



Orrets Meadow School



# PE Policy

**"To raise the aspirations of every child and give them confidence to fulfil their potential through positive experiences."**

## **Orrets Meadow Curriculum Aims and Values**

### **Aims**

To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future. Our creative, multisensory curriculum will create a sense of awe and wonder and help to inspire a lifelong love of learning. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills and cultural awareness.

### **Values**

Our curriculum will promote a range of values including:

- Respect
- Empathy
- Responsibility
- Equality
- Independence
- Happiness
- Resilience
- Gratitude
- Honesty
- Friendship

### **Intent**

#### **National Curriculum - PE**

##### **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 PE aims to ensure that all pupils:

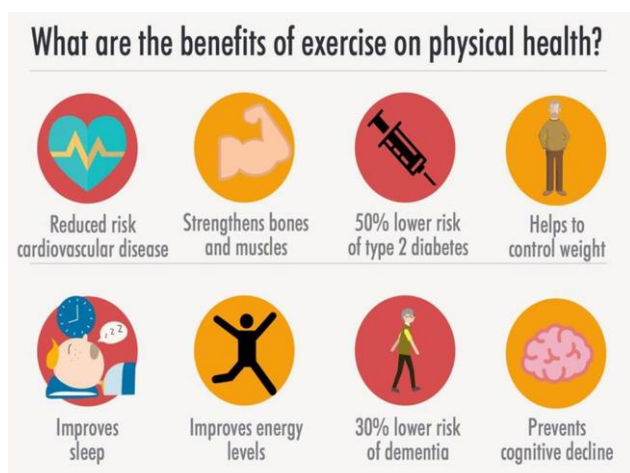
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## Why is PE important?

Physical education has much to offer in the development and enrichment of the whole person. Not to have a substantial provision for Physical Education in the curriculum would deny pupils their entitlement to a broad, balanced, progressive and enjoyable education, (BAALPE). It is primarily a practical subject and it is better placed than most to develop physical literacy. Pupils learn best through their experience of movement, although observation and self or peer assessment is an important aspect of their development. This will help to enhance performance, knowledge, understanding and a sense of achievement. PE can also contribute to the social, moral, spiritual and cultural (SMSC) needs of children. In situations that can be both competitive and collaborative, students learn resilience, respect for others and the value of individual effort and teamwork.

Benefits of physical activity in childhood include:

- **greater bone strength and positive movement skill development** (*Bass, 2000; Fisher et al., 2005; Kemper et al., 2000*).
- physical activity is linked to **better cognitive functioning** (*Sibley and Etnier, 2003*).
- physical activity has a **positive effect on mental health** in children, including **reducing anxiety and depression and improving mood** (*e.g. Ahn and Fedewa, 2011; Mutrie and Parfitt, 1998*).
- however, there is some evidence that for pupils who do not enjoy physical activity it can have a negative impact on self-esteem and mood (*Biddle, 1999; Hellison, 1973*).
- physical activity is linked to **improved concentration and behaviour** in the classroom (*Budde, 2008; QCA, 2007; Raviv and Low, 1990; Tuckman and Hinkle, 1986*).
- **development of social, emotional and intellectual skills** e.g. leadership, communication and trust, tolerance, independence, co-operation, loyalty, fairness and respect, acceptance of responsibility



Our objectives:

- To promote life-long participation in physical activity and maintaining healthy lifestyles and well-being
- To promote positive mental health
- To provide high quality inclusive PE for all children
- To ensure pupils are engaged and physically active for sustained periods of time
- To enable pupils to develop physical literacy in a broad range of activities
- To develop problem-solving skills
- To develop children's character and help to embed values such as fairness and respect
- To develop leadership opportunities for all children
- To develop children's appreciation of the aesthetic qualities of movement
- To encourage children to engage in competitive sports and activities
- To promote safe practice

Physical education at Orrets Meadow should provide a broad and balanced programme for each individual pupil, taking into account his/her abilities. Along with other subjects, we are concerned with maximising each child's educational potential. The programme should have a range of experiences with the development of purposeful and skilful performance.

## **Implementation**

### **When is PE taught?**

PE is taught during a minimum of 2 hours per week. The attached overview maps out which areas of PE are taught for each class and the long-term plan clearly shows the progression of knowledge and skills across the school.

### **How is PE taught?**

Planning is mainly guided by the Wirral Scheme of Work for Physical Education (Early Years, Key Stages 1 and 2). This scheme was produced in response to the Primary National Curriculum for Physical Education (2014). Advice is based on current research and good practice in addition to the requirements outlined in the National Curriculum.

Staff are provided with regular INSET for PE with specific focus on applying the Scheme of Work. Planning for learning highlights:

- the activity and theme of the unit
- unit objectives
- differentiated learning expectations (Emerging, Expected, Exceeded)
- links to ICT, English, maths and science and other cross-curricular themes
- links to social, moral, spiritual and cultural development

Staff are provided with medium term plans showing an overview of the unit of work. This includes a number of focuses, suggested teaching activities and the learning objectives and outcomes for the unit. Unit tasks are provided to aid assessment for learning ensuring children are improving, progressing and achieving throughout the units. Short term plans are provided to give a more detailed breakdown of possible activities which could be used to deliver and achieve the particular objectives. Such plans are used to help inform planning and it is the responsibility of the teacher to adapt these to meet the individual and collective needs of pupils.

Opportunities for the development of physical, personal, social and thinking skills are provided under the child-friendly elements of learning 'Physical Me', 'Healthy Me', 'Social Me' and 'Thinking Me'. Alongside the Wirral Scheme of Work, Orrets Meadow uses a wide range of other resources to support PE lessons. These currently include: Matalan TOPs cards, TOPs Sportsability, Elevating Athletics, Sportshall Athletics, FUNs, Sensory Circuits, AEGON tennis, Bikeability, Change 4 Life Clubs, Project Ability and School Games cards.

### **Health and Wellbeing**

PE forms a part of a wider focus on our children's overall health and wellbeing. Mental health is closely linked with physical health and so a holistic approach has been taken, making use of some of the PE sport premium funding to help. We use information and data from a range of sources to help inform planning and delivery of activities and education in school. These may include targeted mental health interventions and extra-curricular activities, opportunities for less-active children, health and wellbeing education programmes and work with parents and families.

## **SHEU Survey**

Children from Y3 and above complete an annual bespoke survey carried out in partnership with the Schools Health Education Unit (SHEU) to help gather information about their health and wellbeing. The survey is completed online and questions cover a range of aspects of life including:

- levels of physical activity
- emotional health and wellbeing
- diet
- sleep habits
- levels of worry
- use of technology
- attitudes towards school
- safety and bullying
- leisure time

The data from the survey helps to inform planning of education programmes, identify pupils at risk of mental health difficulties and plan interventions. Some of the data also helps to inform and plan PE and school sport activities and initiatives. For example if children are identified as being less active they may be offered opportunities which match their interests and preferences. If there are barriers to children joining clubs outside of school, then we can work with parents and clubs to help. If there are children who are lacking in confidence they may be encouraged to take part in our numerous leadership opportunities, such as Young Ambassadors Leadership programme or YST Active in Mind (PE and mental health programme). We take a holistic approach to health and wellbeing and ensure that all areas of school life link up to provide the best possible outcomes for our young people and their families.

As with curriculum PE, we strive to include all children in our health and wellbeing strategy, and all children are given curriculum and extra-curricular opportunities regardless of sex, race, ethnicity or disability (see Inclusion and Equality section below). Examples of this include our promotion of disability sports events such as boccia and new age kurling, and our Girls Active Programme (YST) which is planned, organised and led by girls throughout the school with the aim of breaking down barriers of participation in physical activity for girls.

## **Enrichment and Competition**

Also as part of our holistic approach towards wellbeing, children across the school are offered a variety of enrichment activities matched to their individual and collective needs. Examples include judo, taekwondo, fencing, dance club and opportunities for pupils to attend OAA activities at Barnstondale (day visits and residential trips). Our children also benefit from high levels of intra-school and inter-school events, including traditional formal competitive sports or inclusive festivals. Orrets Meadow is a member of PE and sport 'clusters' with mainstream and special schools. This helps us to plan and match opportunities to meet the needs of our children. Such events give numerous benefits for our children such as increased confidence and self-esteem, improved social skills and opportunities for social interaction and help to promotes lifelong physical activity.

## Inclusion and Equality

Inclusion is about welcoming diversity, benefiting all participants, supporting the excluded and providing equal access to education for all. Inclusion is a positive response to diversity. It identifies and removes barriers, ensures participation for all and actively looks to focus on the achievement of the marginalised and excluded who might be underachieving (UNESCO). The inclusion approach in school sport, community sport and play environments is one entirely based on the Social Model of Disability.

### COMPARING THE MEDICAL AND SOCIAL MODELS OF DISABILITY IN EDUCATION

THE MEDICAL MODEL	THE SOCIAL MODEL
<ul style="list-style-type: none"><li>• Child is faulty</li><li>• Diagnosis and labelling</li><li>• Impairment is focus of attention</li><li>• Segregation and alternative services</li><li>• Re-entry if normal enough or permanent exclusion</li><li>• Society remains unchanged</li></ul>	<ul style="list-style-type: none"><li>• Child is valued</li><li>• Strengths and needs identified</li><li>• Barriers identified and solutions developed</li><li>• Resources made available</li><li>• Diversity welcomed; child is welcomed</li><li>• Society evolves</li></ul>

According to the Social Model of Disability, and reflecting human rights, we should value the diversity of the young people we are working with and look for opportunities for them to achieve their goals. As PE and sport leaders, we can positively change their experience by changing our approach. By using our knowledge of the young people (Education and Health Care plans, Social Narratives, Baseline Assessment for Learning, Observation, Environmental or Sensory Audit Wheels), their starting point can be assessed. The Inclusion Spectrum and STEP Model (Stevenson/Black, 2012) is used to help our staff provide inclusive PE and sport.

