

PE Intent: At Dussindale Primary School we believe that PE should be engaging, inclusive and accessible to promote a lifelong enjoyment of physical activity. By putting the whole child at the centre of everything we do, we aim to build resilience, mental wellbeing and physical literacy across the school. Children will learn through playing games and learning new skills with a variety of equipment across a range of accessible sporting activities. Accessibility is very important to us as we envision an inclusive curriculum that helps to build confidence in all children. The Real PE system and the National Curriculum are used to create a sequence of units , helping to build on understanding, creating links and challenging each child to become greater PE learners.

PE Implementation: PE is taught twice a week by either the class teacher, HLTA or swimming instructor. Each half term builds upon a particular skill (e.g. health and fitness, cognitive, creative etc.). These skills are revisited each year and are built upon to show progress. Throughout the year, we have memorable experiences such as inter-and intra-school competitions or in-school visitors to create excitement, inspire children and make them aware of the multitude of sport in their community. We encourage children to participate in sporting activities outside of school and also have after school clubs that children can take part in. Disadvantaged children are offered free places at some clubs and after school clubs also have priority places for these children.

PE Impact: Outcomes are monitored to ensure that they reflect a sound understanding of the key identified knowledge. If necessary, teachers revisit areas of learning.

Areas of learning are focused on children developing the six key skills as outlined by Real PE:

- Personal
 - Social
 - Applying Physical
 - Cognitive
 - Creative
 - Health and Fitness
- Improving and combining these skills will give every child the chance to become a confident, healthy and aspirational PE learner who can positively move on to the next step in their education.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment, tracking and pupil interviews.

PE Progression Map

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Master Basic Movements Running, jumping, throwing and catching in isolation and in combination.</p>	<p>Children start showing an ability to use their dominant hand to work with a partner in different activities. They explore and use skills effectively for games</p> <p>Children can roll a ball or hoop and throw a ball underarm</p> <p>Children learn skills of running, jumping and throwing with a range of equipment</p> <p>Children can vary speed of running based on commands given and they use comparative language ie. Faster, longer, and are able to physically demonstrate this.</p>	<p>Children begin to develop hand eye coordination to be able to receive and send balls. They show ability to work with a partner in throwing and catching games</p> <p>Children throw a ball accurately underarm to a target using increasing control. They explore throwing and catching in different ways</p> <p>Children explore kicking in different ways with increasing control</p> <p>Children hit a ball with control using on appropriate object</p> <p>Children develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> - Explore and throw a variety of objects with one hand - Jump from a stationary position with control - Change speed and direction whilst running 	<p>Children develop hand eye coordination to be able to receive and send balls using equipment if appropriate</p> <p>Children can catch and control a ball in movement working with a partner or in a small group. They can pass and stop a ball to a teammate accurately and understand how to intercept a moving ball</p> <p>Children develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> - Explore and throw a variety of objects with one hand - Jump from a stationary position with control - Change speed and direction whilst running 	<p>Children move with a ball towards goals with increasing control and defend an opponent and try to win the ball</p> <p>Children return a ball to a partner or a target.</p> <p>Children use overarm and underarm throwing and catching skills</p> <p>Children run at fast, medium and slow speeds</p> <p>Children use different take off and landings when jumping and develop jumping for distance and height</p> <p>Children take part in a relay activity, remembering when to run and what to do</p>	<p>Children pass, receive and shoot the ball with increasing control</p> <p>Children defend one on one and know when and how to win the ball</p> <p>Children use overarm and underarm throwing and catching skills with increasing accuracy and demonstrate different throwing techniques</p> <p>Children demonstrate the difference between sprinting and running over varying distances</p> <p>Children jump for distance and height with control and balance</p> <p>Children throw with some accuracy and power into a target area</p>	<p>Children understand there are different skills for different situations and begin to use them</p> <p>Children pass, receive and shoot the ball with some control under pressure</p> <p>Children choose the best pace for a running event</p> <p>Children perform a range of jumps showing some technique and show control at take-off in jumping activities</p> <p>Children show accuracy and good technique when throwing for distance</p> <p>Children understand how stamina and power help people to perform well in different athletic activities</p>	<p>Children pass, receive and shoot the ball with increasing control under pressure</p> <p>Children demonstrate good decision making when making shots within a game</p> <p>Children select and apply the best pace for a running event</p> <p>Children perform jumps for height and distance using good technique</p> <p>Children show accuracy and good technique when throwing for distance</p>

