



PE curriculum Skills and Knowledge Learning Ladder

Intent

Holtsmere End Junior School has developed a long term physical education plan that aims to:

- Promote long term healthy lifestyles
- Help learners understand their bodies
- Develop social, thinking and emotional skills and teaches them how to apply these and transfer them to everyday life
- Promote enjoyment of physical activity
- Develop pupil's body management and control through gymnastics and dance / movement and music.
- Develop pupil's essential skills such as hand eye coordination and gross and fine motor skills through throwing, catching and ball control (both at feet and in hand) activities
- Develop pupils team work through cooperation and collaboration games and activities
- Use the development of skills and apply them to generic attacking and defending situations or simple routines.
- Use attacking and defending skills and routines and apply them to game / performance specific situations
- Develop a sense of competitive sport and give opportunities for pupils to be involved in intra and inter school competition.
- Allow pupils access to a range of different sports and activities and allows a transfer of skills between different sports
- Make links with other curriculum areas, such as science, maths and PSHE and provide a vessel for whole school improvement
- Gives all pupils a chance to succeed at their level and offers links into community sport

How has PE and Sports Premium aided our intention?

- Allowed development of a sports apprentice to provide more opportunities for physical activities
- Allowed the purchase of sport specific equipment to enable safe and correct delivery of all sports on the long term plan
- Allowed the training of sports ambassadors to lead and facilitate games and activities at break and lunchtime

- Allowed the purchase of PE kits to allow full participation in sports
- Allowed the purchase of equipment to introduce new sports to the curriculum

Implementation

All pupils at Holtsmere End Junior School are provided with two hours of quality PE lessons per week, including swimming in year 4. In addition to this, we offer structured physical exercise at both breaktime and lunchtime and a wide range of extra-curricular activities across the school. Physical Education at Holtsmere End Junior School is taught by both class teachers and Professional Sports Coaches. Swimming is taught by a qualified external swimming coach assisted by members of school staff. With this balance we continue to grow the skills and abilities of our own school staff with the professionalism and specialism of Sports Coaches. The curriculum is planned to allow Physical Education lessons to follow sensible progression from Lower KS2 through to the end of KS2. The curriculum is also linked to DSSN organised events with extra-curricular activities complementing this. Within Physical Education lessons, pupils will learn about their bodies and the effect exercise has on them through warm ups, repetition and links to other curricula areas.

Impact

This curriculum is based around giving pupils the skills they need to succeed in many different sports. In Lower KS2 pupils are taught to apply the fundamentals of movement to skills that are transferable across sports and games while continuing their education on matters of the heart and body and looking greater at team tactics and how these affect individual performance. In Upper KS2, although still taught transferable skills, pupils are also taught some sport specific lessons across a range of games and activities. Pupils at Holtsmere End Junior School show good understanding of transferable skills and have a good knowledge of how sport and exercise develop us as a whole individual.

How has PE and Sports Premium aided our implementation?

- Allowed the purchase of high quality CPD to upskill members of the school staff
- Allowed the purchase of sports kits and safety equipment to allow participation in DSSN organised activities.

Physical Education National Curriculum 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 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

Progression of skills and knowledge in PE – KS2 Games			
Year 3 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 4 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 5 - Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 6 - Invasion Games / Net and Wall Games / Striking and Fielding Games
<p>I know how to use and select travelling movements in a game, therefore I can:</p> <ul style="list-style-type: none"> - change direction and speed with control and coordination - move to find space - travel with equipment keeping possession <p>I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can:</p> <ul style="list-style-type: none"> - accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) - demonstrate control when dribbling, passing and receiving with feet - signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) - pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch 	<p>I know how to combine travelling skills with strategies for attacking and defending, therefore I can:</p> <ul style="list-style-type: none"> - move into space - move and signal to obtain possession - move with equipment using a range of techniques showing control and fluency, whilst considering my next move <p>I know how to use and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> - play confidently in small sided invasion games using various formations - use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to keep possession of the ball and get into position to shoot or score 	<p>I know how to apply and combine footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> - use width and depth changing direction and speed - use skills such as dodge and weave to create an advantage over my opponents - understand the footwork rules for specific sports, for example netball, tchoukball, basketball - travel with equipment combining skills, for example dribble and shoot <p>I know how to use, apply and vary invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> - choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting 	<p>I know how to select and apply footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> - apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting, - move at different speeds and in different directions and transfer this into a game scenario - move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction <p>I know how to select and apply invasion games skills, therefore I can:</p>

