



# St Joseph's RC Primary School

## Physical Education

### Subject Leaders' Sequence and Progression Document

#### **INTRODUCTION**

The purpose of this document is to outline the approach and method that we have adopted to implement the Physical Education Curriculum at St. Joseph's RC Primary. It sets out what we aim to achieve and the knowledge and understanding that we have assigned to each class and key stage. This has been designed based on our school's *Mission Statement*, *I came so that you may have life and have it to the full. John 10:10, alongside* the staff and Governing Board's vision for the future of our school. This document provides a summary of the organisation of the Physical Education curriculum and how our school ensures that every child's entitlement to essential knowledge and skills to equip them for the next stage of their education and later life is catered for.

#### **AIMS**

- To ensure standards are high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilise the rich resource and history of our local community of Ordsall and Greater Manchester
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

#### **Key Driver Words**

- Faith
- Respect
- Resilience
- Empathy
- Confidence

#### **END POINTS IN THE CURRICULUM**

By the end of Year 6 children will leave St. Joseph's as well rounded people, as independent, confident, successful learners with high aspirations, who know how to make a positive contribution to their community and wider society.

- Attended trips to their local area and experienced how they can keep active outside of school
- Be able to swim 25m and perform a number of lifesaving procedures
- Have a range of skills which can be adapted to new sporting activities (Physical Literacy)
- Build a knowledge base of sports, games and skills which gives them the freedom to express their own physical interests

- Have taken part in holistic curriculum which progresses seamlessly from one year group to the next
- Be able to lead others in activities by managing, organising and supporting their peers
- Be given the chance to be creative, cooperative and competitive and to face up to diverse challenges both as individuals and in groups
- To have an understanding of the positive effects of physical exercise both physically and mentally.

## **INTENT**

At St Joseph's our intent is to ensure all pupils are aware of what physical activities are available to them in the local and wider community. This will be achieved through trips to local activities which they can take part in outside of school. Swimming lessons will be available to Year 2, Year 3 and any non-swimmers from older age groups to increase swimming proficiency. PE will be planned holistically so that each Key Stage's subjects are linked creating a repetition which will ensure retention of skills but with increasing difficulty in challenge to maintain interest. A wide range of activities will be taught to allow every child to find a physical activity they enjoy and to promote physical literacy. Physical literacy will allow the children to learn skills which are adaptable to new activities competently. EYFS will be targeted with structured lessons alongside the EYFS curriculum to ensure early exposure to key skills and create a lifelong love for PE. We will look to raise the profile of Physical Education through a varied competitive intra-school as well as an inter-school program where the children will go out and compete against other school.

## **Knowledge and skills St Joseph's wants our children to achieve at each stage:**

### **Early Years Foundation**

During EYFS pupils explore a wide variety of activities which give them a base of knowledge and skills to develop later in the curriculum. The main themes of these lessons will be spatial awareness, running games, throwing and catching whilst also developing their physical, personal, social and emotional development. This stage should be taught in a fun way which encourages the children to learn to love being active and look forward to PE lessons.

### **KS1**

During KS1 pupils are taught to begin to master a range of team games to promote tactical thinking, non-sport specific skills such as running, throwing and catching, develop a range of linked dance movement and gymnastic aspects including travels, balance, roll, jumps and turns. They will be given access to a range of activities which will encourage them to be healthy and active. We will teach at least 2 lessons of PE per week which will allow the children to be active regularly and for a prolonged period of time. The introduction of sports specific lessons towards the end of KS1 will support transition into KS2 curriculum and lessons will involve a competitive element to develop children who are good winners as well as losers and develop resilience, empathy, respect and confidence. Swimming lessons will begin in KS1 as this will help to negate the fear factor we find with older children swimming for the first time.

### **KS2**

During KS2 pupils are taught to further develop their techniques, be more creative and able to adapt these skills into new activities. They will take part in a range of sport specific and non-sport specific lessons with a regular competitive aspect. They will develop skills to lead activities as well as peer and self-assessment. They will take part in gymnastics and dance with a student led approach to develop creativity. They will also take part in Outdoor and Adventurous activities through educational visits. The non-swimmers will be taken for swimming lessons weekly. There will be a strong competitive sports program alongside the curriculum to promote PE to the wider school environment.

