PE: St Joseph's Withnell

Yearly Progression of NC Knowledge, Skills and Understanding

PE is at the heart of our school community and all our children have equal opportunities to learn, practise, participate and build their skills across a variety of sporting disciplines. We have a specialist, expert PE teacher, who teaches PE across our school, works passionately for our vision, and whose knowledge helps us to meet the broad and ambitious goals set out in our PE curriculum.

At St Joseph's, we intend to set out what it means to improve at the subject. We use three conceptually distinctive but functionally connected pillars of progression that develop competence to participate, that PE can be realistically accountable for to meet the aims of the national curriculum. These are our vertical links that run through all PE disciplines. They underpin the successful achievement of our PE ambitions and work collaboratively to provide knowledge through instruction, practise and feedback for pupils to flourish within their phase, preparing them for the next stage of learning. At St Joseph's, we believe competence breeds motivation.

VERTICAL LINKS (additionally, see further below for vertical links through areas of learning for physical education)

- motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific
- rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
- healthy participation – knowledge of safe and effective participation

DIAGONAL LINKS

- Science – understanding how the human body works
- Maths/Computing – interpreting and analysing data
- Art – dance and physical expression
- English – information texts
- Geography – OAA
- Music – dance and rhythm
- PSHE – physical and mental well being

GOLDEN THREADS

- Diversity
- Identity
- Community
- Equality

Extra-curricular Activities

At St Joseph's, we believe a systematic approach to planning and delivering extra-curricular opportunities should enable pupils to participate beyond their PE lessons, giving them more time to practise, extend and refine their knowledge. It can also celebrate a variety of different activities, some of which might not be included in the school PE curriculum. We ensure and prioritise equal opportunities for all to participate.

Extra-curricular provision is not restricted to clubs or activities before or after school hours. It also includes opportunities for pupils to participate in physical activity and sport during breaks and lunchtimes.

Take-up of extra-curricular provision can provide a useful indicator of the value of physical activity, PE and sport at St Joseph's and is therefore, something we monitor and review regularly. Providing all pupils with access to a range of extra-curricular opportunities that punctuate the school day, week and year, in conjunction with a carefully selected and sequenced PE curriculum, puts PE, school sport and physical activity at the heart of the school community.

Statutory Framework for EYFS and National Curriculum Programmes of Study							
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Sports and Games	ELG 6 Gross Motor Skills: ELG 6a: Negotiate space and obstacles safely, with consideration for themselves and others ELG 6b: Demonstrate strength, balance and coordination when playing ELG 6c: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	1a: 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. 1b: Participate in team games, developing simple tactics for attacking and defending. 1c: Perform dances using simple movement patterns.		2a: Use running, jumping, throwing and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2c: Develop flexibility, strength, technique, control and balance. 2d: Perform dances using a range of movement patterns. 2e: Take part in outdoor and adventurous activity challenges both individually and within a team. 2f: 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: 1d: Swim competently, confidently and proficiently over a distance of at least 25 metres. 1e: Use a range of strokes effectively. 1f: Perform safe self-rescue in different water-based situations.						

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
VERTICAL LINKS	**SUBSTANTIVE KNOWLEDGE: deliberate practise and development of key skills that can be used across a variety of disciplines, sports and games.** **LANDING POINTS**						
Gymnastics	Move and stop upon command; move confidently and safely, negotiating space and obstacles effectively, moving over, under and on apparatus. Show contrast with their bodies including tall/short, wide/thin, straight/curved. Copy and explore simple movements and link balances, jump and travel actions, on & off apparatus. Learn and refine a variety of shapes, jumps, balances and rolls.	Move confidently and safely in their own and general space, using change of speed and direction. Explore, perform and link gymnastics actions (e.g. (pencil/straight, tuck, star, pike, dish and arch), body shapes, balances and rolls with increasing control. Explore making their body tense, relaxed, stretched and curled. Copy, explore, create, sequence and perform movement ideas, on their own and with a partner. Perform movement phrases using a range of body actions and body parts. Explore and develop different ways of stretching, rolling, balancing and travelling.		Develop the range and quality of actions, body shapes, balances and rolls they include in performances. Link these with increasing control and precision. Create gymnastic sequences that follow a set criteria, following a specific theme or piece of music, including changes in height, speed and direction. Use change in speed, level and direction to adapt sequences on different apparatus.		Combine and perform gymnastic actions, shapes, balances (including pair balances) and rolls more fluently and effectively, ensuring actions are clear, accurate and consistent, on their own, with partners or small groups.	
Dance	Explore and copy basic body actions and rhythms.	Explore, remember, repeat and link actions with coordination, control and expression.		Respond and improvise imaginatively to a range of stimuli related to character, narrative and music - on		Show controlled movements that express emotion and feeling.	

