

Subject Information:

How we teach PE in our Heritage Coast Federation





Heritage Coast Federation PE Progression

Confidence, leadership, lifelong physical and mental health

Intent

At The Heritage Coast Federation, we believe Physical Education gives children the tools and understanding to make a positive impact on their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE challenges and promotes self-esteem through the development of physical confidence and problem solving. Our intent, is to provide children with opportunities to participate in inter and intra school competition, which teaches children to cope with both success and failure in competitive, individual and team based physical activities

Implementation

Children from Reception to Year 6 participate in at least two hours of PE each week. The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs. Key Stage two play leaders encourage sports activities at lunchtime, including: football, hockey, basketball and netball. As an Active School, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active. We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further

Impact

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. We use summative assessment to determine children's understanding and inform teacher's planning.



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Vocabulary

	Basic movement	Developing balance	Agility and coordination	Team games	Movement patterns
KS1	Jump Hop Stop on command Sprint Run Skip Gallop	Single balance Apparatus Side roll Climb Walk Forward roll Backward Roll Control Coordination Precision Control Fluency	Throw Catch Roll Target Kick Accuracy Aim Dribble Balance Strike Obstacle Hit Pass Over Arm Throw Under Arm Throw Chest pass Volley Pivot Bounce Consistency Dynamics Speed Direction Level Coordination Precision Control Fluency Dribble	Opponent Control Rules Team Cooperate Control Accuracy Team Work Participation Tactics Attack Defend Defence Competitive Competition Compete Mark	Dance Theme Pattern Movement Beat Sequence Mirror Create Perform Expressive dance phase Expression Contrast Consistency Dynamics Speed Direction Level Coordination Precision Control Fluency Evaluate Improve Develop Transition Compose Compare Adapt Refine Symmetry
KS2					



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Skills and year group	Physical development movement and handling	Health and self-care
Reception	- Children are active and interactive. - Develop their co-ordination, control and movement. - To understand the importance of physical activity. - Make healthy food choices in relation to food. - To move confidently in a range of ways. - Experiment with different ways of moving. - Jumping off an object and land appropriately. - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Shows a preference for a dominant hand. - Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



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Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding
Year 1	- To kick a ball with accuracy towards an end target. - To dribble a ball with some success. - To move with control and coordination. - To participate in team games. - To move into and out of space safely. - To be able to throw a ball over and under arm. - To be able to catch a large ball. - To roll a ball to an end target. - To become increasingly competent and confident with their agility, balance and coordination. - To be able to play a game following a set of rules.	- To link two simple actions together. - To hold a position whilst balancing on different parts of the body. - To balance on one foot for 5 seconds. - To be able to move forwards, backwards, sideways, low and high with some speed. - To jump with both feet leaving the ground. - To jump for height.	- To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. - To link two dance movements together.	- To be able to catch a large ball. - To balance a ball on a racket. - To strike a ball using two hands on a racket/bat.



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Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding
Year 2	- To develop fundamental movement skills including running, hopping, jumping, kicking, throwing and catching showing correct technique. Children should be looking to throw the ball over-arm showing some accuracy. - To develop simple tactics and understand attacking vs defending. - To become spatial aware and move in and out of space safely and quickly. - To become increasingly competent and confident with their agility, balance, coordination and the speed at which they do these activities. - To be able to move forwards, backwards, sideways, low and high at speed. - To pass a ball accurately via hands and feet. - To be able to control a ball within a game setting via hands and feet. - To be able to dribble a ball through cones successfully. - To cooperate with team mates and work as a team to achieve success	- To jump in a variety of ways and land with increasing control and balance. - To hold a position whilst balancing on different points of the body and on different pieces of apparatus. - To balance on one foot for 5 seconds showing stillness. - To link two simple actions together. - To move in a variety of ways including forwards, backwards, sideways, low/high, gallop, skip, side step with some speed and spatial awareness. - To perform simple jumps including pencil jump, star jump and tuck jump. - To jump for height. - To perform simple rolls including pencil roll, teddy bear roll & forward rolls.	- To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. - To link a short series of dance sequences together.	- To be able to catch a ball successfully. - To look to move the body to catch successfully. - To balance a ball on a racket. - To strike a ball using two hands on a racket/bat.