## Differentiation, the Inclusion Spectrum and the STEP model

“Differentiation is the means by which all pupils are enabled to fulfil their potential in PE”. Pupils at Orrets Meadow have a range of additional needs and difficulties. This will impact differently upon their performance in PE. Adaptions and variations are made using the Inclusion Spectrum and the STEP model:

STEP stands for:	How can I change...
SPACE	where is the activity happening?
TASK	what is happening?
EQUIPMENT	what is being used?
PEOPLE	who is involved?

The 'Change to Include' approach uses STEP to change the way the activity is delivered in one or more of the STEP areas (Space, Task, Equipment, People).

## **Space**

Examples:

- Increase or decrease the size of the playing area
- Vary the distance to be covered in activities to suit different abilities
- Use zoning e.g. where children are matched by ability and therefore have more opportunity to participate

## **Task**

Examples:

- Ensure that everyone has equal opportunity to participate, e.g. in a ball game, all the players have the chance to carry/dribble, pass or shoot
- Break down complex skills into smaller component parts if this helps players to develop skills more easily
- Ensure there is adequate opportunity for players to practise skills or components individually or with a partner before including in a small-sided team game

## **Equipment**

Examples:

- In ball games, increase or decrease the size of the ball to suit the ability of the children, or on the kind of skill being practised
- Provide options that enable people to send or receive a ball in different ways, e.g. using a chute or gutter to send, a catching mitt to receive
- The use of bell or rattle balls can assist the inclusion of some players

## **People**

Examples:

- Match players of similar ability in small-sided or close marking activities
- Balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others





<b>OPEN</b>	This is what activity looks like when all can access without any adaptation.	An open activity to some can be very complex and challenging to others. Use STEP to simplify.
<b>MODIFIED</b>	This is what activity looks like when changes have been made to include.	Use the STEP model to change to include (including S for Speed around processing time for instructions).
<b>PARALLEL</b>	This is what activity looks like when ability groupings are formed.	Use the STEP model to adapt the session aim or lesson objective for different ability groupings.
<b>SEPARATE</b>	This is what activity looks like as a specific intervention.	Activity can be used as an intervention to support, e.g. a sensory circuit or an adapted skill activity.
<b>DISABILITY SPORT</b>	This is what activity looks like when using naturally inclusive activities.	Use naturally inclusive activities (see TOP Sportsability) to engage and offer options.

The Inclusion Spectrum is an activity-centred approach to the inclusion of young people of all abilities in physical activity. Inclusion can be achieved by changing the way in which the activity is presented. The Inclusion Spectrum provides physical activity and sport teachers, coaches and volunteers with different methods of supporting inclusion. By delivering activities differently we can balance different needs within the group and so helping to maximise the potential of all young people.

### The Inclusion Spectrum Framework

1. Everyone can play – naturally inclusive activities based on what everyone can do with little or no modifications e.g. warm ups and cools downs, where children can find the level of participation that suits them; and/or collecting or gathering games- for example, gathering up objects scattered around the playing area and arranging them into by colour.
2. Change to include – everyone does the same activity using adaptations to provide both support and challenge across a range of different abilities; the STEP model (space, task, equipment and people) can be used to provide a structure for adapting and modifying the activities (see the STEP section for examples).
3. Ability groups – participants are grouped according to ability - each group does a version of the same activity, but at a level which suits the individuals in each group e.g. creating two or more versions of the same activity, (e.g. a standing version and a seated version of volleyball).

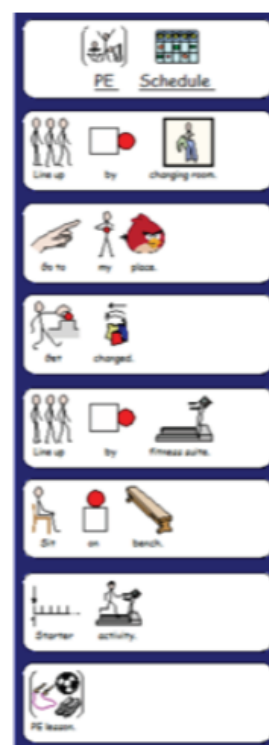
4. Alternate or separate activity –individuals work temporarily on specific skills leading to more successful inclusion in the whole group; sometimes, in order to include someone more effectively, they need to practise separately first. Note: this should not be most of the time.

5. Adapted physical activity and disability sport – aspects of physical activity based on adapted physical activity or disability sport programmes can be included in all approaches; this provides specific opportunities for disabled students and a new challenge for non-disabled students - ‘reverse integration’. E.g. children with disabilities teach their non-disabled peers a Paralympic sport activity, like boccia; or as a project, young people can learn the rules, improvise the equipment, and organise and run small competitions based on disability sport.

The Inclusion Spectrum framework can be adapted to support: competition, by providing a range of activities that corresponds to the Spectrum categories; differentiation across any range of abilities, not only where young people with Special Education Needs & Disability are involved; as a basis for inclusion in its widest sense; for example, cultural differences.

It is important to note that young people on the autistic spectrum may still face challenges, even when activities are heavily adapted or differentiated. Each young person on the autistic spectrum is individual and different. Staff at Orrets Meadow use the Inclusion Spectrum planning model, the STEP tool and what we know about the young person in terms of their sensory profile (including sensory diets and circuits) and emotional regulation to make every effort to include them in activity and social experiences.

During wider school life many of our children benefit from structure and routine. This is continued in PE and sport. Visual timetables are created to help give structure to their day - helping with planning, organisation and transitioning from one activity to another. Establishing a clear routine ensures pupils know exactly what they are doing and ensures a high degree of consistency in PE lessons, giving ‘typicality’. Giving young people with ASC a high degree of consistent structure allows them to orientate themselves to the space and environment, as well as the task, which assists them to focus on the activity.



This level of structure gives young people consistent anchors to help them orientate through the lesson and can lead to young people being able to cope with more and more high energy group activities as they grow

in confidence, develop higher level skills and flexibility of thought. Further guidance can be found in our All About Autism resource (Youth Sport Trust).

## **Participation**

Participation in PE lessons is expected for all pupils, although matched to meet their individual needs. Non-participants play an important part in lessons in a variety of roles e.g. coaching, officiating, leadership etc. A note signed by the parent/guardian or a phone call is accepted procedure if a pupil is to be excused from physical participation for any reason. If a pupil has no note, yet claims they need to be excused owing to illness/injury, care should be taken before insisting the pupil takes part in the lesson.

## **Access to the curriculum**

In consultation with the PE Leader each teacher/team will have responsibility for mapping the curriculum and ensuring that pupils experience a coherent and progressive curriculum throughout their time at Orrets Meadow. Each team will produce a curriculum map at the beginning of the academic year. This is a working document and provision should be adapted to meet the needs of individual pupils and/or classes. Health and safety guidance for the teams is found in wider school risk assessments and documentation (in the Headteacher's office) and in good practice guides in PE store (based on BAALPE Safe Practice in Physical Education, 2016). Alongside the curriculum provision there is a wide and varied programme of extra-curricular activities of which all children are encouraged to participate in.

Course information and CPD is co-ordinated by the PE Leader. Regular staff INSET for PE is provided and individual courses are offered to meet CPD needs of staff. This training is largely run in collaboration with our partner high school – Clare Mount Specialist Sports College.

## **Partner School – Clare Mount Specialist Sports College**



Since the advent of the PE and Sport Premium in 2013, we have used some of our funding to access support and services from a local high school – Clare Mount Specialist Sports College. It has been a highly successful partnership with many benefits including:

- specialist CM PE staff to plan and teach units of work (1/2 day per week) for the principle purpose of providing high quality Continuous Professional Development (CPD), coaching and mentoring for OM staff
- provide the highest quality teaching and learning experience for young people at Orrets Meadow
- sharing and modelling of current best practice suitable resources from National Governing Bodies, giving teachers advice and support around monitoring and assessment
- organisation of PE Premium cluster meetings and fostering of positive relationships
- annual calendar of events and competitions for both the cluster and through the school games
- annual calendar of CPD for staff to develop their confidence and knowledge
- development of young leaders
- assistance in applying for kite mark awards and/or funding
- use of Clare Mount Sports College Sports Leaders to help run events
- develop school-club links

## PE and Sport Premium

Schools must use the annual funding to make additional and sustainable improvements to the quality of their physical education (PE), physical activity and sport. Since being asked to be a case study of best practice of use of the PE and Sport Premium by HMI in 2014, Orrets Meadow has continued to find innovative ways of using the premium to improve our PE and sport offer and meet our aims.

This means that we should use the premium to:

- develop or add to the PE, physical activity and sport that our school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We should use the premium to secure improvements in the following 5 key indicators:

**Engagement of all pupils in regular physical activity**, for example by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

**Profile of PE and sport is raised across the school as a tool for whole-school improvement**, for example by:

- encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

**Increased confidence, knowledge and skills of all staff in teaching PE and sport**, for example by:

- providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across our school
- hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

**Broader experience of a range of sports and activities offered to all pupils**, for example by:

- introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sport activities and clubs
- providing more (or broadening the variety of) extra-curricular activities delivered by the school or other local sport organisations

**Increased participation in competitive sport**, for example by:

- increasing pupils' participation in the School Games
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

Using Pupil Premium and PE funding, children across the school are offered enrichment activities matched to their individual and collective needs. Examples include judo, taekwondo, fencing, dance club and opportunities for pupils to attend OAA activities at Barnstondale (day visits and residential trips).