<ul style="list-style-type: none"> - play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3) <p>I know how to use skills focusing on net/wall games, therefore I can:</p> <ul style="list-style-type: none"> - strike a ball with reasonable control and accuracy at a target or over a net - select and use appropriate basic shots in different situations - understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent - play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. netball - know and use the rules and keep games going without dispute <p>I know how to use skills focusing on striking and fielding games, there I can:</p> <ul style="list-style-type: none"> - strike a ball with confidence and control and direct it accurately into a simple target area eg Cricket <ul style="list-style-type: none"> - receive the ball from one direction and throw or strike it away in another direction - understand and identify good striking and fielding techniques - make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder - combine the skills to play effectively in small sided striking and fielding games 	<ul style="list-style-type: none"> - understand how to dodge, mark, signal for the ball and intercept - play within the rules - recognise aspects that need improving <p>I know how to use and apply net/wall games skills, therefore I can:</p> <ul style="list-style-type: none"> - use a bat to strike a ball with a degree of accuracy and control <ul style="list-style-type: none"> - throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions - aim a ball over a barrier to land in spaces on the other side - understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots - understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3) <p>I know how to use and apply striking and Fielding games skills, therefore I can:</p> <ul style="list-style-type: none"> - know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) - throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) - strike a ball along the ground or through the air in different directions with control 	<ul style="list-style-type: none"> - understand and show how a team can retain possession and find ways of progressing towards an opponent's goal - know how to mark an opponent effectively and defend a goal - demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving - carry, bounce and dribble the ball in a controlled manner whilst moving - find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction - work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game <p>I know how to use, apply and vary net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> - play shots on both sides of the body and from above the head with reasonable control - understand how to position their bodies to receive a ball coming from different heights and angles <ul style="list-style-type: none"> - recognise where there are spaces on an opponent's court and try to hit into them - recognise which things they need to practise more - understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3) 	<ul style="list-style-type: none"> - understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation - play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal - know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting - understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games <p>I know how to select and apply net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> - play a variety of shots with intent when striking a ball after one bounce or on the volley - direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it - evaluate the effectiveness of a shot and suggest ways of improving - work cooperatively as a team in twos or small groups to create rules and play them
---	---	--	---

and use simple attacking and defending tactics, e.g. work as a team to field the ball

- understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper

I know how to develop my own games, therefore I can:

- demonstrate previously learned skills in independently constructed group games
- work cooperatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment
- plan and adjust rules and strategies to make the game fairer, safer and more challenging
- describe the format and intention of the game and explain why particular rules have been made
- know how to use space in games

In Year 3 these skills are taught through netball, football, tag rugby, tennis and cricket.



- understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it

- combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies

I know how to problem solve and invent games, therefore I can:

- negotiate, plan and make collective decisions on the nature shape and construction of the game
- select and use skills and tactics appropriate for the type of game
- understand and transfer principles of play from known games to use in my own game
- make up rules and be prepared to modify them to make the games more challenging
- adapt rules in agreement with others
- work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going

In Year 4 these skills are taught through handball, hockey, tag rugby, tennis and cricket.

I know how to use, apply and vary striking and fielding games skills, therefore I can:

- use a rounders bat or a cricket shaped bat with confidence
- strike and throw the ball with reasonable accuracy and consistency
- bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce)
- understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder
- play confidently in a range of small sided striking - fielding games using different bats, balls and rules and experience all roles

In Year 5 these skills are taught through netball, football, tag rugby, tennis and rounders.

- play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities

I know how to select and apply striking and fielding games skills, therefore I can:

- know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds
- bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases
- field the ball and return it with an overarm throw
- know when to run after hitting a ball
- play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters

In Year 6 these skills are taught through handball, hockey, tag rugby, tennis and rounders and lacrosse.

