

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

'Be the best you can be; together we grow from acorns to oaks flourishing in God's love'

PE Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

Bream C of E Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to co-operate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims, which are taught through the *Complete PE Programme*, are to improve the wellbeing and fitness of all children at Bream, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We intend to provide a fully inclusive PE curriculum whereby all of our pupils – no matter their needs – can access the lessons and benefit fully from their content. We aim to do this by providing high-quality teaching, explicit instruction and modelling through our I do, We do, You do approach. We will apply adapted teaching to our practice where we will modify activities so that they can be accessed by all learners, including those with needs. We also strive to ensure that our Christian values (trust, friendship, respect, forgiveness, courage and truthfulness) underpins our teaching and learning of Physical Education.

Implementation

- PE at Bream C of E Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.
- Our long-term planning, supported by *Complete PE*, sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- All pupils – including those with SEND - will participate in a high-quality PE lesson each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available each day and children can attend our after-school sport club.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much

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enjoyed by the children.

- Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.
- Children participate in workshops covering a variety of sports throughout the year and led by Attribute Sports. For example, archery, outdoor and adventure, boxing and skipping, again providing the children with an opportunity to develop, improve their fitness and to try something new.
- Children in Years 3, 4, 5 and 6 participate in swimming lessons at the local leisure centre with the aim of developing confident swimmers who can swim at least 25m.
- Children in Years 5 and 6 participate in a residential experience where they participate in a range of outdoor and adventurous activities.
- We are also part of the 'Daily Mile' initiative which supports the government target of all children being active for at least 60 minutes a day.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully develop a life-long love of sport and grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Through our inclusive teaching approach, all of our learners will access the PE curriculum and will acquire a range of fundamental skills that will enhance their lives. With the support of Complete PE, our children will have the tools and understanding required to make a positive impact in their own physical health and well-being. Children who experience a wide variety of sports and physical skills will improve and enhance their life-long fitness, life choices and career opportunities.

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Complete P.E. is an interactive Physical Education resource designed to support the implementation of a High-Quality Physical Education Curriculum. At Bream C of E, we know that our high-quality physical education curriculum needs to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We have designed our P.E. curriculum to support the needs of our pupils so that it is fully inclusive and accessible.

Through use of Complete P.E, we are able to provide opportunities for all pupils to become physically confident in a way which supports their health and fitness as well as opportunities to compete in sport and other activities to build character and help to embed values. We are able to promote both Christian, British and sporting values such as fairness, respect, trust, tolerance, courage and friendship, through our curriculum.

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Our Units of Study (Complete PE)

Year Group Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Acorns	EYFS Prime Area: Physical Development (core strength and co-ordination, gross motor skills and fine motor skills)					
	Locomotion	Ball Skills	Dance	Gymnastics	Ball Skills	Attack v Defence
	Walking and Jumping	Hands and Feet	Nursery Rhymes	Moving	Rackets, Bats, Balls and Balloons	Games for Understanding
Year 1 Willow	Ball Skills	Gymnastics	Dance	Ball Skills	Attack v Defence	Locomotion
	Hands	Body Parts	Heroes	Feet	Games for Understanding	Running
Year 2 Beech	Attack v Defence	Gymnastics	Dance	Ball Skills	Ball Skills	Locomotion
	Games for Understanding	Linking	Explorers	Rackets, bats and balls	Feet	Jumping
Year 3 Rowan	Games: Invasion	Dance	Swimming	Gymnastics	Games: Striking & Fielding	Outdoor and Adventure
	Basketball	Wild Animals	Strokes and Water Safety	Canon and Unison	Cricket	Orienteering
Year 4 Elm	Games: Invasion	Dance	Gymnastics	Swimming	Games: Net/Wall	Athletics
	Tag Rugby	Space	Bridges	Strokes and Water Safety	Tennis	Running, throwing and jumping
Year 5 Cedar	Games: Invasion	Gymnastics	Dance	Outdoor and Adventure	Swimming	Games: Striking & Fielding
	Netball	Flight	Greeks	Orienteering	Strokes and Water Safety	Rounders
Year 6 Oak	Games: Invasion	Gymnastics	Dance	Games: Net/Wall	Athletics	Swimming
	Football	Matching and Mirroring	Carnival	Tennis	Running, throwing and jumping	Strokes and Water Safety

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Primary Physical Education

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.