## **CULTURAL CAPITAL**

At St. Joseph's we recognise that children are made in the image and likeness of God and through Physical Education they are allowed to express themselves freely. Pupils are given the opportunity to express their curiosity which is an element of creativity. Through Physical Education children are also exposed to a variety of way to keep active and develop both healthy bodies and minds which helps to stimulate an appreciation of self-respect, positivity and those around us.

**“Somewhere behind the athlete you've become and the hours of practice and the coaches who have pushed you is a little girl who fell in love with the game and never looked back... play for her.” – Mia Hamm**

## **IMPLEMENTATION**

The Physical Education curriculum is developed in a holistic way to ensure that skills are repeated a retained rather than done for a period of time and forgotten. The curriculum leads from one year group into the next with a similar theme but increasing level of difficulty. Pupils will then relate the more difficult skill to what they have done previously and be able to improve much quicker. The language used in these themes will be the same across year groups to encourage this skill retention.

Assessment will be based around the key points of each lesson so that when children are made aware of lesson objectives they know this is what they will be judged on. Assessment will be done half-termly with feedback given to the children and parents. This feedback will be given for all themes so that each child has the chance to shine even if they only excel at certain aspects of the curriculum.

Children understanding of concepts will checked through open questioning and their pre-existing knowledge from the previous stage of the development. As this is a holistic curriculum the teacher should understand what the children have done before and then be aware of where they children are up to in their development by their knowledge.

The Physical Education curriculum will aim to create a fun and enjoyable program which children look forward to taking part in. By having a wide-ranging curriculum the children should all be able to find an activity they enjoy. By creating an enjoyable environment we aim to develop children who will fall in love with PE, sport and physical activity and lead healthy and active lifestyles for a lifetime.

## **IMPACT**

<b>Physical Education Long Term Plan</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	Wide range of non-sport specific skills such as running, throwing, spatial awareness, catching, exploring apparatus, jumping, rolling and balancing. As well as communication and language, physical development, personal, social and emotional development and understanding the world.					
<b>Reception</b>	Wide range of non-sport specific skills such as running, throwing, spatial awareness, catching, exploring apparatus, jumping, rolling and balancing. This should include some structured lessons to help with transition towards KS1 PE. As well as communication and language, physical development, personal, social and emotional development and understanding the world.					

Year 1	Multi-skills	Games	Invasion Games	Net games	Fielding Games	Athletics
	Gymnastics	Gymnastics	Dance	Gymnastics	Multi-sports	Ball skills
Year 2	Multi-skills	Games	Invasion Games	Net games	Fielding Games	Ball Skills
	Gymnastics	Gymnastics	Dance	Swimming	Swimming	Swimming
Year 3	Tennis	Football	Dance	Netball	Rounders	Athletics
	Swimming	Swimming	Swimming	Gymnastics	Volleyball	Dodgeball
Year 4	Tennis	Football	Tag Rugby	Netball	Rounders	Athletics
	Gymnastics	Gymnastics	Dance	Gymnastics	Volleyball	Dodgeball
Year 5	Tennis	Football	Tag Rugby	Netball	Rounders	Athletics
	Gymnastics	Gymnastics	Dance	Gymnastics	Volleyball	Dodgeball
Year 6	Tennis	Football	Tag Rugby	Netball	Rounders	Athletics
	Gymnastics	Gymnastics	Dance	Gymnastics	Volleyball	Dodgeball

### National Curriculum Content – Physical Education

EY								
30-50 mths	Wide range of non-sport specific skills such as running, throwing, spatial awareness, catching, exploring apparatus, jumping, rolling and balancing. As well as communication and language, physical development, personal, social and emotional development and understanding the world.							
40-60 mths	Wide range of non-sport specific skills such as running, throwing, spatial awareness, catching, exploring apparatus, jumping, rolling and balancing. This should include some structured lessons to help with transition towards KS1 PE. As well as communication and language, physical development, personal, social and emotional development and understanding the world.							
KS1	<b>Coverage</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
	NC Skills							
Y1	NC Content summary	<b>Multi-skills</b> Using basic running, chase and racing games to work on fundamental movement, spatial awareness and understanding instructions.	<b>Games</b> Use a range of games to work on throwing, catching, running, jumping and dodging to improve confidence and mastery of fundamental skills, competition (self-competition, 1v1 & 2v2 and use of fundamental skills in more complex challenges.	<b>Invasion Games</b> Use a range of games to teach simple tactics for attacking and defending by themselves or in pairs as well as continued mastery of fundamentals.	<b>Net games</b> Develop coordination, striking with equipment, throwing and catching skills though use of games which involve targets and specific areas separated by a net or other equipment.	<b>Fielding Games</b> Use fielding games to improve throwing and catching, simple tactics in competitive games.	<b>Athletics</b> Working on isolated fundamental skills and recording and comparing against themselves and others.	