More information of how we spend the PE and Sport Premium and evidencing the impact of it can be found on our school website under 'PE and Sport'. This is updated termly and reported to governors.

## **What do we learn about in PE?**

The development of physical, personal, social and thinking skills are provided under the child-friendly elements of learning 'Physical Me', 'Healthy Me', 'Social Me' and 'Thinking Me'. Using these elements we learn about the following:

- Games
- FUNs (Fundamental Movement Skills)
- Dance
- Swimming
- Athletics
- Outdoor and Adventurous Activities
- Health and Fitness

### **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, 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.

### Long Term Plan for PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Social Games	FUNs	Dance	Co-op Games	Co-op Games	Athletics
	Yoga/FUNs	Multi-skills	<del>Boccia/Kurling</del>	FUNs/Gym	Striking & Fielding	Tennis
Year 2	FUNs/Yoga	FUNs/Gym	Dance	Team Games	Athletics	Athletics
	Athletics	Team Games	<del>Boccia/Kurling</del>	Co-op Games	Striking & Fielding	Tennis
Year 3	FUNs/Yoga	FUNs/Gym	Dance	Team Games (Net/Wall)	Striking & Fielding	Athletics
	Athletics	Team Games (Invasion)	Co-op Games	Outdoor Education	FUNs/Gym	Tennis
Year 4	FUNs/Yoga	Health & Fitness	Dance	Team Games (Net Wall)	Striking & Fielding	Athletics
	Athletics	Team Games (Invasion)	Co-op Games	Outdoor Education	FUNs/Gym	Tennis
Year 5	FUNs/Yoga	Health & Fitness	Outdoor Education	Health & Fitness	Swimming	Leadership
	Athletics	Team Games (Invasion)	Team Games (Net/Wall)	Team Games	Striking & Fielding	Tennis
Year 6 * Judo; Taekwondo; Archery	FUNs/Yoga	Health & Fitness	Outdoor Education	Health & Fitness	Swimming	Leadership
	Athletics	Team Games (Invasion)	Team Games (Net/Wall)	Striking & Fielding	Leadership	Tennis



## Who do we learn about in PE?

We learn about a range of famous sportspeople who demonstrate our school and sporting values e.g. Mo Farah, Jonnie Peacock, Katrina Johnson-Thompson etc.



Where possible we provide opportunities for our children to meet inspirational sportspeople and hear their stories or in some cases even receive coaching masterclasses. Examples of previous inspirational figures include: Samantha Quek (Olympic Gold Medallist), Shanaze Reade (3-time World BMX champion), Rachel Brown (England International Goalkeeper) and coaches from teams such as Sale Sharks, St Helens RFC and Everton FC. Orrets Meadow has also been proud to welcome back successful former pupils including an England Disability Cricket Tri-Nations Gold Medallist.



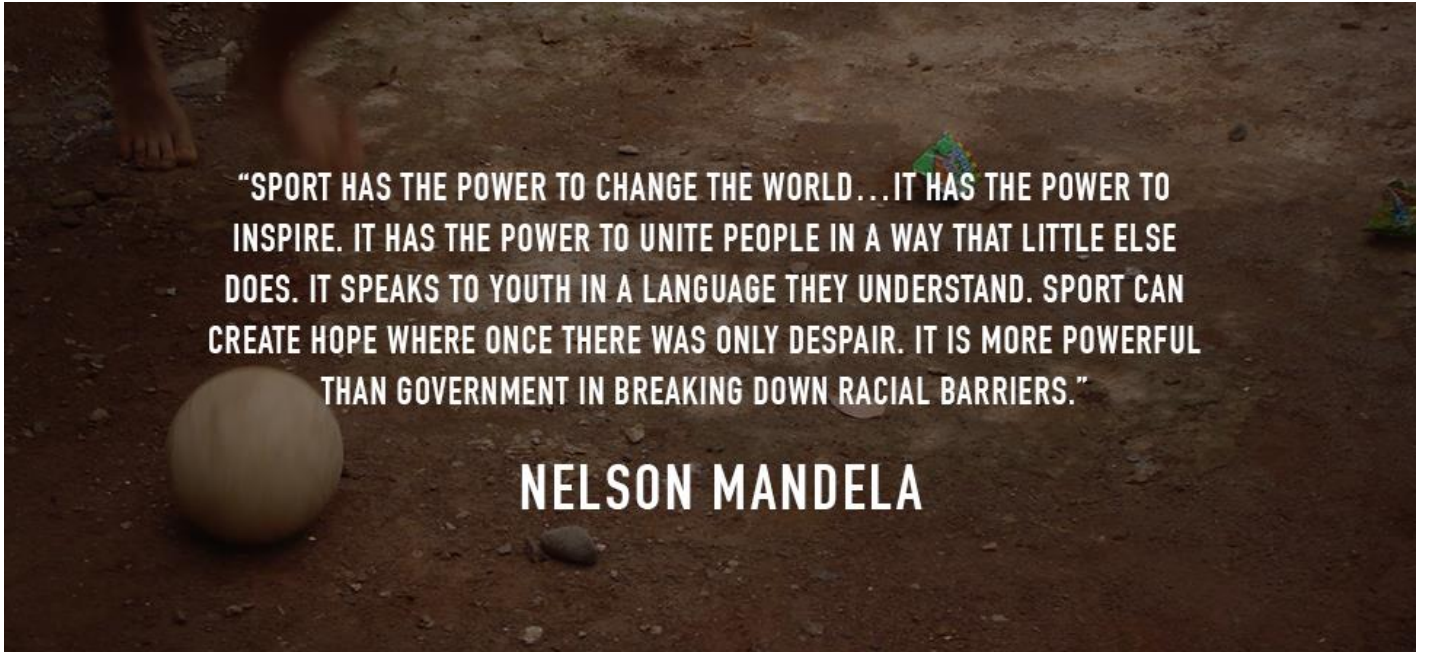










A close-up photograph of a person's feet on a dirt ground. A basketball is visible in the lower left corner. The background is a dark, textured surface.

**"SPORT HAS THE POWER TO CHANGE THE WORLD...IT HAS THE POWER TO INSPIRE. IT HAS THE POWER TO UNITE PEOPLE IN A WAY THAT LITTLE ELSE DOES. IT SPEAKS TO YOUTH IN A LANGUAGE THEY UNDERSTAND. SPORT CAN CREATE HOPE WHERE ONCE THERE WAS ONLY DESPAIR. IT IS MORE POWERFUL THAN GOVERNMENT IN BREAKING DOWN RACIAL BARRIERS."**

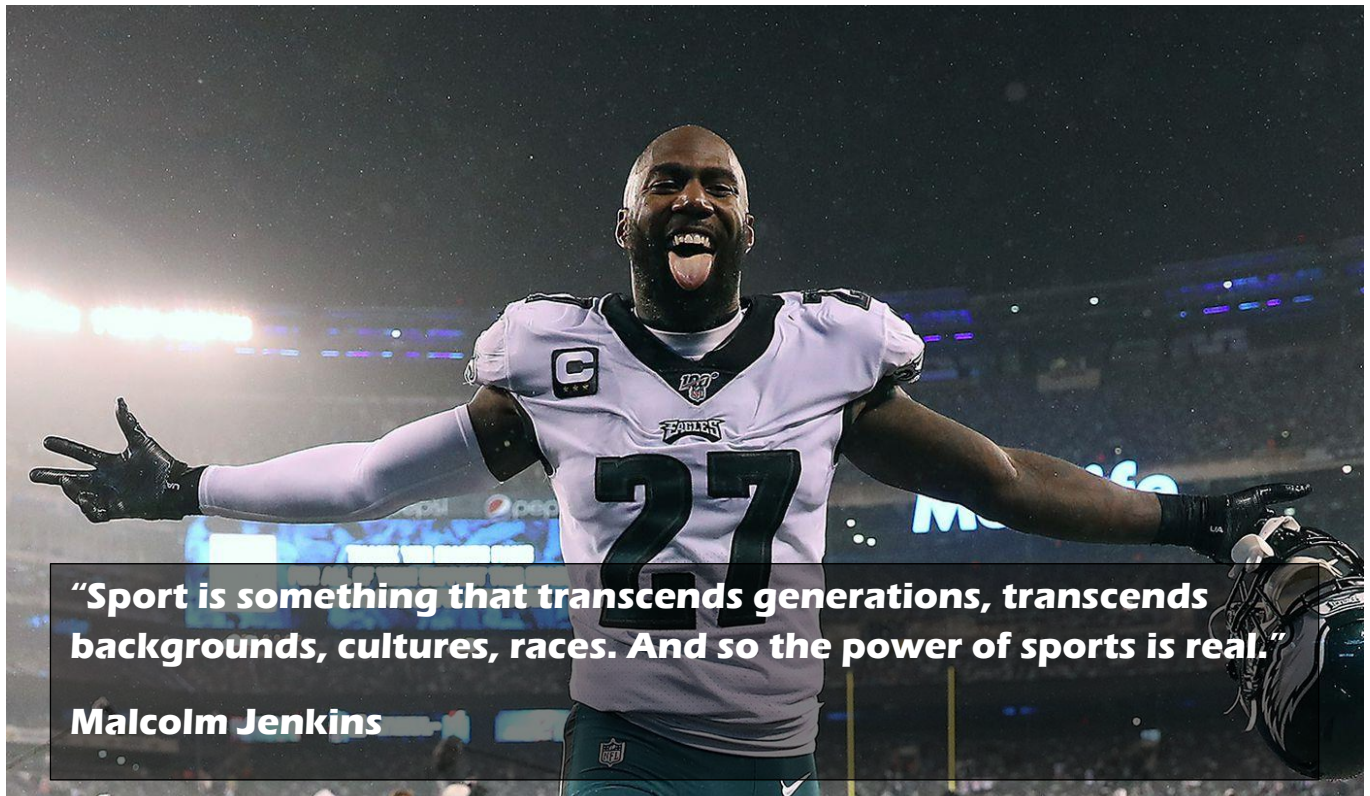
**NELSON MANDELA**

A photograph of Michael Jordan in a red Chicago Bulls jersey performing a dunk. He is in mid-air, holding the basketball with both hands. The background is a blue sky. A shadow of him is cast on the ground below.