<p>Develop attacking and defending skills</p> <p>Play competitive games to develop and apply basic principles suitable for attacking and defending</p>	<p>Children are able to move and stop confidently, negotiating the space around them effectively</p> <p>Children explore and use skills effectively for particular games</p> <p>Children work individually and with others. Engage in co-operative physical activities</p> <p>Children participate in team games</p> <p>Children understand how to use equipment safely</p>	<p>Children are confident and can keep themselves safe in the space in which an activity/game is being played</p> <p>Children explore and use skills, actions and ideas individually and in combination to suit the game that is being played</p> <p>Children show ability to work with a partner in throwing and catching games</p> <p>Children choose and use skills effectively for particular games:</p>	<p>Children develop basic tactics in simple team games and use them appropriately</p> <p>Children choose use and vary simple tactics</p> <p>Children take part in games where there is an opposition</p> <p>Children decide where to stand during a team game, to support the game</p> <p>Children understand role of attacker and defender</p> <p>Children begin to lead others in a simple team game</p>	<p>Children understand their role as an attacker and as a defender</p> <p>Children move into space to help support a team and defend an opponent and try to win the ball</p>	<p>Children work as part of a team to keep possession and score goals when attacking and defend one on one and know when and how to win the ball</p> <p>Children use simple tactics to help a team score or gain possession</p> <p>Children can play a continuous games</p>	<p>Children have an understanding there are different skills for different situations and begin to use them.</p> <p>Children move into space to help a team and play in a range of positions and know how to contribute when attacking and defending</p> <p>Children develop wider range of skills and begin to use these under some pressure and understand the need for tactics and make decisions about when best to use them</p> <p>Children select and apply preferred skills with increasing consistency</p> <p>Children use tactics effectively in a competitive situation</p>	<p>Children select the appropriate action for the situation.</p> <p>Children create and use a variety of a tactics to help a team and create and use space to help a team</p> <p>Children select and apply different movement skills to lose a defender and use marking, and/or interception to improve defending</p> <p>Children use a wider range of skills in game situations</p> <p>Children play cooperatively with a partner/ in a team</p> <p>Children demonstrate good decision making when making shots within a game</p> <p>Children use some tactics in the game as a batter, bowler and fielder</p>
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<p>Develop balance, agility and coordination</p> <p>Demonstrate flexibility, strength, technique and control and apply them in a range of activities.</p>	<p>Children move confidently and safely in their own and general space (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Children move and stop, recognising both commands and acting upon them immediately</p> <p>Children can show contrast with their bodies including tall/short, wide/thin, straight/curved</p> <p>Children can copy simple movements and simple sequences and make shapes with their bodies, according to commands</p> <p>Children can jump off an object and land appropriately.</p>	<p>Children begin to remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination</p> <p>Children explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Children move confidently and safely in their own and general space, using change of speed and direction</p> <p>Children can copy, create and link movement phrases with beginnings, middles and ends</p> <p>Children perform movement phrases using a range of body actions and body parts</p> <p>Children explore making their body tense, relaxed, stretched and curled.</p> <p>Children can they explore different ways of stretching, balancing, rolling and travelling</p>	<p>Children remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions</p> <p>Children choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control</p> <p>Children create routines which have a clear beginning and ending</p> <p>Children work with a partner sharing ideas and creating a simple sequence</p>	<p>Children use a greater number of their ideas for movements in response to a task</p> <p>Children choose and plan sequences of contrasting actions</p> <p>Children complete actions with increasing balance and control and choose actions that flow well into one another. They move in unison with a partner</p> <p>Children adapt sequences to suit different types of apparatus</p>	<p>Children safely perform balances individually and with a partner</p> <p>Children plan and perform sequences with a partner that include a change of level and shape</p> <p>Children understand how body tension can improve the