End of KS2 Expectation

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

End of KS2 Expectation Games - by the end of KS most children will be able to:

Invasion Games

Perform a range of skills with confidence, control and accuracy and use them effectively in specific small sided or modified games

- Use a range of different techniques for passing, controlling, dribbling and shooting in games
- Adapt the skills to meet the needs of the situation or game and perform the skills at greater speeds
- Mark a player or space, intercept and pass and tackle safely
- Shoot from a distance and from close range
- Play small invasion games with reasonable fluency

Play within the rules of the game, be an effective member of a team and apply basic principles of team play and tactics

- Choose when to pass or dribble so they maintain possession
- Apply basic principles of team play to keep possession of the ball and make progress towards the goal
- Use marking, tackling and / or interception to improve their defence
- Know what positions they are playing and contribute appropriately in game situations
- Choose and use different formations to help the team be more attacking or defensive and understand how to use / adapt the formations across different types of invasion games

Striking and Fielding Games

Perform a range of striking, fielding and bowling skills with confidence, control and accuracy in specific small sided or modified games

- Use different ways of bowling and bowl underarm accurately
- Vary how they bowl, e.g. different levels and speeds
- Bat effectively striking the ball in different ways
- Field the ball with increased accuracy and move to get their body behind the ball
- Throw overarm over a good distance with some accuracy

Play within the rules of the game, be an effective member of a team and apply basic principles of team play and tactics

- Hit the ball from either side of the body
- Control the hit and direct the ball away from fielders using various angles and speeds

- Work collaboratively in pairs, group activities and small sided games and plan to outwit the opposition
- Judge when to run after hitting the ball
- Use tactics which involve bowlers and fielders working together as a team
- Use and apply the basic rules consistently and fairly

Net and Wall

Perform a range of net / wall skills and shots with confidence and control and use the skills they prefer with competence and consistency

- Use forehand and backhand and overhead shots increasingly well in the games they play
- Use the volley in games where it is important
- Use the skills they prefer with competence and consistency
- Show good backswing, follow through and feet positioning
- Direct the ball reasonably well towards their opponent's court or target area

Understand the need for tactics and start to choose and use some tactics effectively

- Play cooperatively with a partner
- Apply rules consistently and fairly
- Hit the ball / equipment with purpose varying the height, speed and direction
- Explain what they are trying to do and why
- Recognise the spaces on their opponent's court and try to hit the ball / equipment towards them
- Position themselves well on court

Recognise their own strengths and others' strengths and weaknesses in games and suggest ideas that will improve performance

- Know what they are successful at and what they need to practise more
- Recognise and describe the best points in an individual's or team's performance
- Pick out parts of performance that are weakest and suggest practice ideas to help improve the performance

Understand the safety needs of an activity, know the basic principles involved in warming up and know which exercises are good for warming up for invasion games

- Know the importance of being fit and what types of fitness are most important for games, e.g. stamina, strength and speed
- Know what clothing, footwear and equipment is most appropriate for the games
- Plan practices and warm ups to get ready for playing safely

Progression of skills and knowledge in PE – KS2 Gymnastics

Children should be given the opportunity to:

- Through **skill exploration**, provide opportunities to learn, practise and link specific movements
- Through **sequence development** provide opportunities to explore different choreographic techniques, as well as creating criteria against which to judge
- Through **performance**, provide opportunities for children to share ideas and judge performance

Year 3 - Developing skills and knowledge in relation to Gymnastics	Year 4 - Developing skills and knowledge in relation to Gymnastics	Year 5 - Gymnastics	Year 6 - Gymnastics
<p>I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards - travel showing a range of shapes - travel demonstrating a cat leap and scissor kick - show different rolls including a shoulder roll and a forward roll <ul style="list-style-type: none"> - take weight on hands and feet consistently to transfer from a front support to a back support or side support - join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities - demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions - identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air - understand what symmetry and asymmetry means and identify and 	<p>I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) - balance with and against a partner - move into a balance, then move out of it in a different direction - identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a cartwheel. - identify and use skills which transfer weight from feet to hands and back to feet again - jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn - demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions - identify and show at least two different types of rolls in different directions sideways, forwards and backwards - demonstrate how to land safely and sink down into a roll on the floor and 	<p>I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> - explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle - explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps - explore weight on hands developing my ability to be able to do a handstand - explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) - show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels - compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring - understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to 	<p>I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> - explore different ways of entries and exits when performing specific skills such as handstands - perform a range of straightforward part-weight partner balances safely and effectively - travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus - identify and show the five basic jumps (1-1, 1- other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air - understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway - understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts - identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps,