**I'VE FAILED OVER & OVER  
& OVER AGAIN IN MY LIFE  
& THAT IS WHY I SUCCEED.**

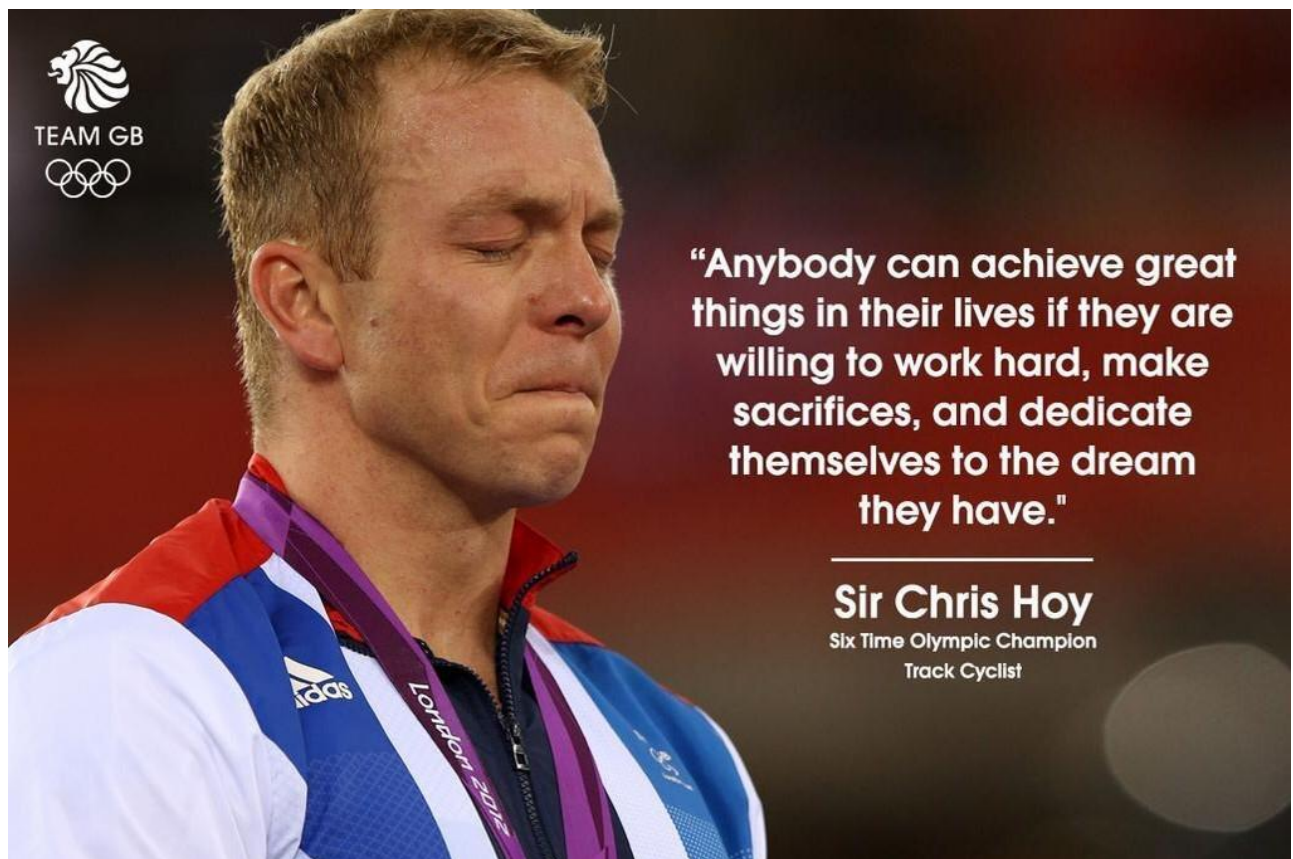
**- MICHAEL JORDAN**





**"Sport is something that transcends generations, transcends backgrounds, cultures, races. And so the power of sports is real."**

**Malcolm Jenkins**



**"Anybody can achieve great things in their lives if they are willing to work hard, make sacrifices, and dedicate themselves to the dream they have."**

**Sir Chris Hoy**

Six Time Olympic Champion  
Track Cyclist

## PE Progression of Skills

PE Planning for Learning Matrix			Year 1			
Gymnastics (Wirral)	Games (Wirral)	Dance (Wirral)	OAA (School Choice)	Swimming (School Choice)	Athletics (Wirral)	Curriculum Enrichment (Clare Mount Support)
Explore gymnastic actions and shapes	Move confidently and use all the available space when playing team games	Explore different ways of moving using a range of body parts	Listen to and follow instructions	By the end of Key Stage 2, pupils should be able to	Move more confidently when performing different types of travel	My Personal Best (Developing Character through PE)
Move in different ways showing changes in speed, direction and level	Practise and use fundamental skills in a range of individual and team games	Respond imaginatively to a variety of stimuli	Co-operate and communicate with a partner to solve challenges	Swim competently, confidently and proficiently over a distance of at least 25 metres	Practise fundamental skills in a range of individual and team activities	Topsportsability (Inclusive Practice)
Create and perform sequences / routines by linking actions together	Choose the skills and tactics that are best suited for the type of game or situation within a game	Move expressively, confidently and safely in space	Take turns when working in a small group	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Choose skills that are suited to the practise	Sports Leadership (Developing Employability and Life Skills Through PE)
Understand how they feel before, during and after exercise	Identify why playing games is good for their health	Use speed, level and direction when creating movements	Explore and develop teamwork skills as a group	Perform safe self-rescue in different water-based situations	Describe what others are doing	
Move apparatus safely	Watch and describe what others are doing	Create and repeat short dances with a clear start, middle and end	Develop communication skills	Schools can choose to cover this in KS1 and/or 2	Describe the skill they have been practising	
Copy and describe how others perform	Describe the skills they are practising and the games they are playing	Perform short routines which include a range of actions	Communication skills to lead a partner			
		Recognise simple changes to their body during exercise, specifically breathing and heartbeat	Plan with a partner and small group to solve problems			
		Copy other children's actions, describe the movements used by others and talk about how they could be more expressive in dance	Communicate with a small group to solve challenges			

Progression of Skills		Year 1				
Gymnastics	Games (Fundamental Sport Skills)	Dance	OAA	Swimming	Athletics	Personal Development
Explore travelling movements using the space around them	Explore different ball skills	Explore travelling actions	Listen to and follow instructions	By the end of Key Stage 2, pupils should be able to	Develop co-ordination and technique when running	Character Education programme such as YST My Personal Best allow schools to teach life skills through PE. For more information about how to develop character education at yo school please contact Clare Mount Specialist Sports College. Example links below
Learn and perform gymnastic shapes	Stop, send and receive a rolling ball with hands and feet towards a target	Use counts of 8 to move in time with music	Co-operate and communicate with a partner to solve challenges	Swim competently, confidently and proficiently over a distance of at least 25 metres	Develop agility and co-ordination when changing direction	Physical Me (fundamental movement and sports skills)
Develop balance and control when performing balances	Develop co-ordination and be able to stop a rolling ball	Practise, remember and repeat actions	Take turns when working in a small group	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Develop technique when jumping for distance	Social Me (trust, empathy, fairness, respect, gratitude)
Develop technique and control when performing shape jumps	Develop technique and control when dribbling a ball with feet	Respond imaginatively to a stimulus	Explore and develop teamwork skills as a group	Perform safe self-rescue in different water-based situations	Develop technique when jumping for height	Healthy Me (self-belief, honesty, courage, resilience, integrity)
Develop technique and control in the barrel, straight and forward roll	Develop control and technique when kicking a ball	Use expression to show a feeling	Develop communication skills	Schools can choose to cover this in KS1 and/or 2	Develop balance and rhythm when travelling over obstacles	Thinking Me (curiosity, imagination, concentration, resourcefulness, reflection)
Build strength and begin to take body weight on hands	Develop co-ordination and technique when throwing and catching	Move confidently and safely around others	Communication skills to lead a partner		Use co-ordination and technique when throwing and pushing objects	This is Me! (Sports Leadership)
Explore key skills on apparatus showing quality, control and balance	Develop control and co-ordination when dribbling a ball with hands	Perform dance using simple movements patterns	Plan with a partner and small group to solve problems		Develop technique to throw accurately	
Link gymnastic actions to create a sequence	Develop balancing and moving with control	Show changes in shape and level	Communicate with a small group to solve challenges		Develop balance, co-ordination and technique when competing in athletics events	
	Develop stability and landing safely				Explore running with control at different speeds	
	Develop changing direction and dodging				Jump, hop and skip	