	Negotiate space confidently, using appropriate strategies. Use their bodies to respond to stories, topics and music.	Move confidently in their own space, exploring changes of rhythm, speed, level and direction.	their own, with a partner and in a small group. Begin to manipulate space in a controlled manner to respond appropriately to character, narrative and music. Use simple choreographic principles to create motifs and narrative. Able to take the lead when working with a partner or in a group.	Perform with expression, accuracy and fluency.
Athletics	Develop skills of running, jumping & throwing with a small range of equipment. Use comparative language i.e. faster, longer, and be able to physically demonstrate this. Vary speed of running based on commands given.	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Explore and throw a variety of objects with one hand, including towards a target. Jump from a stationary position with control, landing safely. Safely change speed and direction whilst running.	Throw a variety of objects with one hand and know how to aim these to improve performance, including the under-arm, over-arm and push throws. Take a running jump with appropriate feet patterns/movements. Show accurate pace - run at a speed that is appropriate for the distance run. Begin to develop the discipline of hurdling, combining running and jumping. Take part in relay activities, understanding the concept.	Be accurate when throwing at a target, showing precision in throwing techniques, and develop techniques for throwing at a distance. Take a running jump with a controlled take-off and landing, showing precision in jumping techniques; develop the technique of the standard vertical jump. Improve and sustain running techniques at different speeds, including both the development of a sprint start and the ability to self-set an appropriate pace and end with a sprint finish. Develop the discipline of hurdling, combining running and jumping with increasing fluency, sometimes using the preferred leg to lead.

				Develop relay techniques, including knowing how to pass and receive a baton using the down sweep. Confidently explain rules of track and field events.
Striking and Fielding	Roll and throw a ball underarm, including at a target. Begin to develop the skill of catching a sponge ball.	Throw a small ball with increasing control. Catch a small ball with increasing control. Perform the basic fielding technique of tracking and stopping a small ball with increasing control and coordination. Strike a small ball with a bat, with development of correct body position.	Develop a range of throwing techniques for small balls and use them in a game situation. Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball. Use ABC (agility, balance, coordination) to accurately track and stop a small ball when fielding, and apply this in a game situation. Develop correct batting and body positioning techniques for both moving and still small balls.	Utilise a range of throwing techniques appropriately and under pressure in a game situation, including a safe and effective over-arm throw. Use ABC (agility, balance, coordination) to move into good catching positions and catch a small ball under pressure in game situations. Use ABC (agility, balance and coordination) to accurately and quickly track and stop a small ball when fielding, and apply this in a game situation. Exercise control over batting technique and appropriate choice of shot in a game situation. Learn and play the roles of backstop and wicketkeeper. Develop an understanding of the running rules for both cricket and rounders.
Invasion Games	Throw and catch a large ball. Begin to show control over a balls, including with bats and sticks.	Receive and send the ball to others, with the feet and hands as appropriate. Begin to use a range of ball skills in games, including shooting and ball control.	Receive and pass the ball with increasing accuracy, with the feet and hands as appropriate. Begin to show confidence in using ball skills in various	Receive and accurately pass the ball at distance and with increased power, with the feet and hands as appropriate. Show confidence in using ball skills in various ways, and link these together effectively at speed, selecting according to