control and quality of their movements</p>	<p>Children create and perform sequences using apparatus, individually and with a partner</p> <p>Children use set criteria to make simple judgements about performances and suggest ways they could be improved</p> <p>Children use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance</p> <p>Children use strength and flexibility to improve the quality of a performance</p>	<p>Children understanding what counter balance and counter tension is and show examples with a partner</p> <p>Children combine and perform gymnastic actions, shapes and balances with control and fluency</p> <p>Children create and perform sequences using compositional devices to improve the quality</p> <p>Children suggest changes and use feedback to improve a sequence</p>
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<p>Perform dances</p> <p>Demonstrate a range of simple movement patterns</p>	<p>Children explore and copy basic body actions and rhythms</p> <p>Children are able to negotiate space confidently, using appropriate strategies</p> <p>Children are able to use their bodies to imitate motifs from stories and topics such as animals, trees etc</p> <p>Children begin to respond with their bodies to different types of music</p>	<p>Children explore movement ideas and respond imaginatively to a range of stimuli</p> <p>Children move confidently and safely in their own general space using changes of speed level and direction</p> <p>Children compose and link movements to make simple beginnings, middles and ends</p> <p>Children perform movement phrases using a range of body actions and body parts</p>	<p>Children explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance</p> <p>Children explore the change of rhythm speed, level and direction</p> <p>Children compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</p>	<p>Children create dance phrases that communicate ideas</p> <p>Children create dance phrases with a partner and in a small group using canon and unison</p> <p>Children repeat, remember and perform these phrases in dance</p> <p>Children use dynamic and expressive qualities in relation to an idea</p> <p>Children use counts to keep in time with a group and the music</p>	<p>Children respond imaginatively to a range of stimuli related to character and narrative</p> <p>Children use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group</p> <p>Children use formation, canon and unison to develop a dance</p> <p>Children refine, repeat and remember dance phrases and dances</p> <p>Children perform dances clearly and fluently</p>	<p>Children adapt and refine actions, dynamics and relationships in a dance</p> <p>Children perform different styles of dance clearly and fluently</p> <p>Children recognise and comment on dances, showing an understanding of style</p>	<p>Children work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances</p> <p>Children adapt and refine actions, dynamics and relationships to improve a dance</p> <p>Choreograph a dance using props</p> <p>Perform dances fluently and with control</p>
<p>Develop resilience</p> <p>Compare performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>With support children can say what they liked and would change about their own work</p>	<p>Children can say what they liked and would change about their own work</p>	<p>With support, use appropriate language to evaluate and refine own work</p>	<p>With help, recognise how performances could be improved</p>	<p>Begin to suggest ways to improve their own and other people's work</p>	<p>Suggest ways to improve their own and other people's work</p>	<p>Use appropriate language to evaluate and refine their own and others' work</p>
<p>Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively and perform safe self-rescue in</p>					<p>A programme of swimming study delivered by local swimming coaches. 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.</p>		

different water-based situations					
<p>OAA</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>					<p>Children work effectively with a partner and a group Children use critical thinking to form ideas</p> <p>Children pool ideas within a group, selecting and applying the best method to solve a problem</p> <p>Children reflect on why and how they are successful at solving challenges and adapt methods in order to improve</p> <p>Children can orientate and map effectively to navigate around a course</p>
<p>Vocabulary</p>	<p>Body Awareness: active, athletic, exercise, energy, stretch, injury, health body (body parts -head/leg/arm etc), heart, lungs, muscle, breath(ing), bones, biceps, hamstring, quadriceps, triceps, gluteus maximus safe, safety, risk</p> <p>Skills: stamina, control, balance, quality, accuracy, position, beat, loud, soft, strong, travel, form, shape, shape, rhythm, sequence, movement force, push, glide, pattern improve, change, fast, slow</p> <p>Games/Competition: athlete, team, rules, league, squad, tournament, compete, offence, position, perform, direction, speed, flow tackle, attack, defence, tactic, strategy, captain, Field, pitch, court Gym, gymnastics, floorwork</p>				