Key Stage 1

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 pattern

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Progression of Skills for Physical Education

EYFS: Reception (Acorns)		
Prime Area: Physical Development		
Core strength and Co-ordination	Gross Motor Skills	Fine Motor Skills
Strand	Skills	
Healthy Body and Mind (Learning for life)	- Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) - An understanding of the need for PE uniform (changing, safety) - Awareness of how exercise is important for a healthy lifestyle and mind	
Attack v Defence Ball Skills Co-ordination Spatial Awareness	- Work individually and with others - Engage in cooperative physical activities - Participate in team games - Understand how to use equipment safely - To be able to move and stop confidently, negotiating the space around them effectively - Show good control over their bodies when exploring different skills - Start showing an ability to use their dominate hand to work with a partner in different activities - Explore and use skills effectively for particular games - Roll a ball or hoop - Throw a ball underarm - Explore balancing	
Locomotion	- Walk using head, arms and feet, applying an effective walking technique - Walking developing into marching - Apply their understanding of walking, applying it into a game - Learn skills of running, jumping and throwing with a range of equipment - Vary speed of running based on commands given - Use comparative language i.e. faster, longer, and be able to physically demonstrate this	
Gymnastics	Move confidently and safely in their own and general space (negotiating space effectively – under,	

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	round, over equipment and obstacles) • Move and stop, recognising both commands and acting upon them immediately • Show contrast with their bodies including tall/short, wide/thin, straight/curved) • Copy simple movements and simple sequences • Make shapes with their bodies, according to commands • Jump off an object and land appropriately
Dance	• Explore and copy basic body actions and rhythms • To be able to negotiate space confidently, using appropriate strategies • To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc. • To begin to respond with their bodies to different types of music

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	Year 1 (Willow)	Year 2 (Beech)
Strand	Skills	
Healthy Body and Mind (Learning for life)	- Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) - An understanding of the need for PE uniform (changing, safety) - Awareness of how exercise is important for a healthy lifestyle and mind	
Attack v Defence Ball Skills Co-ordination Spatial Awareness	- Begin to apply basic movements in a range of activities - Work individually and with others - Engage in co-operative physical activities - Engage in competitive physical activities (both against self and against others) - Participate in team games - Understand how to use equipment safely - To be confident and keep themselves safe in the space in which an activity/game is being played - Explore and use skills, actions and ideas individually and in combination to suit the game that is being played - Show ability to work with a partner in throwing and catching games - Choose and use skills effectively for particular games (throw a ball accurately to a target using increasing control; explore throwing and catching in different ways; explore kicking in different ways with increasing control) - Hit a ball with control using an appropriate object	- Engage in competitive physical activities (both against self and against others) - Participate in team games - Developing simple tactics for attacking and defending - Able to reflect on and develop skills to improve - Understand how to use equipment safely - Improve the way they coordinate and control their bodies in various activities - Remember, repeat and link combinations of skills where necessary - Develop basic tactics in simple team games and use them appropriately - Choose use and vary simple tactics - Catch and control a ball in movement working with a partner or in a small group - Take part in games where there is an opposition - Understand that attack means to try and score a point against the opposition team - Understand that defend means to try and stop the opposing team from scoring a point - Decide where to stand during a team game, to support the game