<p>demonstrate symmetrical and asymmetrical balances on different body parts.</p> <ul style="list-style-type: none"> - compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance - transfer and extend all these ideas and skills onto low and high apparatus <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - follow instructions to set up small and large gymnastics apparatus 	<p>match different types of jumps with different types of rolls</p> <ul style="list-style-type: none"> - with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels - transfer and extend all these ideas and skills onto low and high apparatus with control <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - set up small and large gymnastics apparatus whilst considering the safety of others 	<p>face, back to back and meeting and parting and explore ways of traveling over and under a partner</p> <ul style="list-style-type: none"> - understand and use the terms synchronisation when working with a partner - understand and use the possible variations in level, speed and direction when working with a partner - work with a partner to develop partner sequences involving partner balances and large apparatus - work as part of a group to develop a group sequence involving hand apparatus and benches - transfer and extend all these ideas and skills onto low and high apparatus with control and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others 	<p>sideways rolls, cartwheels and turning on hands</p> <ul style="list-style-type: none"> - know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling - spring from feet to hands and back to feet again - with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll - identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance - compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet - work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others
<p>End of KS2 Expectation</p>			

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in **different physical activities and sports** and learn how to evaluate and recognise their own success.

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

End of KS2 Expectation Gymnastics - by the end of KS2 most children will be able to:

Identify and show a wide range of skills both on the floor and apparatus demonstrating more consistent control, quality and fluency

- Show fluency, control and precision when linking skills to travel
- Understand and demonstrate the five basic jumps showing variety of shape and show flight using hands and feet
- Identify and use rotation or rolling around two different axis
- Balance on different body parts working with a partner and balance by pushing or pulling against a partner
- Perform fluently and with control even when performing difficult travel, jump, turn or balance combinations
- Work with a partner or small group to practise and refine their work
- Know the principles of safe siting of apparatus and take apparatus allocated by the teacher to construct their own simple groups specific for the purpose

Create longer, more complex sequences using their knowledge and understanding of compositional principles

- Understand that a well balanced sequence contains elements of all categories of movement, e.g. travel, jump, turn and balance
- Identify and use planned variations in shape, speed, levels, direction and pathways to improve the look of the sequence
- Work cooperatively and sympathetically with a partner or in small groups using a range of partner relationships
- Prepare and perform a small group sequence
- Adapt and transfer sequences from floor to apparatus

Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving

- Understand and explain the compositional principles of sequencing using appropriate terminology and recognise when any of the principles are absent
- Work independently, in pairs, or small groups to construct, practise, evaluate and improve the composition and quality of a sequence of movement using agreed criteria
- Accept advice and use it in a reflective way to improve the quality of their work

Understand the short term effects of exercising in gymnastics activities and how to warm up and practise safely

- Understand what is important to include a warm up for gym activities

- Devise an effective warm up that warms muscles and mobilises the joints
- Recognise that a cool down is important
- Understand how gymnastics activity improves overall health
- Know how to improve their own fitness