		<p><b><u>Gymnastics</u></b> Using simple examples of each gymnastic aspect (travel &amp; balance) each week. Using floor and apparatus</p>	<p><b><u>Gymnastics</u></b> Using simple examples of each gymnastic aspect (roll, jump &amp; turn) each week. Using floor and apparatus</p>	<p><b><u>Dance</u></b> Using their own ideas to create short dances with 2 or 3 movements in a simple pattern to music.</p>	<p><b><u>Gymnastics</u></b> Creating short sequences using the gymnastics aspects from previous terms.</p>	<p><b><u>Multi-sports</u></b> Using sport specific games to introduce the pupils to activities which they may be able to take part in away from school or later in curriculum. Whilst also working on several skills such as running, jumping, throwing, catching, coordination and simple tactics.</p>	<p><b><u>Ball skills</u></b> Using skills such as manipulating the ball, stopping and moving a ball with feet to develop foot-eye coordination and balance.</p>
Y2	NC Content summary	<p><b><u>Multi-skills</u></b> Using running, chase and racing games to build on fundamental movement and spatial awareness skills. Introducing concepts such as find space away from a defender and attacking/defending space for simple tactics.</p>	<p><b><u>Games</u></b> Use a range of games to build on throwing, catching, running, jumping and dodging to improve confidence and mastery of fundamental skills, competition and use of fundamental skills in more complex challenges. Introducing more difficult aspects such as non-dominant hand throwing and catching, changing direction at speed and competitions in bigger numbers.</p>	<p><b><u>Invasion Games</u></b> Use a range of games to teach simple tactics for attacking and defending in small teams and larger groups as well as continued mastery of fundamentals</p>	<p><b><u>Net games</u></b> Further develop coordination, striking with equipment, throwing and catching skills though use of games which involve targets and specific areas separated by a net or other equipment. Use more specific techniques and smaller targets/different equipment.</p>	<p><b><u>Fielding Games</u></b> Use more complex fielding games to improve throwing and catching, simple tactics in competitive games.</p>	<p><b><u>Ball skills</u></b> Using skills such as manipulating the ball, stopping and moving a ball with feet to develop foot-eye coordination and balance.</p>
		<p><b><u>Gymnastics</u></b> Using more complex examples of each gymnastic aspect (travel &amp; balance) each week. Using floor and apparatus</p>	<p><b><u>Gymnastics</u></b> Using more complex examples of each gymnastic aspect (roll, jump &amp; turn) each week. Using floor and apparatus to create sequences.</p>	<p><b><u>Dance</u></b> Using their own ideas to create short dances with 4 or 5 movements in a simple pattern to music.</p>	<p><b><u>Swimming</u></b> Exploring different strokes and water confidence through weekly lessons.</p>		