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		• Begin to lead others in a simple team game • Be able to pass and stop a ball to a team mate accurately • Understand how to intercept a moving ball • To be able to hit a ball accurately using a piece of equipment • To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate
Locomotion	• Remember, repeat and link combinations of actions • Use their bodies and a variety of equipment with greater control and co-ordination • Develop the following skills with increasing accuracy and velocity (explore and throw a variety of objects with one hand; jump from a stationary position with control; change speed and direction whilst running)	
Gymnastics	• Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes • Move confidently and safely in their own and general space, using change of speed and direction • Copy, create and link movement phrases with beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts • Explore making their body tense, relaxed, stretched and curled • Can they explore different ways of stretching, balancing, rolling, and travelling	• Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions • Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control • Create routines which have a clear beginning and ending • Work with a partner sharing ideas and creating a simple sequence
Dance	• Explore movement ideas and respond imaginatively to a range of stimuli • Move confidently and safely in their own general	• Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance

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	space using changes of speed level and direction • Compose and link movements to make simple beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts	• Explore the change of rhythm, speed, level and direction • Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas
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Key Stage 2

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 gymnastic) 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.
- 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.

	Year 3 (Rowan)	Year 4 (Elm)	Year 5 (Cedar)	Year 6 (Oak)
Stand	Skills			
Healthy Body and Mind (Learning for life)	- Awareness of body changes before (warm up), during and after exercise (cool down) - Explain why we warm up (to prepare mentally and physically for your chosen activity; warming up increases your heart rate and therefore your blood flow which enables more oxygen to reach your muscles; reduce risk of injury) - Awareness of how exercise is important for a healthy body and lifestyle - Awareness of how exercise can help support our mental wellbeing - Understanding the importance of exercise and sport in social environments			
Games: understanding	- Pupils are familiar with basic rules of games - They are beginning to apply them in a range of situations. - Pupils can identify when they are successful and the next steps in their learning - Pupils are able to identify the sporting spirit values - They can give examples of when they could demonstrate them during a game situation - Understand how to use equipment safely		- Pupils are able to show a good understanding of a variety of games - They can adapt the rules of a game for an intended purpose - Pupils are able to assess their own performance and the performance of others to identify areas for development - Pupils consistently demonstrate the sporting spirit values in a range of games situations - Understand how to use equipment safely	
Games: invasion	- Move with a ball towards goals with increasing control - Understand their role as an attacker and as a defender - Move into space to help support a team - Defend an opponent and try to win the ball	- Pass, receive and shoot the ball with increasing control - Work as part of a team to keep possession and score goals when attacking - Defend one on one and know when and how to win the ball - Use simple tactics to help a team score or	- Understand there are different skills for different situations and begin to use these - Move into space to help a team - Play in a range of positions and know how to contribute when attacking and defending	- Pass, receive and shoot the ball with increasing control under pressure - Select the appropriate action for the situation - Create and use a variety of tactics to help a team - Create and use space to help a

		gain possession	• Pass, receive and shoot the ball with some control under pressure	team • Select and apply different movement skills to lose a defender • Use marking, and/or interception to improve defending
Games: net/wall	• To play continuous games • Use a range of basic racket skills and variety of shots in different areas of the court • Demonstrate good footwork on the court • Return to the ready position to defend my own court.	• To play continuous games • Use a range of basic racket skills and variety of shots in different areas of the court • Demonstrate good footwork on the court • Return to the ready position to defend my own court	• Develop a wider range of skills and begin to use these under some pressure • Select and apply preferred skills with increasing consistency • Understand the need for tactics and make decisions about when best to use them • Play cooperatively with a partner • Demonstrate good footwork to cover a court space in a game situation	• Use a wider range of skills in game situations. • Play cooperatively with a partner / in a team • Demonstrate good decision making when making shots within a game • Identify and use a variety of tactics
Games: striking & fielding	• Use overarm and underarm throwing, and catching skills • Begin to strike a	• Use overarm and underarm throwing and catching skills with increasing	• To sometimes strike a bowled ball • Begin to develop a wider range of skills	• Strike a bowled ball with increasing consistency • Use some tactics in