## Primary PE Planning for Learning Matrix

Gymnastics (Wirral)	Games (Wirral)	Dance (Wirral)	OAA (School Choice)	Swimming (School Choice)	Athletics (Wirral)	Curriculum Enrichment (Clare Mount Support)
Link combinations of different actions and balances together	Identify and move into space efficiently and with control when playing team games	Explore and perform a range of actions with control and coordination, responding imaginatively to a variety of stimuli	Listen to and follow instructions	By the end of Key Stage 2, pupils should be able to	Refine and link fundamental skills consistently	My Personal Best (Developing Character through PE)
Develop different ways of creating a sequence – similar actions / shapes or different actions / shapes	Refine and link fundamental skills consistently	Remember, repeat and link a variety of actions	Co-operate and communicate with a partner to solve challenges	Swim competently, confidently and proficiently over a distance of at least 25 metres	Explore different ways of travelling	Topsportsability (Inclusive Practice)
Describe how their bodies feel during different types of exercise – high intensity, low intensity, continuous and stop / start	Choose simple tactics for attacking and defending and vary them depending on the type of game	Create movement phrases which communicate a theme, idea, feeling or mood	Take turns when working in a small group	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Choose speed and distance and vary them depending on the task	Sports Leadership (Developing Employability and Life Skills Through PE)
Lift and move equipment safely	Recognise and describe how their bodies feel before, during and after exercise	Select and vary basic compositional ideas	Explore and develop teamwork skills as a group	Perform safe self-rescue in different water-based situations	Recognise and describe how their bodies feel before, during and after exercise	
Improve their performance by listening to advice and watching others	Identify skills and tactics that are performed well	Describe how they feel when taking part in dance	Develop communication skills	Schools can choose to cover this in KS1 and/or 2	Identify skills and tactics that are performed well	
	To use what they have seen to improve their own performance	Give reasons for warming up and cooling down	Communication skills to lead a partner		Use what they have seen to improve their own performance	
		Describe others' dances and actions they have used, and take steps to improve their own work	Plan with a partner and small group to solve problems			
			Communicate with a small group to solve challenges			

## Progression of Skills

## Year 2

Gymnastics	Games (Fundamental Sport Skills)	Dance	OAA	Invasion Games	Athletics	Net/Wall Games	Striking / Fielding Games	Personal Development
Perform gymnastic shapes with control and link them together	Develop balancing and moving with control	Remember, repeat and link actions	Follow instructions	Develop dribbling with feet	Develop co-ordination and technique when running	Defend space by using the ready position	Roll a ball towards a target	Character Education programme such as YST My Personal Best allow schools to teach life skills through PE. For more information about how to develop character education at your school please contact Clare Mount Specialist Sports College. Example links below
Use shapes to create balances	Develop balance, stability and landing safely	Explore space and simple movement patterns	Work with a partner and begin to work in small groups	Develop passing to a teammate with feet	Develop agility and co-ordination when changing direction	Defend space on court by using the ready position	Stop a rolling ball	Physical Me (fundamental movement and sports skills)
Explore travelling actions, directions and levels	Explore running with control at different speeds	Use counts of 8 to keep in time with the music.	Work with a partner to solve challenges	Develop dribbling with hands	Develop technique when jumping for distance	Throw accurately at a target	Develop accuracy in underarm throwing and consistency in catching	Social Me (trust, empathy, fairness, respect, gratitude)
Link travelling actions and balances using apparatus	Develop changing direction and dodging	Create and copy different movements, mirror a partner and move in unison	Develop negotiating skills	Develop throwing to a teammate	Develop technique when jumping for height	Develop control when handling a racket	Develop overarm throwing	Healthy Me (self-belief, honesty, courage, resilience, integrity)
Demonstrate different take off and landings when performing jumps.	To jump, hop and skip	Use clear pathways	Explore good teamwork skills	Move into space and show an awareness of defenders	Develop balance and rhythm when travelling over obstacles	Develop racket and ball skills	To strike a ball	Thinking Me (curiosity, imagination, concentration, resourcefulness, reflection)
Use shape jumps in a simple sequence	Develop co-ordination through French skipping	Use interesting shapes and levels	Communicate in a team to solve challenges	Develop dodging and use it to lose a defender	Use co-ordination and technique when throwing and pushing objects	Send a ball using a racket	Retrieve a ball	This is Me! (Sports Leadership)
Perform different rolls and link them to make a sequence	Develop skipping in an individual rope	Use facial expressions to show a character	Plan for the best solution	Stay with a player when defending	Develop technique to throw accurately	Play against an opponent	Understand the roles of batter, bowler and fielder	
Develop strength and take body weight on hands	Apply multi skills to a variety of challenges	Use individual balances	Develop trust and teamwork	Develop taking a ball towards goal	Develop balance, co-ordination and technique when competing in athletics events	Play over a net	To run around bases to score points	
Link gymnastic actions to create a short sequence to include		Use different speeds and directions	Copy a basic map					

## Primary PE Planning for Learning Matrix

## Year 3

Gymnastics (Wiral)	Games (Wiral)	Dance (Wiral)	OAA (School Choice)	Swimming (School Choice)	Athletics (Wiral)	Curriculum Enrichment (Clare Mount Support)	Personal Development
Improve the range and quality of the actions, shapes and movements they perform	Improve and consolidate the standard of skills and techniques	Explore and perform a range of actions individually or with a partner, showing good body control and fluency	Develop trust, cooperation and teamwork skills	By the end of Key Stage 2, pupils should be able to	Explore running, jumping and throwing activities as well as developing balance, agility and coordination	My Personal Best (Developing Character through PE)	Character Education programme such as YST My Personal Best allow schools to teach life skills through PE. For more information about how to develop character education in your school please contact Clare Mount Specialist Sports College. Example links below
Apply their range of skills on the floor and on apparatus	Improve the ability to link movements together	Respond imaginatively to a stimulus to create original movements	Communicate in a group and listen to others' ideas	Swim competently, confidently and proficiently over a distance of at least 25 metres	Use their bodies and a variety of equipment with greater control and coordination	Topsportsability (Inclusive Practice)	Physical Me (fundamental movement and sports skills)
Choose appropriate actions that link well together	Choose and use basic tactics and strategies	Create short movement phrases which have a simple structure	Work effectively with a partner	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Experiment with different ways of travelling, throwing and jumping to increase awareness of speed and distance	Sports Leadership (Developing Employability and Life Skills Through PE)	Social Me (trust, empathy, fairness, respect, gratitude)
Describe a performance and comment on its quality and effectiveness	Know and describe the short-term effects that different types of exercise have on the body	Perform with expression and rhythm on their own and with others	Follow and give instructions	Perform safe self-rescue in different water-based situations	Recognise and describe what their bodies feel like during different types of activities		Healthy Me (self-belief, honesty, courage, resilience, integrity)
Discuss how and why they have improved	Know what stamina is and suggest ways of improving it	Prepare for and recover from dance activity	Develop planning and problem-solving skills	Schools can choose to cover this in KS1 and/or 2	Choose skills and equipment to help them meet the challenge set		Thinking Me (curiosity, imagination, concentration, resourcefulness, reflection)
Demonstrate the importance of strength and flexibility in gymnastics	Describe key movements and evaluate the effectiveness of a performance	Use a range of descriptive language to describe and evaluate dance	Work positively towards a team goal		Use their ability to evaluate others to improve their own work		This is Me! (Sports Leadership)
Talk about the effects that exercise has on their bodies	Use their ability to evaluate others to improve their own work	Suggest ways of improving their own performance and movements	Develop simple map skills including reading, drawing and navigating				

## Progression of Skills

## Year 3

Gymnastics	Dance	Athletics	OAA	Football / Hockey	Netball / Basketball	Tag Rugby	Net/Wall (Tennis / Badminton)	Striking / Fielding (Rounders / Cricket)
Create interesting point and patch balances	Work in unison with a partner	Develop stamina and an understanding of pacing in a long-distance event	Develop cooperation and teamwork skills	Dribble the ball	Develop ball handling skills	Develop ball handling skills demonstrating increasing control and accuracy	Use the ready position	Throw and catch a ball
Match a partner in a sequence	Create actions in response to a stimulus	Develop power and speed in the sprinting technique	Communicate in a group and listen to others' ideas	Control the ball and run with it	Practise throwing and catching	Develop throwing and catching a rugby ball	Develop ball control and movement skills	Understand the role of the fielder, bowler, batter and backstop
Step into shape jumps with control	Understand the use of canon	Develop communication skills and technique when taking part in a relay	Work effectively with a partner	Develop passing to a teammate	Develop passing and moving	Play games using tagging rules	Develop racket and ball control	Develop bowling
Develop the straight, barrel, and forward roll	Understand how dynamics affect the actions performed	Develop technique when jumping for height	Develop trust and teamwork	Develop passing and moving	Play within the football rule	Use the 'forward pass' and 'offside' rule	Return the ball using a forehand groundstroke	Run around the outside of the bases and know when to stop
Smoothly move into and out of balances	Select and use movements to represent an idea	Develop technique when jumping for height	Follow and give instructions	Control the ball with different parts of the body	Develop passing and moving towards a goal	Support a teammate when attacking	Rally using a forehand	Field a ball using a two-handed pick up and a short barrier
Create a sequence with matching and contrasting actions and shapes	Remember and repeat actions	Develop power and technique when performing a push throw for distance	Develop planning and problem-solving skills	Change direction with the ball using an inside and outside hook	Lose a defender	Dodge a defender and move into space when running towards the goal	Develop the two-handed backhand	Develop batting technique
Explore gymnastics skills using hoops	Use contrasting dynamics to clearly show different phrases	Develop the technique and power for a pull throw	Work positively towards a team goal	Jockey / track an opponent	Defend an opponent and try to win the ball	Defend an opponent	Learn how to score	Learn to bat in a team
Create a partner sequence incorporating equipment	Adapt movements to include a partner and small group	Compete in athletics events	Develop simple map skills including reading, drawing and navigating	Apply the rules and tactics you have learnt to play in a football tournament	Develop the shooting action	Apply the rules and tactics you have learnt to play in a tag rugby tournament	Play against an opponent	Play in a rounders tournament
	Use different speeds and directions	Measure and record scores			Play small sided games using netball rules	Measure and record scores	Compete in a tennis competition	
	Mirror a partner and move in unison				Learn the positions of High 5 Netball and where each is allowed to go			