		Travel in a variety of ways including running and jumping, Developing simple tactics for attacking and defending in variety of invasion games.	ways, and link these together effectively (e.g. dribbling in different directions, bouncing, shooting and turning). Uses running, jumping, throwing and catching in isolation and combination. Perform basic hockey skills such as dribbling and push pass. Develop basic netball skills such as the chest pass, catching and shooting. Apply basic skills suitable for attacking and defending in variety of invasion games. Work well in a group and begin to communicate tactically. Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball).	the game situation (e.g. dribbling in different directions using varied feet positions, bouncing, shooting, turning and controlling the ball effectively). Uses running, jumping, throwing and catching in isolation and in combination in appropriate ways according to the game situation. Perform and combine basic hockey skills such as dribbling and push pass at increased speed and over longer distances. Develop a range of netball skills such as accurate shooting, marking, pivoting, dodging, blocking and bounce pass. Keep possession of balls during games situations at appropriate times and passes in others. Defend and attack tactically by anticipating the direction of play. Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball). Play effectively in a variety of positions. Work cooperatively and tactically with others in a team.
Net and Wall Games		Develop the skill of throwing underarm. Develop the skill of catching with accuracy.	Be familiar with tennis balls and short tennis rackets. Explore different shots (forehand, backhand).	Demonstrate and develop the use of the correct grip of the racket and understand how to get into the ready position for striking a tennis ball or shuttlecock.

		Develop the skill of a side gallop. Apply the skill of throwing underarm with accuracy. Develop the skill moving into space. Develop simple tactics. Develop the skills of striking a ball with increasing accuracy.		Understand and use an accurate under-arm serve in short tennis. Engage in a rally with a partner. Develop the use of a variety of short tennis shots with increasingly accurate shots. Play a competitive short tennis game.	Use good hand-eye coordination to contact a tennis ball or shuttlecock with the middle of the racket in forehand and backhand shots. Understand and use the correct under-arm serve in badminton and over-arm serve in tennis. Develop backhand and forehand ground shot techniques in tennis. Develop an understanding of the impact of an overhead shot, and use it to win points during play. Understand and use the drop shot as an attacking shot, successfully aiming for space near the net. Understand and use the lob as an attacking shot, successfully aiming for space near the back of the court. Understand the rules of tennis and badminton and score games accurately. Develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.
Outdoor Adventure and Activity (OAA)				Work with others collaboratively in defined roles to solve problems. Both lead others and be led.	Work with others collaboratively in defined roles to solve more complex problems. Take responsibility for a role in a group. Use maps, symbols and compasses to develop confident orientation of the school site and beyond.

				Use maps, symbols and compasses to develop orientation of the school site. Create a short trail for others.		Design a challenging orienteering course that is easy to follow.	
	DISCIPLINARY KNOWLEDGE: opportunities for children to choose and apply their own actions, balances, movements, skills and tactics once they have mastered specific key skills, becoming more complex as they move through school.						
	LANDING POINTS						
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Gymnastics				Work with a partner to create, repeat and improve a sequence with two or more phrases, including the development of matching and mirroring partners.		Develop longer and more complex gymnastic sequences by understanding, choosing and applying a range of compositional principles, including changes in height, speed and direction. Set sequences to specific timings and strictly adhere to them - individually, with a partner or in a small group. Work with a small group to create, repeat and improve a sequence with multiple phrases, including matching and mirroring.	
Dance		Compose and perform short dances with beginning, middle and end movements, expressing and communicate moods, ideas and feelings.		Perform dances that communicate character, narrative and music, with good control - on their own, with a partner and in a small group.		Explore, improvise and combine movement ideas in different styles, fluently, effectively and creatively - on their own, with a partner and in a small group. Compose motifs, sections and whole dances by adapting and developing a variety of movements. Select their own music, style and dance based on interests.	
Athletics				Consolidate and improve the quality, range and		Increase the number of techniques they use and develop the consistency and precision of their actions in a wide range of events.	

			consistency of the techniques they use.	
Striking and Fielding			To play in a competitive situation, and to demonstrate sporting behaviour.	Play in a tournament and work as team using tactics.
Invasion Games	Experiment with different ways of moving.	Participate in simple games, develop simple tactics and use them appropriately.	Understand and implement the basic rules of some invasion games (e.g. football, rugby, netball, basketball, hockey, dodgeball), choosing when to deploy certain skills and tactics.	Play effectively in a variety of positions. Work cooperatively and tactically with others in a team.
Net and Wall Games			Play a competitive short tennis game.	Play competitively in short games, employing skill and tactics. Effectively umpire matches.
Outdoor Adventure and Activity (OAA)			Create a short trail for others. Use maps, symbols and compasses to develop orientation of the school site. Work with others collaboratively in defined roles to solve problems.	Work with others collaboratively in defined roles to solve more complex problems. Take responsibility for a role in a group. Use maps, symbols and compasses to develop confident orientation of the school site and beyond. Design a challenging orienteering course that is easy to follow.