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Skills and year group	Invasion games	Gymnastics	Striking and fielding	Athletics	OAA
Year 3	- To be able to combine skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To enjoy playing against each other across a range of sports. - To develop dribbling and passing technique across a range of activities. - To develop simple tactics and understanding attacking vs defending. - To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce and overhead. - To be spatially aware and coordinate space. - To be able to control a ball within a game setting via hands, feet and equipment i.e. hockey stick. - To cooperate with team mates and work as a team to achieve success. - To play a game with a set of rules. - To compare their performances in a range of activities and sports.	- To jump in a variety of ways and land with increasing control and balance. - To hold a position whilst balancing on different points of the body and on different pieces of apparatus. - To perform balances including candlestick, broken candlestick, the ankle hold and others. - To link movement phases together. - To perform simple jumps including pencil, star, tuck and rotation jumps showing control upon landing. - To jump for height. - To perform rolls including pencil roll, teddy bear roll & forward rolls. - To compare their performances in a range of activities and sports.	- To throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To show awareness and move successfully to catch a ball. - To strike a ball using one/two hand(s) showing control and correct grips. - To successfully field a ball (long barrier / pick up). - To strike a ball using two hands on a racket/bat.	- To run showing speed and endurance. - To show speed whilst jumping (speed bounce). - To show distance whilst jumping (long jump) - To show height and timing when jumping (hurdles / vertical jump). - To demonstrate power and distance when throwing.	- To take part in outdoor and adventurous activities both individually and within a team.



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Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding	Athletics	Net & Wall	OAA
Year 4	- To be able to combine skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one. - To enjoy collaborating and competing against each other across a range of sports. - To compete in a range of increasingly challenging situations. - To demonstrate dribbling and passing technique across	- To jump in a variety of ways and land with increasing control and balance. - To perform more complex balances and hold a position whilst balancing on different points of the body and on different pieces of apparatus. - To perform individual balances including candlestick, broken candlestick, the ankle hold, tripod and others. - To work collaboratively to create their	- To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. - To link a short series of dance sequences together. - To work collaboratively to create their own dance performance. - To understand there are many forms of dance.	- Begin to show control and accuracy when striking a moving ball. - Demonstrate knowledge of moving towards the ball to reduce the time it takes to return the ball. - Show accuracy and power when throwing the ball over a long distance. - Demonstrate the ability to move to catch a ball and awareness of surroundings. - To successfully field a ball (long barrier / pick up). - To strike a ball using two hands on a racket/bat.	- To run showing speed and endurance. - To show speed whilst jumping (speed bounce). - To show distance, height and power whilst jumping (long jump) - To show height, good timing through coordination when jumping (hurdles / vertical jump). To demonstrate power, distance and some knowledge of technique when throwing. (javelin, shot put etc.)	- To explore with racket grip and begin to hold it correctly. - To understand and know which is my dominant hand. - To understand there are a variety of strokes and shots. - To understand that shots require to be hit with a backhand or forehand shot. - To move towards or away from the object to increase chances of hitting.	- To take part in outdoor and adventurous activities both individually and within a team.



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	a range of activities. - To develop tactics and understanding attacking vs defending. - To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin showing knowledge of when to play each pass. - To be able to control a ball within a game setting via hands, feet and equipment i.e. hockey stick. - To cooperate with team mates and work as a	own balances with others. - To work collaboratively to create their own movement phases including cartwheels, round-offs, forward rolls, backward rolls, pencil roll etc. - To link movement phases together showing control, creativity, balance, posture, flexibility and strength. - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance.		- Work as a team to achieve success. - Begin to link movement phases together when bowling. - Begin to reflect on your own performance showing perseverance.			
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	team to achieve success. - To play a game with a set of rules. - To compare their performances in a range of activities and sports. - Begin to reflect on your own performance showing perseverance.						
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Skills and year group	Invasion games	Gymnastics	Dance	Athletics	Swimming	Net & wall
Year 5	- Work alone, or with team mates in order to gain points or possession - Lead others when called upon and act as a good role model within a team - Choose and combine techniques in game	- Create complex and well- executed sequences that include a full range of movements including; travelling, balances, springing, flight, vaults, inversions, rotations, bending, stretching	- Begin to reflect on your own performance showing perseverance. - Create and perform longer sequences demonstrating energy and a link to music.	- To run showing speed and endurance. - To show speed and agility whilst jumping (speed bounce). - To show explosive power to achieve	- To swim 25m unaided. - To enter the water safely. - To tread water for 2 minutes. - To use a range of swimming strokes effectively.	- To hold the racket / bat correctly showing the correct grip for both backhand and forehand. - To use forehand and backhand at the correct time.



