> <ul style="list-style-type: none"> - Use a range of skills e.g. throwing, striking, 	<p>Invasion Games</p> <ul style="list-style-type: none"> - Adapt rules in agreement with others and make rules for their own games which they explain and teach to others <p>Net/Wall games</p> <ul style="list-style-type: none"> - Identify aspects of their game that need improving and say how to achieve this
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	<p>Striking and fielding</p> <ul style="list-style-type: none"> - To develop knowledge and understanding of the best positions to stand when fielding - To develop knowledge of the rules and scoring systems and interpret them fairly e.g. cricket 	<p>intercepting and stopping a ball with good control and accuracy</p> <ul style="list-style-type: none"> - To be able to pass, catch and return the ball quickly and accurately within a small team - To be able to bat and run to bases to be able to score points - Choose specific tactics to be successful in a game and to make the game hard for their opponents to score 	<p>Striking and fielding</p> <ul style="list-style-type: none"> - Identify aspects of their game that need improving and say how to achieve this -
Yr 5/6	<p>Fitness and health</p> <ul style="list-style-type: none"> - Know how to improve their own health and fitness - Understand how exercise and physical activity contributes to a healthy lifestyle - Identify and explain what contributes to an unhealthy lifestyle - Recognise and describe the effects of exercise on the body - Know the importance of strength and flexibility for physical activity - Explain the importance of warming up and cooling down and what happens to the body at these times 		

	<p>Dance</p> <ul style="list-style-type: none"> - Critically reflect how dance contributes to fitness and wellbeing - Explore and explain how costume, music and set can help to improve a dance performance <p>Gymnastics</p> <ul style="list-style-type: none"> - To explain the importance of muscle tension, extension and control to execute movements with finesse 	<p>Dance</p> <ul style="list-style-type: none"> - Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns - Perform with clarity and sensitivity to a piece of music, communicating a dance idea on their own, with a partner and in a group <p>Gymnastics</p> <ul style="list-style-type: none"> - Create longer sequences and perform them with fluency and clarity of movement - Vary direction, levels and pathways to improve the look of a sequence - Work effectively with a partner or small group to practise and refine their work 	<p>Dance</p> <ul style="list-style-type: none"> - Use appropriate terminology to interpret and critically reflect on their own and others work <p>Gymnastics</p> <ul style="list-style-type: none"> - Explain how a sequence is formed using appropriate terminology to evaluate technique and composition of both their own and others' performances
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	<p>Athletics</p> <ul style="list-style-type: none"> - Know and understand the basic principles of relay take overs - Identify why some athletic activities can improve strength, power or stamina, and explain how these can help their performance in other types of activities <p>Invasion Games</p> <ul style="list-style-type: none"> - To develop knowledge of various warm ups and be able to independently select one accordingly depending on the game being played - Be able to uphold the role of a referee/umpire by having a clear, 	<p>Athletics</p> <ul style="list-style-type: none"> - Sustain their pace over both long and short distances - Throw with greater control, accuracy and efficiency - Perform a range of jumps showing power, control and consistency at both take off and landing - <p>Invasion Games</p> <ul style="list-style-type: none"> - Apply basic principles of team play to keep possession of the ball, using marking, tackling, and or interception to improve their defence - Know what position they are playing in and how to contribute when attacking and defending playing effectively as part of a team 	<p>Athletics</p> <ul style="list-style-type: none"> - Identify parts of the performance that need to be practised and refined and suggest improvements <p>Invasion Games</p> <ul style="list-style-type: none"> - Identify aspects of their own and others' performances that need improvement and suggest how to improve them
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	<p>deepened understanding of the rules of a game</p> <p>Net/Wall games</p> <ul style="list-style-type: none"> - Be able to uphold the role of a referee/umpire by having a clear, deepened understanding of the rules of a game and the scoring system <p>Striking and fielding</p>	<ul style="list-style-type: none"> - Use different techniques for passing, controlling, dribbling and shooting the ball in games <p>Net/Wall games</p> <ul style="list-style-type: none"> - Play shots on both sides of the body and above their heads - Hit the ball with purpose varying the speed, height and direction - Make appropriate choices in games about the best shot to use in order to score points - Begin to use full scoring systems - Develop doubles play and team play (volleyball) <p>Striking and fielding</p>	<ul style="list-style-type: none"> - <p>Net/Wall games</p> <ul style="list-style-type: none"> - Work with others, adapting their play to suit their own and others' strengths
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	<ul style="list-style-type: none"> - Gauge when to run after hitting the ball - Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding <p>Outdoors and Adventurous Activities (Orienteering/Team Building) – covered in forest school time</p> <ul style="list-style-type: none"> - Read a variety of maps and plans accurately recognising symbols and features 	<ul style="list-style-type: none"> - Strike a bowled ball with accuracy - Use a range of fielding skills e.g. catching, throwing, bowling, intercepting with growing control and consistency - Work collaboratively in pairs, groups and small sided games - Understand and implement a range of tactics with success <p>Outdoors and Adventurous Activities (Orienteering/Team Building) – covered in forest school time</p> <ul style="list-style-type: none"> - Read a variety of maps and plans accurately recognising symbols and features 	<p>Striking and fielding</p> <ul style="list-style-type: none"> - Evaluate others performance and suggest how they could improve by communicating and modelling <p>Outdoors and Adventurous Activities (Orienteering/Team Building) – covered in forest school time</p>
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		<ul style="list-style-type: none"> - Use physical and team work skills week in a variety of different challenges 	<ul style="list-style-type: none"> - Identify what they have done well and adapt plans to be more efficient when facing similar challenges
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<i>Swimming - to take place in Year 5</i>	
<p><i>By the end of Year 6, children will be able to:</i></p> <p>If not, top up swimming sessions will be provided in Year 6 to those children who are still unable to swim 25 metres confidently.</p>	<p><i>Statements</i></p> <ul style="list-style-type: none"> - To control their breathing and be comfortable on the surface and under water. - To swim fluently and with control when using backstroke, front crawl and breaststroke. - To swim 25 metres confidently using a range of strokes. - Use personal survival techniques including floating and treading water. - Use personal survival techniques including floating, and treading water. - Understand the importance of 'float to live' campaign - <ul style="list-style-type: none"> ● Fight your instinct to thrash around ● Lean back, extend your arms and legs ● If you need to, gently move them around to help you float ● Float until you can control your breathing ● Only then, call for help or swim to safety

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Annual teaching overview

Reception - stated above *

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Dance + Throwing and catching	Dance + Throwing and catching	Gymnastics + Bat and ball skills	Gymnastics + Dribbling and kicking	Athletics + Football games	Athletics + Tennis rounders
Year 2	Dance + Handball	Dance + Handball	Gymnastics + Tennis rounders	Gymnastics + Football	Athletics + Tennis	Athletics + Tennis
Year 3	Dance + Handball	Dance + tag rugby skills	Gymnastics + Cricket	Gymnastics + Rounders	Athletics + Tennis	Athletics + Tennis
Year 4	Dance + handball	Dance + tag rugby	Gymnastics + Cricket	Gymnastics + Rounders	Athletics + Tennis	Athletics + Tennis
Year 5 Add in orienteeing/team building and swimming	Dance + netball	Dance + football	Gymnastics + Cricket	Gymnastics + Rounders	Athletics + Tennis	Athletics + Tennis
Year 6 Add in orienteeing/team building	Dance + netball	Dance + football	Gymnastics + Cricket	Gymnastics + Rounders	Athletics + Tennis	Athletics + Tennis