## Primary PE Planning for Learning Matrix

## Year 4

Gymnastics (Wirral)	Games (Wirral)	Dance (Wirral)	OAA (School Choice of Resource)	Swimming (School Choice of Resource)	Athletics (Wirral)	Curriculum Enrichment (Clare Mount Support)	Personal Development	Cricket
Develop a wider range of actions, shapes and movements	Develop and consolidate the range and consistency of skills and techniques	Explore, create and use a range of actions, responding to a range of stimuli	Develop cooperation and teamwork skills and work positively towards a team goal	By the end of Key Stage 2, pupils should be able to	Develop the range and consistency of skills and techniques required for running, jumping and throwing	My Personal Best (Developing Character through PE)	Character Education programme such as YST My Personal Best allow schools to teach life skills through PE. For more information about how to develop character education at your school please contact Clare Mount Specialist Sports College. Example links below	Overarm throw, and catch a ball
Create a sequence that follow guidelines set out by the teacher	Devise, use and adapt rules when playing and making their own games	Use simple compositional ideas to create and develop movement phrases	Communicate in a group, follow and give instructions and listen to others' ideas	Swim competently, confidently and proficiently over a distance of at least 25 metres	Use and adapt techniques and equipment to develop performance	Topsportsability (Inclusive Practice)	Physical Me (fundamental movement and sports skills)	Develop underarm bowling
Adapt and change a sequence using apparatus, space, speed and direction	Use and adapt tactics in different situations	Perform more complex actions and phrases which convey a theme, mood, feeling or	Develop trust and teamwork	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Know and explain their ideas	Sports Leadership (Developing Employability and Life Skills Through PE)	Social Me (trust, empathy, fairness, respect, gratitude)	Use the correct batting grip and develop basic batting technique
Describe how their performance is affected by changes to the body during a lesson	Know and explain their tactical ideas and plans	Know and describe the importance of warming up and cooling down	Develop planning and problem-solving skills	Perform safe self-rescue in different water-based situations	Know which parts of their performance need to be improved		Healthy Me (self-belief, honesty, courage, resilience, integrity)	Field a ball using a two-handed pick up and a short barrier
Talk about the performance of others and themselves and suggest how they can be improved	Know which parts of their performance need to improve	Describe key aspects of their own and others' dances, suggesting ways to improve further	Develop map reading, identify objects on a map, draw and follow a simple map	Schools can choose to cover this in KS1 and/or 2	Know when and why speed, strength and stamina are important in athletics		Thinking Me (curiosity, imagination, concentration, resourcefulness, reflection)	Develop overarm bowling technique
	Recognise which activities develop speed, strength and stamina		Draw and follow a simple map				This is Me! (Sports Leadership)	Play the role of bowler, batter, wicket keeper and fielder in a game
	Know when speed, strength and stamina are important in games		Draw a route using directions					Play mini versions of cricket

## Progression of Skills

## Year 4

Gymnastics	Dance	Athletics	Football	Netball	Tag Rugby	Net/Wall (Tennis)	Sf (Rounders)	Basketball
Perform individual and partner balances	Create movements in response to an idea	Develop stamina and an understanding of pacing in a long-distance event	Dribble the ball	Develop ball handling skills	Develop ball handling skills demonstrating increasing control and accuracy	Develop underarm feeding	Throw and catch a ball	Develop the attacking skill of dribbling
Control and land rotation jumps	Use direction to change set material	Develop power and speed in the sprinting	Control the ball and run with it	Practise throwing and catching	Develop throwing and catching a rugby ball	Use the ready position	Understand the role of the fielder, bowler, batter and backstop	Use protective dribbling against an opponent
Develop the straight, barrel, forward and straddle roll	Remember and perform longer choreography	Develop communication skills and technique when taking part in a relay race	Develop passing to a teammate	Develop passing and moving	Play games using tagging rules	Control a ball with a tennis racket	Develop bowling	Develop the bounce and chest pass and begin to recognise when to use them
Perform inverted movements	Understand the impact of dynamics on an action and use them when creating a phrase	Develop technique when jumping for distance	Develop passing and moving	Play within the footwork rule	Use the 'forward pass' and 'offside' rule	Hit the ball using a forehand	Run around the outside of the bases and know when to stop	Perform a jump stop and pivot
Explore pathways and travelling movements	Use canon to represent an idea	Develop technique when jumping for height	Control the ball with different parts of the body	Develop passing and moving towards a goal	Support a teammate when attacking	Return the ball using a forehand	Field a ball using a two-handed pick up and a short barrier	Lose a defender
Create a sequence to include apparatus and inverted movements	Use gesture in performance.	Develop power and technique when performing a push throw for distance	Change direction with the ball using an inside and outside hook	Lose a defender	Dodge a defender and move into space when running towards the goal	Develop the backhand	Develop batting technique	Defend and opponent by tracking them to slow them down
Create a partner sequence to include apparatus		Develop the technique and power for a pull throw	Jockey / track an opponent	Defend an opponent and try to win the ball	Defend an opponent	Keep a continuous rally going	Learn to bat in a team	Develop the technique for the set shot
		Compete in athletics events	Apply the rules and tactics you have learnt to play in a football tournament	Develop the shooting action	Apply the rules and tactics you have learnt to play in a tag rugby tournament	Use simple tactics in a game to beat an opponent	Play in a rounders tournament	Apply the skills, rules and tactics you have learnt to a mini tournament
				Play small sided games using netball rules	Measure and record scores	Compete in a tennis competition		
				Learn the positions of High 5 Netball and where each is allowed to go				



Primary PE Planning for Learning Matrix				Year 5				
Gymnastics (Wirral)	Games (Wirral)	Dance (Wirral)	OAA (School Choice of Resource)	Swimming (School Choice of Resource)	Athletics (Wirral)	Curriculum Enrichment (Clare Mount Support)	Personal Development	Cricket
Perform shapes, actions and movements consistently	Develop and consolidate a broader range of techniques and skills for attacking and defending	Explore, perform and combine actions and ideas in a variety of different dance styles	Work effectively with a partner and small group to solve problems	By the end of Key Stage 2, pupils should be able to	Develop a broader range of techniques for running, jumping and throwing	My Personal Best (Developing Character through PE)	Character Education programme such as YST My Personal Best allow schools to teach life skills through PE. For more information about how to develop character education at your school please contact Clare Mount Specialist Sports College. <a href="#">Example links below</a>	Develop throwing accuracy and catching skills
Link shapes, actions and movements together fluently	Know and apply the basic strategic and tactical principles of attack, and adapt them to different situations	Create dances using compositional ideas on their own and with others	Build communication and trust showing an awareness of safety	Swim competently, confidently and proficiently over a distance of at least 25 metres	Know how to apply the correct technique to different pieces of equipment	Topsportsability (Inclusive Practice)	Physical Me (fundamental movement and sports skills)	Develop underarm and overarm bowling technique and accuracy
Use mirroring and matching when working with a partner	Choose and apply skills more consistently in activities	Perform confidently and expressively using a variety of performance skills	Develop co-operation and teamwork skills; suggesting ideas and	Use a range of strokes effectively (for example, front crawl, backstroke and	Choose and apply skills more consistently in activities	Sports Leadership (Developing Employability and Life Skills Through PE)	Social Me (trust, empathy, fairness, respect, gratitude)	Develop batting accuracy and directional batting
Adapt a sequence to suit a change in equipment and apparatus	Choose and use information to evaluate their own and others' work	Plan and deliver their own warm-up and cool-down activities	Develop trust and listen to others and follow instructions	Perform safe self-rescue in different water-based situations	Apply their knowledge to evaluate their own and others' work		Healthy Me (self-belief, honesty, courage, resilience, integrity)	Develop catching skills (close/deep catching and wicket keeping)
Understand the key elements of a warm-up and talk about how a warm up has an impact on performance	Know and understand the basic principles of warming-up, and understand why it is important for a good quality performance	Know and explain the importance of preparing for and recovering from activity	Develop critical thinking	Schools can choose to cover this in KS1 and/or 2	Know and understand the key principles of a warm-up and how it can effect the quality of performance		Thinking Me (curiosity, imagination, concentration, resourcefulness, reflection)	Use defensive and driving hitting techniques
Understand and explain why regular physical activity is good for general health	Demonstrate that they understand the principles of warming-up by choosing appropriate activities for the games they are going to play	Describe, analyse and evaluate their own and others' routines	Develop navigational skills and map reading; using a key to identify objects and locations		Demonstrate that they understand the principles of a warm-up by choosing appropriate activities for the events they are going to participate in		This is Me! (Sports Leadership)	Develop a variety of fielding techniques and to use them within a game