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	situations (running, throwing, catching, passing, jumping and kicking, etc.) - Uphold the spirit of fair play and respect in all competitive situations. - Choose the most appropriate tactics for a game - To use tactics in competitive situations. - Defend and attack tactically by anticipating the direction of play. - To find and exploit space to achieve success. - To enjoy collaborating and competing against each other across a range of sports. - To compete in a range of increasingly challenging situations. - To understand and use positions within sports. - To show a range of agility, quickness,	and twisting, gestures & linking skills. - Perform more complex balances including handstands, tripod, crab, wine glass etc. - Perform more complex jumps including rotation, straddle, pike etc. - Link movement phases including cartwheels, roundoffs, going into a crab from standing and rotating out without assistance. - Create more complex balances with a partner whilst showing control, safety, good posture, stability, strength and stillness. - To compare their performances in a range of activities and sports. - Begin to reflect on your own	- To link movement phases together showing grace. - To copy and replicate movements to show a dance. - To work together and collaborate ideas to achieve success. - To compare their performances in a range of activities and sports.	distance whilst jumping (long jump). - To link a variety of movements together showing power (triple jump). - To show height and timing when jumping (hurdles / vertical jump). To demonstrate power, distance and correct technique when throwing.	- To perform safe self-rescue in different water based situations.	- To show footwork to move to hit the ball/shuttle correctly. - Attempt to move an opponent to achieve success. - To be able to maintain a rally.
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	coordination of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin, inside of foot, outside of foot etc and demonstrate knowledge of when to play each pass. - To demonstrate control when controlling a ball within a game setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc. - To cooperate with team mates and work as a team to achieve success.	performance showing perseverance.				
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Skills and year group	Invasion games	Gymnastics	Dance	Athletics	Swimming	Net & wall
Year 6	- Work both individually and as a team to achieve success knowing what your role is within a team. - Lead others when called upon and act as a good role model within a team. - Choose and combine techniques in game situations - running, throwing, catching, passing, jumping, kicking and knowing when to apply each skill to a game situation showing accuracy. - To be able to dribble, pass and shoot across a range of sports showing control, accuracy and power across a range of positions.	- Hold shapes which are strong, fluent and expressive - Include in a sequence set pieces, choosing the most appropriate linking elements - Vary speed, direction, level and body rotation during floor performances - Practise and refine the gymnastic techniques used in performances - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions) - Use equipment to vault. - Perform expressively and hold a precise	- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. - Perform complex moves that combine strengths and stamina gained through gymnastics activities (such as cartwheels or handstands) - Compose creative and imaginative dance sequences.	- To run/sprint showing speed, agility and endurance. - To show speed and agility whilst jumping (speed bounce). - To show explosive power to achieve distance whilst jumping (long jump). - To link a variety of movements together showing power (triple jump). - To show height and timing when jumping (hurdles / vertical jump). - To demonstrate power, distance and correct technique when throwing. - To link multiple movements together showing speed, fluidity and effort	- To swim 25m unaided. - To enter the water safely. - To tread water for 2 minutes. - To use a range of swimming strokes effectively. - To perform safe self-rescue in different water based situations.	- To hold the racket / bat correctly showing the correct grip for both backhand and forehand. - To use forehand and backhand at the correct time. - To show footwork to move to hit the ball/shuttle correctly. - Attempt to move an opponent to achieve success / outwit an opponent. - To understand there are a variety of shots including serve, clears, lifts, drives, smashes, volleys, net play etc. - Attempt to move around the shot in order to play a more successful return. - Uphold the spirit of fair play and respect



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	- To implement when to pass, dribble or shoot in a competitive situation. - To be able to tackle/dispossess an opponent across a range of sports. - Uphold the spirit of fair play and respect in all competitive situations. - To show a range of agility, quickness, coordination of feet and the ability to move in a variety of ways and speeds. - To pass a ball in a variety of ways including under, over, chest, bounce, overhead & javelin, inside of foot, outside of foot etc and demonstrate knowledge of when to play each pass across a range of sports. - To demonstrate control when controlling a ball within a game	and strong body position - Perform and create complex sentences - Express an idea in original and imaginative ways - Create well executed sequences that include a full range of movements including travelling, balances, flight and rolls.		e.g. triple jump, dance etc. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team.		in all competitive situations. - Lead others when called upon and act as a good role model within a team.
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	setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc. - To cooperate with team mates and work as a team to achieve success. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team.					
	<u>The progression in to KS3 PE</u> Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to: - Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. - Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]. - Perform dances using advanced dance techniques within a range of dance styles and forms. - Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. - Take part in competitive sports and activities outside school through community links or sports clubs.					



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