Progression of skills and knowledge in PE – KS2 Dance

Year 3 - Developing skills and knowledge in relation to Dance	Year 4 - Developing skills and knowledge in relation to Dance	Year 5 – Dance	Year 6 - Dance
<p>I know and understand actions and dynamics in dance, therefore I can:</p> <ul style="list-style-type: none"> - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination - demonstrate combinations of movement using whole body and body parts - respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement - develop movement phrases by using actions and dynamics - understand how dance communicates moods, ideas and feelings <p>I know and understand space in dance, therefore I can:</p> <ul style="list-style-type: none"> - develop movement phrases by considering pathways and using space well <p>I know and understand relationships in dance, therefore I can:</p> <ul style="list-style-type: none"> - develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part - show ways of performing movement patterns in different group formations 	<p>I know and understand actions and dynamics in dance, therefore I can:</p> <ul style="list-style-type: none"> - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination - display a clarity within the movement with attention to clear body shape, extension, balance and footwork - begin to vary dynamics when developing actions and motifs in response to stimuli - discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely - display confidence in improving and exploring the original ideas - recognise the timing of the sounds in a piece of music <p>I know and understand space in dance, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate good spatial awareness and use space effectively <p>I know and understand relationships in dance, therefore I can:</p>	<p>I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can:</p> <ul style="list-style-type: none"> - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy - know how to develop motifs (simple movement pattern, perhaps 3 movements or a phrase) in relation to space, dynamics and relationships - respond to a range of stimuli and accompaniment - demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement - develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> - perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character 	<p>I know and understand how actions, dynamics, space and relationships blend in dance, therefore I can:</p> <ul style="list-style-type: none"> - perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance - know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) - maintain the tempo and rhythm of particular patterns - demonstrate an awareness of the value of other dancers in their relationship to each other within the dance - explore the range of movements I can use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> - perform more complex dances individually, in small groups or as part of

(square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation I know how to perform a dance, therefore I can: - perform with expression showing a sense of phrasing and rhythm - understand and show different styles of dance in my performance	- develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer - change formation during a dance sequence. I know how to perform a dance, therefore I can: - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end	a whole class, communicating ideas and feelings expressively
---	--	--

End of KS2 Expectation

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

End of KS2 Expectation Dance - by the end of KS2 most children will be able to:

Acquire and develop specific dance skills in relation to a dance idea. These skills should be performed with greater accuracy, control and appropriate quality.

- Respond to a range of stimuli and accompaniment
- Perform the basic dance actions with increased control, coordination, fluency and accuracy
- Perform with expression and improvise freely using a range of continuous movements and patterns
- Perform set dances from different times, places and customs

Select and apply appropriate dance movements for dance ideas. These choices should clearly communicate the intention of the dance. The movements should be linked together and developed using a range of simple compositional devices.

- Select and use a range of compositional ideas to create motifs that demonstrate their dance ideas

- Work collaboratively in small groups to communicate a dance idea
- Create their work in the context of a whole dance

Evaluate and improve their own and others performance by being able to identify what makes the movement good. Suggestions should be made on how to improve the performance and on composition

- Observe themselves, each other, and professional artists and talk about with understanding
- Use appropriate language and terminology
- Identify and explain parts of the dance that work well
- Recognise how costume, music and set contribute to a performance

Progression of skills and knowledge in PE – KS2 Athletics			
Year 3 - Developing skills and knowledge in relation to Athletics	Year 4 - Developing skills and knowledge in relation to Athletics	Year 5 - Athletics	Year 6 - Athletics
<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - understand and show the basic principles of running as an individual, in a team, in relays and over obstacles - demonstrate walking / jogging / running in various directions and speeds in a controlled manner - focus on my arm and leg action to improve my sprinting technique - begin to focus on trail leg and lead leg action when running over hurdles <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate safety for self and others' and the basic principles of throwing 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts - accelerate from a variety of starting positions and select my preferred position - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p>	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - understand and describe what is required to make a fast start - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern - confidently and independently select the most appropriate pace for different distances and different parts of the run <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - display a strong release position and strong braced side - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak)

<ul style="list-style-type: none"> - understand and show how changes in throwing actions can be affected by varying the amount of effort and speed - demonstrate various throwing actions e.g. pushing, pulling and slinging - continue to develop techniques to throw for increased distance. <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - understand and demonstrate safe landings and the basic principles of jumping - show the five basic jumps stationary and on the move in control - demonstrate combination jumps performed in a rhythmical way - know the action needed when jumping for height - develop an effective take-off for the standing long jump. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - compete as part of a team - compete against myself and others in a controlled manner. 	<p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - adapt my performance to focus on being the best I can be 	<ul style="list-style-type: none"> - identify the basic throwing actions of the pull, push, fling and heave - demonstrate the core principles of throwing - model the correct throwing stance and the transference of weight from back foot to front foot - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate the principles of jumping for height and length - recognise that to jump long, height is required - show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings - use a run up with control and consistency to increase the jumping distance - develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - take part in competition with a strong understanding of tactics and how technique can affect performance 	<ul style="list-style-type: none"> - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - understand that a long stride will help increase distance or height - explain the need to start consistently from their own special starting position and to mark out a run up <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - perform as an athlete but also take on the role of an official
<p>End of KS2 Expectation</p>			

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in **different physical activities and sports** and learn how to evaluate and recognise their own success.