	bowled ball after a bounce • Bowl a ball towards a target • Develop an understanding of tactics and begin to use them in game situations	accuracy • Strike a bowl and ball after a bounce • Bowl a ball with some accuracy, and consistency • Choose and use simple tactics for different situations	and use these under some pressure • Use tactics effectively in a competitive situation	the game as a batter, bowler and fielder • Select the appropriate action for the situation
Dance	• Create dance phrases that communicate ideas • Create dance phrases that communicate ideas • Create dance phrases with a partner and in a small group using canon and unison • Repeat, remember and perform these phrases in a dance • Use dynamic and expressive qualities in relation to an idea • Use counts to keep in time with a group and the music • Recognise and talk about the movements used	• Respond imaginatively to a range of stimuli related to character and narrative • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group • Use formation, canon and unison to develop a dance • Refine, repeat and remember dance phrases and dances • Perform dances clearly and Fluently • Describe, interpret and evaluate dance, using appropriate language	• Adapt and refine actions, dynamics and relationships in a dance • Perform different styles of dance clearly and fluently • Recognise and comment on dances, showing an understanding of style • Suggest ways to improve their own and other people's work	• Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances • Adapt and refine actions, dynamics and relationships to improve a dance • Choreograph a dance using props • Perform dances fluently and with control • Use appropriate language to evaluate and refine their own and

	and the expressive qualities of dance			others' work
Gymnastics	• Use a greater number of their own ideas for movements in response to a task • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control • Move in unison with a partner • Choose actions that flow well into one another • Adapt sequences to suit different types of apparatus • With help, recognise how performances could be improved	• Safely perform balances individually and with a partner • Plan and perform sequences with a partner that include a change of level and shape • Understand how body tension can improve the control and quality of their movements • Watch, describe and suggest possible improvements to a performance	• Create and perform sequences using apparatus, individually and with a partner • Use set criteria to make simple judgments about performances and suggest ways they could be improved • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance • Use strength and flexibility to improve the quality of a performance	• Understand what counter balance and counter tension is and show examples with a partner • Combine and perform gymnastic actions, shapes and balances with control and fluency • Create and perform sequences using compositional devices to improve the quality • Suggest changes and use feedback to improve a sequence
Athletics	• Run at fast, medium and slow speeds • Use different take off and landings when jumping • Develop jumping for	• Demonstrate the difference between sprinting and running over varying distances • Demonstrate	• Choose the best pace for a running event • Perform a range of jumps showing some technique.	• Select and apply the best pace for a running event • Exchange a baton with success • Perform jumps for

	distance and height • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing my action for accuracy and distance • Record my distances, numbers and times	different throwing techniques • Jump for distance and height with control and balance • Throw with some accuracy and power into a target area	• Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance • Understand how stamina and power help people to perform well in different athletic activities • Lead a partner through short warm-up routines	height and distance using good technique • Show accuracy and good technique when throwing for distance • Lead a small group through a short warm-up routine
Outdoor Adventure Activities	• To follow and give instructions • Communicate ideas and listen to others • Work with a partner and a small group. Plan and attempt to apply strategies to solve problems • Reflect on when and why I was successful at solving challenges • Developing basic map reading skills • Identify key symbols on a map and use a		• Reflect on when and how they were successful at solving challenges, and alter methods in order to improve • Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy • Use critical thinking to approach a task • Navigate around a course using a map • Reflect on why and	

	key to help navigate around a grid		how they are successful at solving challenges and adapt methods in order to improve	
Swimming	The swimming stand of our P.E. curriculum delivered by local swimming coaches (Freedom Leisure) and the class teacher. We see this part of the curriculum as an opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. Targets: • 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			

Assessment in Physical Education

At Bream C of E Primary School, we use the Physical Education Assessment Tool on the Complete P.E. online platform. This tool allows teacher to assess during or after a P.E. lessons to identify whether pupils have met the criteria for the given learning objectives. This information allows the subject leader to analyse data to find areas of strength and areas of development within our curriculum. The assessments allow teachers to adapt lessons so that we can revisit learning and meet the needs of our pupils.