Progression of Skills		Year 5						
Gymnastics	Dance	Athletics	Football	Netball	Tag Rugby	Net/Wall (Tennis)	S/F (Rounders)	Basketball
Perform symmetrical and asymmetrical balances	Create a dance in random structure and perform the actions showing quality and control	Pace yourself and take part in a long-distance event	Develop dribbling the ball with control	Develop passing and moving	Develop attacking principles, knowing when to run and when to pass	Hit the ball with a forehand groundstroke	Throw and catch with accuracy	Dribble the ball using the double dribble and travelling rule
Develop the straight, forward, straddle and backward roll	Change the dynamics of an action	Develop sprinting technique	Dribble the ball under pressure	Develop passing and moving towards a goal	Throw accurately and catch a tag rugby ball with control	Return the ball using a forehand	Develop bowling	Use protective dribbling against an opponent
Explore different methods of travelling, linking actions in both canon and synchronisation	Provide and use feedback to improve on performance	Develop change over in a relay race	Pass the ball accurately to a target	Use the attacking principle of creating and using space	Use the 'forward pass' and 'offside' rules	Return the ball using a backhand groundstroke	Understand the role of the bowler	Use a variety of passes in a game situation
Perform progressions of inverted movements	Use formations	Develop technique to perform the standing long jump	Develop first touch control	Change direction and lose a defender	Play games using tagging rules	Keep a continuous rally going	Develop batting technique	Move into a space to support a teammate
Perform progressions of a handstand	Show an understanding of shadowing and mirroring	Perform a standing triple jump	Turn using a drag back, inside and outside hook	Defend ball side and know when to go for interceptions	Lose a defender	Underarm serve	Learn how to stump a batter out	Choose when to pass and when to dribble
Explore matching and mirroring using actions both on the floor and on	Create group poses	Develop high jump	Develop defending skills	Change direction to get free from a defender and receive a	Draw defence and know when to pass	Use a volley	Develop a variety of fielding techniques and to use them in a game	Track an opponent and use defensive techniques to win the ball
Create a partner sequence using apparatus	Consider movements that flow smoothly in their choreography	Develop the shot-put throw	Develop goalkeeping skills	Develop the shooting action	Work as a defending unit to prevent attackers from scoring	Use a variety of strokes to beat an opponent	Develop long and short barriers in fielding	Perform a set shot and a jump shot
	Use unison and canon when creating and linking poses	Develop the javelin throw	Apply the rules and tactics you have learnt to play in a football tournament	Play in a High 5 netball tournament	Apply the rules and tactics you have learnt to play in a tag rugby tournament	Compete in a tennis competition	Develop decision making and tactical awareness	Apply the rules and tactics you have learnt to play in a basketball tournament



## Primary PE Planning for Learning Matrix

Primary PE Planning for Learning Matrix					Year 6			
Gymnastics (Viral)	Games (Viral)	Dance (Viral)	OAA (School Choice of Resource)	Swimming (School Choice of Resource)	Athletics (Viral)	Curriculum Enrichment (Clare Mount Support)	Personal Development	Cricket
Link actions, shapes and movements more fluently	Choose, combine and perform skills more fluently and effectively	Explore, combine and perform a range of actions with fluency and control	Work effectively with partner and small group	By the end of Key Stage 2, pupils should be able to	Choose, combine and perform skills for running, jumping and throwing more fluently, effectively and consistently	My Personal Best (Developing Character through PE)	Character Education programme such as YST My Personal Best allow schools to teach life skills through PE. For more information about how to develop character education at your school please contact Clare Mount Specialist Sports College. Example links below	Develop throwing accuracy and catching skills
Select effectively from a wider range of shapes, actions and movements	Understand, choose and apply a range of tactics and strategies more consistently	Create, link and structure sections and whole dance routines	Build communication and trust showing an awareness of safety	Swim competently, confidently and proficiently over a distance of at least 25	Understand and apply techniques to different pieces of equipment with more consistency	TopSportsability (Inclusive Practice)	Physical Me (fundamental movement and sports skills)	Develop underarm bowling accuracy
Use their knowledge of how to develop a sequence to produce a more complex performance	Use these tactics and strategies more consistently in similar games	Select and use basic, compositional ideas when creating and adapting their dances	Develop strategies and planning and work as a team to solve problems	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Understand the need to prepare properly for athletic activities	Sports Leadership (Developing Employability and Life Skills Through PE)	Social Me (trust, empathy, fairness, respect, gratitude)	Develop batting accuracy and directional batting
Understand the importance of an effective warm-up and cool-down	Understand why exercise is good for their fitness, health and wellbeing	Lead and take part in an effective dance-specific warm-up	Suggest ideas and listen to others	Perform safe self-rescue in different water-based situations	Understand why exercise is good for health, fitness and wellbeing		Healthy Me (self-belief, honesty, courage, resilience, integrity)	Develop catching skills (close/deep catching and wicket keeping)
Use appropriate and relevant language to describe how others are performing	Understand the need to prepare properly for games	Understand how taking part in dance is good for health and wellbeing	Develop co-operation and teamwork skills	Schools can choose to cover this in KS1 and/or 2	Develop their ability to evaluate their own and others' work and suggest ways to improve it		Thinking Me (curiosity, imagination, concentration, resourcefulness, reflection)	Develop overarm bowling technique and accuracy
Give advice and make suggestions to help others improve	Develop their ability to evaluate their own and others' work and suggest ways to improve it	Evaluate and refine the standard of their own and others' work	Develop creating ideas and problem solving				This is Me! (Sports Leadership)	Use defensive and driving hitting techniques
	Know when speed, strength and stamina are important in games		Develop critical thinking					Develop a variety of fielding techniques and to use them within a game
			Develop trust and listen to others and follow instructions					Develop long and short barriers in fielding
			Develop navigational skills and map reading					
			Use a map to navigate around a course					
			Use a key to identify objects and locations					

## Progression of Skills

Progression of Skills					Year 6			
Gymnastics	Dance	Athletics	Football	Netball	Tag Rugby	Net/Wall (Tennis)	S/F (Rounders)	Basketball
Develop the straddle, forward and backward roll	Order phrases using random structure	Pace yourself and take part in a long-distance event	Develop dribbling the ball with control	Develop passing and moving	Develop attacking principles, knowing when to run and when to pass	Use the ready position	Throw and catch with accuracy	Dribble the ball using the double dribble and travelling rule
Perform counterbalance and counter tension	Copy and repeat a set dance phrase showing control in movements	Develop sprinting technique	Dribble the ball under pressure	Develop passing and moving towards a goal	Throw accurately and catch a tag rugby ball with control	Develop ball control and movement skills	Develop bowling	Use protective dribbling against an opponent
Link partner balances into a sequence	Work collaboratively to explore and develop dance ideas	Develop change over in a relay race	Pass the ball accurately to a target	Use the attacking principle of creating and using space	Use the 'forward pass' and 'offside' rules	Develop racket and ball control	Understand the role of the bowler	Use a variety of passes in a game situation
Perform inverted movements with control	Perform with confidence using exaggerated movements	Develop technique to perform the standing long jump	Develop first touch control	Change direction and lose a defender	Play games using tagging rules	Return the ball using a forehand groundstroke	Develop batting technique	Move into a space to support a teammate
Perform the progressions of a headstand and a cartwheel	Use changes in level and speed when choreographing	Perform a standing triple jump	Turn using a drag back, inside and outside hook	Defend ball side and know when to go for interceptions	Lose a defender	Rally using a forehand	Learn how to stump a batter out	Choose when to pass and when to dribble
Use flight from hands to travel over apparatus	Use a prop as a dance stimulus	Develop high jump	Develop defending skills	Change direction to get free from a defender and receive a pass	Draw defence and know when to pass	Develop the two-handed backhand	Develop a variety of fielding techniques and to use them in a game	Track an opponent and use defensive techniques to win the ball
Create group balances	Use canon and unison to improve the impact of a dance	Develop the shot-put throw	Develop goalkeeping skills	Develop the shooting action	Work as a defending unit to prevent attackers from scoring	Learn how to score	Develop long and short barriers in fielding	Perform a set shot and a jump shot
Create a group sequence using formations and apparatus	Combine movement ideas to convey a mood and theme	Develop the javelin throw	Apply the rules and tactics you have learnt to play in a football tournament	Play in a High 5 netball tournament	Apply the rules and tactics you have learnt to play in a tag rugby tournament	Play against an opponent	Develop decision making and tactical awareness	Apply the rules and tactics you have learnt to play in a basketball tournament
	Explore, improvise and combine movement ideas fluently and efficiently					Compete in a tennis competition	Play in a rounders tournament	

## Impact

## How do we assess and monitor PE?

The programme of study for PE specifies the core knowledge, skills and understanding for each Key Stage. The National Curriculum states that schools teach the new Programmes of Study and assess progress with reference to the new attainment target which is integral to each Key Stage.

Every child is assessed in Physical Education. Children are assessed against the specific criteria for their ability group i.e. 'Expected', 'Emerging' and 'Exceeding'. A sample of evidence is recorded by teachers. If a child is not meeting the criteria within an attainment target teachers will use professional judgement when deciding to continue or lower the attainment target. The assessments are then further broken down into a decimal system e.g. 3.2 (Year 3 emerging), so that a universal language across subjects and moderation can be more effective. Assessment is ongoing but provided to the Headteacher at the end of each academic year. The PE leader will analyse the assessments to ensure high standards of pupil progress.



**Year 1 Physical Education Assessment**  
**Monitoring and Evidence of Progress in a range of contexts in Physical Education**

The range of contexts relates to a variety of areas of activity through which the curriculum for Physical Education can be delivered.