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

End of KS2 Expectation Athletics - by the end of KS2 most children will be able to:

Perform running, jumping and throwing skills with precision, control and fluency

- sustain their pace over longer distances and choose the best pace for running an event
- throw with greater control in different styles and show accuracy and good technique when throwing for distance
- consistently perform a variety of jumps showing power and control at take-off and safe practice when landing
- organise and manage themselves when practising in a group or running in a relay
- organise themselves safely in small groups to take turns or work as a team
- take different roles in the group e.g. started, judge
- know and understand the basic principles of relay take overs and understand how the team should be organised
- cooperate and take part well in a relay event
- identify good athletic performance and explain in appropriate language why it is good, using agreed criteria
- observe the performance of a partner and identify and describe strengths

Progression of skills and knowledge in PE – OAA

Year 3 - Developing skills and knowledge in relation to OAA	Year 4 - Developing skills and knowledge in relation to OAA	Year 5 - OAA	Year 6 - OAA
<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - develop an awareness of the importance of planning and reviewing an activity 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - recognise the importance of planning and reviewing activities 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - improve my ability to plan and an activity and improve performance by 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - discuss and plan an activity and consider the most effective approach for

<ul style="list-style-type: none"> - begin to choose equipment that is appropriate for an activity - begin to complete activities in a set period of time - follow multi-step instructions with support when necessary <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - use a key and symbols on a simple map, with support if necessary - know the meaning of some common map symbols - orientate a map, to follow a simple course with support if necessary - understand what orienteering involves and know some of the basic orienteering symbols - follow four compass directions and arrive at the correct destination <ul style="list-style-type: none"> - show how to set a simple map of a small area and establish direction of travel - understand and sometimes use directional language to navigate others with some success <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - cooperate willingly most of the time with others in problem solving activities e.g. trust activities - identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication 	<ul style="list-style-type: none"> - try a range of equipment for creating and completing an activity - make an informed decision on the best equipment to use for an activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge - start to recognise features of an orienteering course - associate the meaning of a key in context of the environment - begin to use a map to compete in an orienteering course - complete an orienteering course more than once and begin to identify ways of improving completion time <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - communicate clearly with other people in a team and with other teams - experience a range of roles within a team and begin to identify the key skills required to succeed at each role 	<p>changing or adapting approaches as necessary</p> <ul style="list-style-type: none"> - choose the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - improve my accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel - follow a short route correctly being confident in my map reading skills - identify a key on a map and begin to use the information in activities - design an orienteering course that can be followed and offers some challenge to others - begin to use navigation equipment to orientate a trail, e.g. a compass - identify the quickest route to accurately navigate an orienteering course <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - consistently cooperate with others in problem solving activities regardless of my role - use clear communication to effectively complete a particular role within a team 	<p>successful completion, adapting the approach as necessary</p> <ul style="list-style-type: none"> - select, based on agreed criteria, the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure - design an orienteering course that is clear to follow and offers challenge to others - use navigation equipment (maps and compasses) to improve the trail - use a range of map styles and make informed decisions on the most effective - manage an orienteering event for others to compete in <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - discuss and allocate roles within my team fairly - use clear and effective communication to make a positive contribution to a team - work effectively as part of a team, demonstrating leadership skills where necessary
---	---	--	--

End of KS2 Expectation

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

End of KS2 Expectation OAA - by the end of KS2 most children will be able to:

Demonstrate a arrange of orientation and problem solving skills, use the skills with precision, control and consistency

- read accurately various maps and plans recognising symbols and features
- use physical teamwork skills to effectively answer a range of challenges
- select and use in collaboration with others appropriate strategies and equipment to meet a range of outdoor activity challenges in changing and unfamiliar environments
- adapt and apply their skills and understanding to new challenges and different environments
- recognise when to use known strategies for similar challenges and when to adapt or devise new ones
- plan their strategies and approaches carefully and cooperatively
- allocate and share roles and responsibilities

