



Sedbergh Primary School

Physical and Outdoor Education Subject Progression Grid

Physical Education - Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Health, Aspiration & Connection	<p>Children are provided with many opportunities to enhance both their fine and gross motor abilities. Children are able to show good control and co-ordination in large and small movements.</p> <p>They can negotiate space successfully and move confidently in a range of ways. We encourage all children to manage their own basic hygiene needs independently.</p>	<p>PE is taught by a combination of class teachers and external coaches who provide specific coaching for different areas of P.E.</p> <p>There is more of a focus on the multi-skills approach throughout the year.</p> <p>The children also have access to a range of lunchtime and after school clubs run by outside coaches.</p> <p>We aim to create a healthy and active energy within each individual that will promote an active lifestyle outside of school hours.</p>	<p>We are proud of the PE provision we offer for our KS2 children. PE is taught by a combination of class teachers and external coaches who provide specific coaching in different sports.</p> <p>We access a wide range of competitive activities where children are inspired to succeed and excel in competitive sport.</p> <p>We have a wide range of lunchtime and after school clubs run by a combination of outside coaches and school staff.</p> <p>We aim to create a healthy and active energy within each individual that will promote an active lifestyle outside of school hours.</p>
Outdoor Education - Curriculum Subject Statement			
Health, Awareness & Connection	<p>We aim to inspire all children to have a love for the outdoors and their natural world. We encourage children to ask questions about their environment and talk about things they have observed.</p> <p>We have weekly forest school sessions where children show care and concern for living things and their environment.</p>	<p>We continue to inspire all children to have a love for the outdoors and their natural world and to become increasingly aware of what experiences are available to them. We arrange for the children to partake in outdoor days in which they can try new activities.</p>	<p>We challenge the children with experiences outside their comfort zone and inspire them to try new activities.</p> <p>We make use of off-site provision through various Windermere Lake outdoor activity organisations and also of The Howgill Fells that overlook the town.</p>

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.

National Curriculum Subject 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.

National Curriculum Subject Aims

Key Stage 1	Key Stage 2
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

Topic Progression Grid

Physical Education Subject Overview Grid

Year Group/Class	Elder EYFS	Spruce Years 1 & 2	Yew Year 3	Ash Year 4	Beech Year 5	Oak (5&6)
Autumn 1	Circle Games Space/Movement	Ball Skills	Football Netball & ball skills	Football/Netball Swimming	Ball Games Swimming	Football Dance
Autumn 2	Dance	Gymnastics Invasion Games	Gymnastics Netball & ball skills	Gymnastics/Circuits Swimming	Creative Movement (cheerleading) Swimming	Netball Dance
Spring 1	Ball skills Small equipment	Dance Apparatus	Gym + Circuit training	Dance & Movement Swimming	Gymnastics Swimming	Gymnastics Apparatus Circuits
Spring 2	Large equipment	Gym	Dance + Movement Apparatus	Hockey/Circuits Dance & Movement Swimming	Hockey Swimming	Hockey
Summer 1	Team games – defending/attacking	Striking & Fielding Games	Rounders Cricket	Rounders & Cricket	Tag Rugby Rounders Outdoor Experience	Athletics Rounders
Summer 2	Athletics	Athletics Sports Day Prep	Athletics Outdoor Experience	Athletics Outdoor Education	Athletics Tennis Bowls	Athletics Rounders Outdoor Experience

Curriculum Progression in Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic Movement	<p>Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run Skip without a rope Jump for height</p>	<p>Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance</p>				
Agility and coordination	<p>Be able to throw and catch a large ball – over arm and under arm Roll a ball to an end target Kick a ball with increasing accuracy to an end target Dribble a ball Balance a ball on a racket Two handed strike</p>	<p>Be able to throw and catch a medium sized ball accurately Kick a ball Balance a ball on a bat Dribble a ball in and out of a set of obstacles. Hit a ball with some accuracy using a racket or bat Throw a beanbag into a given target</p>				
Control and Balance	<p>Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk</p>	<p>Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk Bench walk</p>	<p>Can bounce a ball on the spot with consistency Can perform a basic log, egg, shoulder and forward roll.</p>	<p>Can bounce a ball on the spot with consistency Can perform a basic log, egg, shoulder and forward roll. Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements</p>	<p>Can bounce a ball on the spot with consistency Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements Can travel whilst bouncing a ball, showing control Perform a competent forward roll, log roll, egg roll,</p>	<p>Can bounce a ball on the spot with consistency Responds imaginatively and with control and coordination Uses different body parts Can travel whilst bouncing a ball, showing control Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement. Using either hand can</p>

					<p>shoulder roll, curled roll and progress to backward roll.</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p>	<p>dribble showing changes of speed and direction.</p> <p>Perform a range of rolls consistently including a backward roll.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>Can incorporate different dynamics and develop new actions with a partner and in a group.</p>
Competitive and Team Games	<p>Be able to participate in a game with an opposing side</p> <p>Be able to control a ball within a game setting</p> <p>Use hands to control a ball with increasing accuracy</p> <p>Be able to play a game following a set of rules</p>	<p>Be able to participate in a game with an opposing side</p> <p>Be able to control a ball within a game setting</p> <p>Play a game with a set of rules</p> <p>Play as part of a team Cooperate with team mates</p> <p>Work as a team in order to score goals</p> <p>Control a ball accurately Use both hands and feet in order to control a ball.</p>	<p>Participate in team games</p> <p>Develop simple tactics for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p>	<p>Participate in team games</p> <p>Develop simple tactics for attacking and defending</p> <p>Play competitive games, modified where appropriate.</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p>	<p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> <p>Develop simple tactics for attacking and defending</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p>	<p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition Apply basic principles suitable for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p>
	Movement	Dance to link in with learning	Dance to link in with learning	Create and perform a short	Create and perform a short	Create and perform a short

patterns	<p>theme Copy a dance pattern Move to a beat Link 2 dance movements together</p>	<p>theme Copy a dance pattern Move to a beat Link a short series of dance sequences together</p>	<p>sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p>	<p>sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p>	<p>sequence linking basic actions, with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p>	<p>sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Compare, develop and adapt movement motifs to create longer dances.</p> <p>From observations of others can you describe constructively how to refine, improve and modify performance?</p> <p>Refine own performance in response to others and self-analysis.</p>
Swimming					To be able to swim 25metres any style, unsupported.	
Outdoor Education				To be challenged with a wider range of activities outside of the school grounds and outside of their normal P.E. experiences.	To be challenged with a wider range of activities outside of the school grounds and outside of their normal P.E. experiences.	To be challenged with a wider range of activities outside of the school grounds and outside of their normal P.E. experiences.