Attainment Target	PHYSICAL COMPETENCE In a range of contexts children:				THINKING Decision Making & Improving Performance In a range of contexts children:		SOCIAL & EMOTIONAL Healthy Active Lifestyles In a range of contexts children:		
Expected	Explore, copy and use basic body actions, fundamental skills and sequences of movement with control, agility, balance and coordination and stay still when required to meet the demands of the activity.	Perform with some sense of timing, rhythm and expression i.e. emotion, confidence, facial expression and with good control, accuracy and consistency.	Use different forms of travel safely and show good control, coordination and awareness of each other and equipment when moving into space i.e. choosing appropriate routes when travelling.	Link, practise and repeat basic actions using basic tactics and compositional ideas to improve performance i.e. use a range of shapes and adapt to work on floor/ apparatus.	Select and perform simple actions, fundamental skills and techniques to create a structured movement phrase or sequence to meet the needs of the task or game, i.e. link together a variety of running, hopping and stepping actions.	Use simple terminology to describe the key features of a performance (actions and skills) and the tactical and compositional ideas used to make improvements to their own performance.	Describe what happens to Heart Rate and Breathing Rate when exercising.	Know how to tense and relax their body in preparation for the actions to follow.	Can follow certain safety guidelines to show safe practice including carrying and placing equipment/apparatus.
John	4/10/14 14/2/15 13/5/15	4/10/14 14/2/15		14/2/15 3/5/15 20/8/15			<div>Example of Evidence</div> <div>Posters created to show the health benefits of exercise. Children described benefits to partner.</div>		
Mike	4/10/14 14/2/15 13/5/15								
Carl									
David	4/10/14 14/2/15 13/5/15								
		<div>Example of Evidence</div> <div>Children film and photograph performances, using them in displays and to improve</div>				<div>Example of Evidence</div> <div>Children used key vocabulary when communicating in a variety of ways e.g. written/oral/visual, when describing a performance.</div>			
Emerging	Explore and use basic actions, fundamental skills and sequences of movement using different body parts with some control, agility, balance and coordination	Movements are performed with some expression i.e. emotion, confidence, facial expression, and represent the theme (Gym and Dance)	Use different ways of travelling safely i.e. on feet, hands and feet, showing awareness of others when moving into space.	Practise, refine and perform simple actions, fundamental skills and techniques with some guidance i.e. practise to improve a roll or a pass.	Knows the basic structure of a performance i.e. a clear beginning, middle and end. Can identify simple actions to use in a game and when creating basic movement phrases.	Select some tactical and compositional ideas and use these to make improvements to their own performance.	Know when their bodies are tensed or relaxed in preparation for the actions to follow.	Know when their heart rate and breathing rate has increased.	With guidance, carry and place apparatus/equipment safely.
Michael		<div>Example of Evidence</div> <div>Some basic actions, skills and technique demonstrated. For example, in gym basic balances performed with evidence of some body tension, stability and extension.</div>			<div>Example of Evidence</div> <div>Children identify some movements using simple (not specific or technical) language, and visual demonstration.</div>				
Peter									
Kelly									
Rachel									

**Year 1 Physical Education Assessment**  
**Monitoring and Evidence of Progress in a range of contexts in Physical Education**

How to use: Use this table to track and monitor progress. For example:

- References can be made to areas which children are or are not secure in
- Highlight children who are ready to progress to a higher attainment target or who are required to move to the lower attainment target
- Reasons for gaps in progress and provision e.g. absence or injury

Please note: Children can only progress to a higher attainment target when they have consistently demonstrated over time that they are secure within their current attainment target

Emerging	Expected	Exceeding
<b>Michael</b>  <b>Peter</b>  <b>Kelly</b>  <b>Rachel - needs further support. More consolidation of skills and techniques required to demonstrate she is secure within this attainment target.</b>	<b>John – ready to move up as he meets almost all of the criteria.</b>  <b>Mike -</b>  <b>Carl</b>  <b>David</b>	<b>Abigail – secure in all areas. Needs more challenge.</b>  <b>Joe</b>  <b>Keith</b>  <b>Laura</b>

SLT, teachers and subject leaders use assessment for learning to inform planning, teaching and learning and CPD opportunities.

SLT and subject leaders are continuously monitoring their subject to ensure it meets the needs of our pupils. They monitor using a variety of activities, including:

- Learning walks
- Book scrutiny
- Lesson observations
- Pupil survey and discussions
- Staff survey and discussions

Criteria to help such monitoring largely comes from AfPE (Association for PE) which can be seen below. Orrets Meadow was proud to receive the AfPE Quality Mark with Distinction in 2017. Aligning with the recent Ofsted framework (2019), there are whole-school guidance criteria from AfPE which we aim to meet:

‘The leadership & management of PESSPA is exceptional. All teachers are engaged, feel effectively and meaningfully supported both in terms of their well-being and opportunities to take part in focused professional development. Those responsible for governance ensure that the school has a clear vision and strategy and that resources are managed well. There is a clear and ambitious vision for high quality PESSPA.

The PE curriculum is well planned, relevant and purposeful and supports the progression of all pupils from their starting points to their end points with the aim that all pupils successfully complete their programmes of study, demonstrating improved skills, competencies and developing at the same time, detailed knowledge, understanding and the cultural capital to succeed in life.

There is a wide and rich range of extra-curricular experiences that enhance and extend pupils interests and talents. Pupils are motivated and engaged and participate willingly and respond positively to the sporting and cultural opportunities on offer. PESSPA contributes exceptionally well to the development of pupils’ character, confidence, resilience and independence and supports their persistence in the face of challenges and difficulties. Pupils know how to eat well, maintain an active lifestyle and keep physically and mentally healthy.

Pupils appreciate how PESSPA can make a difference to their attitudes and behaviour across the school and how to be responsible, respectful and active citizens. They feel safe in PESSPA and there is a culture of

safeguarding that supports effective arrangements. There is a positive climate for learning where low level disruption and bullying is not tolerated. Pupils' behaviour and attitudes in PESSPA are exemplary.

PESSPA provision contributes strongly to the spiritual, moral, social and cultural development of pupils and effectively meets different pupils' needs, including pupils with SEND.'



## Quality of Teaching

<ul style="list-style-type: none"> <li>The most important role of teaching is to <u>raise pupils' attainment</u></li> <li>It is also important in promoting their <u>spiritual, moral, social and cultural development</u></li> <li>Teaching is evaluated in terms of its <u>impact on learning and progress</u></li> </ul>		
<i>Italics denotes the Professional Standards for Teachers</i>	Good	Outstanding
<b>Teachers' expectations and subject knowledge</b>  <i>*Set high expectations which inspire, motivate and challenge pupils</i> <i>*Demonstrate good subject and curriculum knowledge</i> <i>*Plan and teach well-structured lessons</i> <i>*Adapt teaching to respond to the strengths and needs of all pupils</i>	<p>Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils.</p> <p>Teachers and external coaches/practitioners have a good level of specialist expertise which enthuses and challenges most pupils.</p> <p>They use a wide range of resources and teaching strategies to promote good learning across all aspects of the subject.</p> <p>Good planning based on what pupils already know, understand and can do ensures that all pupils are fully included and challenged to achieve their best.</p> <p>Good relationships and high expectations also promote good learning for all pupils.</p> <p>The use of ICT enhances pupils learning, progress and enjoyment of physical education and provides opportunities to observe and analyse work for improvement.</p>	<p>Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.</p> <p>Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.</p> <p>Teachers and external coaches/practitioners ensure pupils' outstanding learning and progress through well planned and well organised lessons.</p> <p>They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.</p> <p>They use a very wide range of innovative and imaginative resources and teaching strategies to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.</p> <p>Time in lessons is maximised to engage all pupils in vigorous physical activity.</p> <p>Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.</p> <p>ICT is used very effectively to support observation and analysis to improve work further.</p>

<b>Pupils' expectations, activity rates, knowledge and understanding</b>  <i>*Promote good progress and outcomes for pupils</i> <i>*Manage behaviour effectively to ensure a good and safe learning environment</i>	<p>Teachers ensure that pupils are active and engaged in physical activities throughout the lesson.</p> <p>Time in lessons is used effectively and pupils are expected to work hard for sustained periods of time.</p> <p>Activities develop pupils' physical competence and knowledge of the body in action as well as promoting their physical fitness.</p> <p>Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/refereeing.</p> <p>Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy.</p>	<p>Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.</p> <p>The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.</p> <p>Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.</p> <p>Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.</p>
<b>Use of others adults (including coaches) to improve the quality of learning</b> <i>*Fulfil wider professional responsibilities</i>	<p>Specialist coaches and volunteers are deployed effectively by teachers to provide high quality sports coaching and advice on how to improve performance.</p> <p>External coaches/practitioners' and other adults' support is well focused and makes a positive contribution to the quality of learning.</p>	<p>Specialist coaches and volunteers are deployed very effectively by teachers to provide high quality sports coaching and advice on how to improve performance.</p> <p>External coaches/practitioners' and other adults' support is well focused and makes a significant contribution to the quality of learning.</p>
<b>Pupil assessment to improve performance</b> <i>*Make accurate and productive use of assessment</i>	<p>Pupils' progress is systematically checked throughout all Key Stages.</p> <p>Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.</p> <p>Pupils are given opportunities to assess their own and others' performances and suggest improvements.</p> <p>Assessment of pupils' progress is regular and accurate; this enables teachers to gauge how well individual pupils are progressing and identify those who need further challenge or additional support to help them achieve</p>	<p>Pupils' progress is systematically checked throughout all Key Stages. Assessment data are used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.</p> <p>Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.</p> <p>Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.</p>

The impact of PE and sport is monitored and shared by termly written reports from the PE Lead. These reports are presented at governors' meetings. More details can be found on the Orrets Meadow website under 'PE and Sport'.