Progression of skills and knowledge in PE - KS2 Swimming

At Holtsmere End Junior School we teach swimming in Year 4

Year 4 - Swimming	Year 4 - Swimming	Year 4 - Swimming	Year 4 - Swimming
I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none">- scoop the water to wash face and hair and be at ease with water from overhead- blow bubbles a minimum of three times with nose and mouth submerged	I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none">- jump in from side and submerge (min depth 0.9m)- fully submerge to pick up an object	I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none">- travel on back and roll in one continuous movement onto front- travel on front and roll in one continuous movement onto back	I know and understand how to be confident in water, therefore I can: <ul style="list-style-type: none">- submerge to pick up an object from the pool floor (full reach depth)- participate in a game of mini polo

<ul style="list-style-type: none"> - move into a stretched floating position using aids, equipment or support - regain an upright position from floating on the front (aids may be used) - push and glide in a horizontal position to or from the pool wall - take part in a teacher led partner orientated game <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - move forwards, backwards and sideways for a distance of 5m - travel on the back and front for a distance of 5m (aids may be used) <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely (using steps or swivel entry) - demonstrate an understanding of pool rules - recognise and understand beach flags - exit the water safely <ul style="list-style-type: none"> - have an understanding of the water safety code 	<ul style="list-style-type: none"> - push from wall and glide on the front and back - push and glide from the wall to the pool floor - perform a rotation from the front to the back and gain an upright position - perform a rotation from the back to the front and gain an upright position - perform a tuck float for 5secs - perform a sequence of changing shapes (min 3) whilst floating at the surface - push and glide on the front with arms extended and log roll onto back - push and glide on the back with arms extended and log roll onto the front - travel on the front, tuck to rotate around the horizontal axis to return on the back <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> -travel 10m on the front and 10m on back <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely (using steps, swivel entry or a jump) - answer questions on the water safety code - exit the water safely without the use of steps - demonstrate an action for getting help (can be performed in deep or shallow water) 	<ul style="list-style-type: none"> - perform 3 different jumps into deep water (one must be a straddle jump) - perform a horizontal stationary scull on the back - perform a head first sculling action for 5m - perform a feet first sculling action on the back - perform a sculling sequence with a partner for 30-45secs to include a rotation - tread water for 30secs - perform a handstand and hold for a minimum of 3secs - perform a forward somersault, tucked in the water <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - kick 10m Backstroke (one item of equipment may be used) - kick 10m Front Crawl (one item of equipment may be used) - kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used) - swim 10m (own choice of stroke) <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely from a jump - perform a shout and signal rescue - exit deep water without the use of steps - swim 10m in clothes 	<ul style="list-style-type: none"> - in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation - tread water for 20secs <p>I know how to use a range of strokes effectively, therefore I can:</p> <ul style="list-style-type: none"> - swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen) - swim 25m (own choice of stroke) - swim 25m to a floating object (own choice of stroke) - swim 10m retaining a floating object <p>I know and understand about water safety, therefore I can:</p> <ul style="list-style-type: none"> - enter the water safely (swivel entry, surface dive or straddle jump) - float or scull waving one arm and shout for help - demonstrate the HELP position - in groups demonstrate the Huddle position - swim using a long front paddle to the side (survival stroke) - exit the pool from at least full reach depth without using the steps - discuss as a group which skills might be used to self-rescue in different situations
---	---	--	--

End of KS2 Expectation

Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following:

- Perform safe self-rescue in different water based situations
- 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.

End of KS2 Expectation Swimming - by the end of KS2 most children will be able to:

Swim confidently and fluently on the surface and under water

- swim on their front and back using smooth coordination arm and leg actions
- move comfortably with controlled breathing both on the surface and under water
- swim in a controlled and fluent manner when using back crawl, front crawl and breast stroke
- know and use personal survival techniques, e.g. floating, sculling and surface diving
- swim at least 25 metres with confidence
- answer any tasks by using varied and appropriate strokes and personal survival skills