Content Summary							
KS2	Coverage	Autumn		Spring		Summer	
	NC Skills						
Y3	NC Content summary for each term	<b><u>Tennis</u></b> Being able to hit a ball from their own hand into an area and begin to direct the ball into the area they are aiming for using mostly forehand. May be able to begin to have rallies of shots. Understanding rules of the area and 2 bounces winning a point.	<b><u>Football</u></b> Basic ball manipulation, moving and stopping the ball, passing to a static target and 1v1 and 2v2 skills. Good knowledge of rules around area, fouls and goals.	<b><u>Dance</u></b> Using their own ideas to create short dances with 5 or 6 movements in a range of patterns to music using words and phrases from a theme.	<b><u>Netball</u></b> Throwing (chest pass) and catching skills, simple footwork (not moving with ball) and shoot into a lowered net. Some basic tactical skills.	<b><u>Rounders</u></b> Simple striking and fielding games to introduce rounders. Striking a ball consistently and good aim when bowling. Some knowledge of fielding tactics. Simple games with modified rules to earn points.	<b><u>Athletics</u></b> Working on isolated fundamental skills and recording and comparing against themselves and others. Including comparing against activities done in previous year to see own long term development.
		<b><u>Swimming</u></b> Mastering different strokes and working towards 'swimming proficiency'. Mastering water recovery and lifesaving procedures.			<b><u>Gymnastics</u></b> Using the gymnastic aspects to create sequences using the floor and apparatus.	<b><u>Volleyball</u></b> Simple hitting games, able to hit ball over net in isolation and work on different techniques for hitting ball. Basic rules around area and winning points.	<b><u>Dodgeball</u></b> Introducing the rules of dodgeball, work on throwing at a target and catching. Small games to allow good understanding and understanding of surroundings and situations.
Y4	NC Content summary for each term	<b><u>Tennis</u></b> Being able to return a ball hit to them using forehand technique. Beginning to use backhand in isolation. Should be able to have rallies of shot but may not use correct techniques. Understanding of rules of area, 2 bounces for a point and service lines.	<b><u>Football</u></b> Complex ball manipulation, moving and stopping the ball, passing to a moving target, ball retention from defender and 1v1 and 2v2 skills. Good knowledge of rules around area, fouls and goals plus some knowledge of more complex rules.	<b><u>Tag Rugby</u></b> Correct technique for throwing and catching rugby ball. Basic work on passing backwards rule. Chase and dodging games. 1v1 and 2v2 games.	<b><u>Netball</u></b> Different throwing and catching skills, simple footwork (pivoting) and attacking and defending tactics and rules for netball.	<b><u>Rounders</u></b> Striking games encouraging hitting ball consistently. Able to bowl and field accurately and quickly. Knowledge of how to stop at bases and the team aspect of rounders.	<b><u>Athletics</u></b> Working on isolated fundamental skills and recording and comparing against themselves and others. Including comparing against activities done in previous year to see own long term development.
		<b><u>Gymnastics</u></b> Using simple aspects in isolation and in sequences.	<b><u>Gymnastics</u></b> Using complex aspects in isolation and in sequences.	<b><u>Dance</u></b> Using their own ideas to create multiple dances with 6 or 7	<b><u>Gymnastics</u></b> Using different aspects in isolation and sequences to	<b><u>Volleyball</u></b> Simple hitting games, able to hit ball over net in isolation,	<b><u>Dodgeball</u></b> More complex rules and techniques for throwing and

		Each week work on a different aspect (roll, travel, balance, jump & turn)	Each week work on a different aspect (roll, travel, balance, jump & turn)	movements in a range of patterns to music using words and phrases from a theme.	perform with a partner by mirroring and matching.	begging to return ball when hit to them and work on different techniques for hitting ball. Basic rules around area and winning points, serve and number of hits.	catching. Larger games to allow for more complex situations to arise. Good knowledge of rules and able to take ownership of some matches.
Y5	NC Content summary for each term	<b>Tennis</b> Using backhand and forehand to hit a ball and showing good control. Not preferring one swing technique over the other. Able to have rallies of shots using correct techniques some of the time. Beginning to understand tactics of moving toward and away from the net and centre of court. Understanding of most rules and able to officiate for others.	<b>Football</b> Passing, shooting and attacking/defending skills. 4v4 and bigger groups skills. Some individual skills and ball manipulation. Underload and overload attacking and defending skills. Knowledge of rules and able to officiate others.	<b>Tag Rugby</b> Throwing and catching games to improve technique. More complex rules and try scoring games. Team and individual attacking and defending skills.	<b>Netball</b> Range of throwing and catching skills, knowledge of all positions on netball court, more complex tactics and knowledge of all rules. Able to officiate games for others.	<b>Rounders</b> Striking and bowling games, complex fielding games trying to get an individual out at a time. Good knowledge of all rules and following consistently. Able to play full rounders games assisted by adult.	<b>Athletics</b> Working on isolated fundamental skills and recording and comparing against themselves and others. Including comparing against activities done in previous year to see own long term development.
		<b>Gymnastics</b> Recapping what the gymnastics aspects are and find creative ways to adapt them. Using the apparatus and floor to create fluid sequences.	<b>Gymnastics</b> Creating sequences and using peer-assessment and self-assessment to improve.	<b>Dance</b> Using their own ideas from a theme to create a composition with others which will be built upon throughout the term. Music and a theme should be used.	<b>Gymnastics</b> Introducing counterbalance, mirroring and matching to partner work using the aspects on the floor and apparatus.	<b>Volleyball</b> Serving from backline, technique for overarm serve, roles and tactics, slams, blocking and starting to use three hits to get ball back to other team. Able to officiate other games.	<b>Dodgeball</b> Work on hitting moving target, ability to use tactics to win games and situational work such as less or more players on opposite teams. Good knowledge of all rules able to officiate others.
Y6	NC Content summary for each term	<b>Tennis</b> Using backhand and forehand to hit a ball and showing good control and technique. Understanding of more complex shots	<b>Football</b> Passing, shooting and attacking/defending skills. 4v4 and bigger groups skills. Some individual skills and ball manipulation.	<b>Tag Rugby</b> Throwing and catching games to improve technique. More complex rules and try scoring games. Larger games to increase	<b>Netball</b> Range of throwing and catching skills with an emphasis on speed and weight of passes at different	<b>Rounders</b> Striking and bowling games, complex fielding games trying to get an multiple people out. Good knowledge of all rules and	<b>Athletics</b> Working on isolated fundamental skills and recording and comparing against themselves and others.