Physical Education Assessment

Academic year *
2023-2024

Year group *
Year 6

Class *
Oak

Gender
Select

SEN-D
Select

Free school meals
Select

Pupil Premium
Select

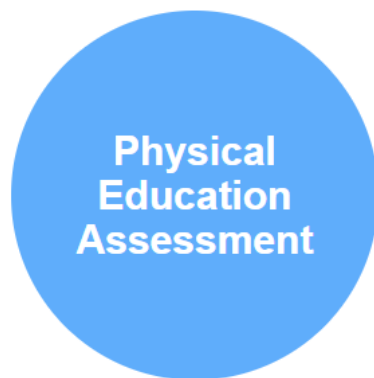
Below
5.56%

Emerging
22.22%

Expected
61.11%

Exceeding
5.56%

N/A



The Daily Mile

At Bream C of E Primary School, we have implemented 'The Daily Mile' to ensure that our pupils have at least two hours of physical activity each week. This does not include break or lunch times. The Daily Mile is a social and physical activity, with children running, jogging or wheeling – at their own pace – in the fresh air with friends. Children can occasionally walk to catch their breath, if necessary, but should aim to run, jog or wheel for the full 15 minutes.

Why do we do The Daily Mile?

- It is widely accepted that physical inactivity and a sedentary lifestyle are bad for our health. It leaves children at risk of developing a range of adverse medical conditions during childhood and beyond into adulthood.
- Children who are physically active – they will generally have better blood sugar regulation, improved bone density, less body fat, lower blood pressure and improved arterial development.
- Evidence suggests that benefits go far beyond physical health. Regular physical activity, such as The Daily Mile, can lead to improvements in social, mental and emotional health too.



FUN	100%	WEATHER	TRACK	QUICK	RISK	JUST GO	CLOTHES	OWN IT	KISS
The children have the freedom to run in the fresh air with their friends. They should know that it's not a competition - many will mix running and walking, particularly at the start.	It's fully inclusive - all the children are out together and children with SEN or ASN benefit greatly.	Treat the weather as a benefit not a barrier - children respond to the seasons. Jackets on in the cold and damp; ditch the sweatshirt if it's warm.	Most schools will use their playground and a track or path with a minimum of 5-10 laps works well. It's okay to have more laps depending on your setting.	Takes place in a 15-minute turnaround from leaving the classroom until returning. Try to go out every day - it's easier for the children and they get the full benefits.	Do a risk assessment for your path or playground - there is a sample risk assessment on The Daily Mile website (www.thedailymile.co.uk).	No need to warm up - straight outside and off they go. They return to class refreshed and energised.	No kit required. The children go out in their school clothes. No time is wasted changing.	Allow the children to own their Daily Mile. They can choose to run, walk or jog - or mix all three - but should be encouraged to do some running.	(Keep it simple, stupid!) Resist the temptation to make it too complicated as its simplicity makes it both successful and sustainable.

CPD

To support our teachers and teaching assistants with their development in Physical Education, we employ the services of qualified sports coaches from Attribute Sports Development. Through a process of observation and co-teaching, our staff are able to observe high-quality P.E. lessons, teach alongside the coaches and then teach solely with feedback from the coaches. This allows our staff to build confidence in their own abilities and development areas.

Additionally, our staff have access to Complete P.E.'s CPD resources which consist of webinars that focus on different aspects of physical education.



CPD 25	Observations 2	Staff Development 6	Teaching Tips 12
Guest Webinars 1	Subject Leader Webinars 10	Whole Staff Webinars 14	

Vocabulary

To support our development of physical education vocabulary, we use Complete P.E.'s vocabulary glossaries for Key Stage One and Key Stage Two. These booklets provide the vocabulary and definitions which will be shared in all of our teaching units. They are made available for pupils so that we can pre-teach any necessary vocabulary.