		such as drop and lob shots. Able to have rallies of shots using correct techniques most of the time. Beginning to understand tactics of moving toward and away from the net and centre of court. Knowledge of rules and able to officiate own games.	Underload and overload attacking and defending skills. Knowledge of rules and able to officiate themselves.	situational awareness. Team attacking and defending skills. Officiating others playing games.	ranges. Good tactical and rules knowledge. Able to officiate their own games fairly	following consistently. Able to play full rounders games officiated by themselves.	Including comparing against activities done in previous year to see own long term development.
		<b><u>Gymnastics</u></b> Concentrating on high quality sequences that are fluid, varied and encompass all gymnastics aspects.	<b><u>Gymnastics</u></b> Using professional gymnasts, themselves and each other to assess and improve.	<b><u>Dance</u></b> Using their own ideas from a theme to create a whole class composition which will be built upon throughout the term. Music and a theme should be used.	<b><u>Gymnastics</u></b> Using specific impetus to create sequences with a partner which follow complex sequences set out by teacher.	<b><u>Volleyball</u></b> Serving consistently, technique for overarm serve, roles and tactics at front and back of net, slams, blocking and using three hits to get ball back to other team. Able to officiate own games.	<b><u>Dodgeball</u></b> Work on hitting moving target who can throw back, ability to use tactics to win games and recover from losses and situational work such as less or more players on opposite teams. Good knowledge of all rules able to officiate themselves. Analysis of own and other performance.

**Skills**

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Physical Education</b>					
<b>Curriculum Overview</b>					
<ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives</li> </ul>					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Throughout the year children in Key Stage 1 will be taught a range of activities which will encompass the themes in the long term plan. These lesson will teach a broad curriculum of skills in line with National Curriculum content outlined below:</p> <p>Pupils will 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 will 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 will be taught to:</p> <ul style="list-style-type: none"> <li>• 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 (<b>Games, Multi-skills, Invasion Games, Net games, Fielding Games, Athletics, Gymnastics, Multi-sports &amp; Ball skills</b>)</li> <li>• Participate in team games, developing simple tactics for attacking and defending (<b>Games, Multi-skills, Invasion Games, Net games, Fielding Games, Multi-sports &amp; Ball skills</b>)</li> <li>• Perform dances using simple movement patterns.(<b>Dance</b>)</li> </ul> <p>Year 2 will also take part in swimming lessons with the aim:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively</li> </ul> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Throughout the year children in Key Stage 1 will be taught a range of activities which will encompass the themes in the long term plan. These lesson will teach a broad curriculum of skills in line with National Curriculum content outlined below:</p> <p>Pupils will 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 will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination (<b>Tennis, Football, Tag Rugby, Netball, Rounders, Athletics, Gymnastics, Volleyball &amp; Dodgeball</b>)</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (<b>Tennis, Football, Tag Rugby, Netball, Rounders, Athletics, Volleyball &amp; Dodgeball</b>)</li> <li>• Develop flexibility, strength, technique, control and balance (<b>Gymnastics</b>)</li> <li>• Perform dances using a range of movement patterns (<b>Dance</b>)</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team (<b>Trips</b>)</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best (<b>Tennis, Football, Tag Rugby, Netball, Rounders, Athletics, Gymnastics, Dance, Volleyball &amp; Dodgeball</b>)</li> </ul> <p>Year 3 will also take part in swimming lessons with the aim:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>				