

PHYSICAL EDUCATION (PE) IMPLEMENTATION AND CURRICULUM PROGRESSION



Physical Education Implementation and Progression at Black Horse Hill Infant School



Vocabulary and Reading Development	Inclusion	Assessment
<p>Spoken language is promoted in all lessons for all children including strategies such as: no hands up , explicit teaching of vocabulary, modelled thinking and use of vocabulary by the teacher, think, pair, share, my turn-your turn, Talk Partners, Sentence Stems.</p>	<p>All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all. Quality first teaching for all children Teacher modelling for all children. Activities within the lesson demonstrated clearly. Following of STEP for differentiation. External advice sought to support inclusion</p>	<p>Prior knowledge/retrieval opportunities are included at the beginning of units of work and lessons. Clear sequence of lessons that identify the key knowledge that children need to know at the end of a lesson/unit of work. Assessment tick sheets to identify children who are meeting the intended end points or need supporting further.</p>
Retrieval practice (Knowing more and remembering more)	Cultural Capital opportunities	British values and SMSC
<p>Review previous learning at the start of each lesson. Floor books Knowledge organisers</p>	<p>Trips- school fixtures and sports activity days Visitors- positive role models in sport. School assemblies – healthy body, healthy mind week, healthy eating, reaching your goals, significant people e.g. Marcus Rashford and Walter Tull Experiences- sports day, fruit kebabs.</p>	<p>Teaching students to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups. We approach the teaching of PE with an awareness to children’s different faiths and beliefs.</p> <p>Children are taught to respect each other when discussing areas of strengths and improvements of a performance.</p>

Black Horse Hill Infant School PE Curriculum Progression Map



Early Years Foundation Stage 1

Foundation 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Activity for the term	Fundamental Skills		Gymnastics		Dance	
Link to Development Matters	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Start taking part in some group activities, which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing. 		<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities, which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing. 		<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities, which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Make healthy choices about food, drink, activity and toothbrushing. 	
Key Outcomes	<ul style="list-style-type: none"> • To follow stop and start instructions. • To hop and balance with control. • To change direction when moving at speed. • To demonstrate a star shape using different actions and movements. • To demonstrate increasing control when throwing a small object at a target and when catching or bouncing a ball. • To kick a large ball, showing control and the ability to stop, start and change direction. 		<ul style="list-style-type: none"> • To travel safely in a variety of different ways. • To travel in different ways using short, long, fast and slow steps. • To jump and land safely. • To balance using different parts of the body in a controlled way. • To use different parts of the body to perform a rocking action. • To keep the body still in a controlled balance. • To think of how to keep safe when completing different movements. • To move confidently in different ways, including rolling. 		<ul style="list-style-type: none"> • To know and perform a star shape correctly. • To explore and create actions which resemble key words within a song or rhyme. • To know and perform strong and controlled marches, in time with a simple beat. • To jump and land appropriately. • To use different types of jumps with control and balance. • To explore and create actions which link to a soldier. • To perform movements with fluency and in a gentle manner. 	

Key End Points	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Demonstrates control when rolling, patting, throwing an object. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, striking, and aiming. • Track the flight of an object and begins to catch more consistently. Use feet to stop a ball when moving. 	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Travel, jump and land safely. • Move confidently in different ways including speed and direction. • Combine different actions and movements with ease and fluency. 	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Explore and create actions linked to words or phrases • March in time to a beat • Perform movements and balances with control.
Key Vocabulary	star, control, jogging, warm, beating, aching.	travel, jump, land, balance, opposite, control, heart, beating, aching.	marching, star shape, stamp, soldier, fast, slow, gentle, graceful.

Foundation 2

Foundation 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Activity for the term	Fundamental Skills		Gymnastics		Dance	
Link to Development Matters	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. 		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. 	

	<ul style="list-style-type: none"> • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. 	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.
Key Outcomes	<ul style="list-style-type: none"> • To follow stop and start instructions. • To hop and balance with control. • To change direction when moving at speed. • To demonstrate a star shape using different actions and movements. • To demonstrate increasing control when throwing a small object at a target and when catching or bouncing a ball. • To kick a large ball, showing control and the ability to stop, start and change direction. 	<ul style="list-style-type: none"> • To travel safely in a variety of different ways. • To travel in different ways using short, long, fast and slow steps. • To jump and land safely. • To balance using different parts of the body in a controlled way. • To use different parts of the body to perform a rocking action. • To keep the body still in a controlled balance. • To think of how to keep safe when completing different movements. • To move confidently in different ways, including rolling. 	<ul style="list-style-type: none"> • To know and perform a star shape correctly. • To explore and create actions which resemble key words within a song or rhyme. • To know and perform strong and controlled marches, in time with a simple beat. • To jump and land appropriately. • To use different types of jumps with control and balance. • To explore and create actions which link to a soldier. • To perform movements with fluency and in a gentle manner
Key End Points	<p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> • Demonstrates control when rolling, patting, throwing an object. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, striking, and aiming. • Track the flight of an object and begins to catch more consistently. Use feet to stop a ball when moving. 	<p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> • Travel, jump and land safely. • Move confidently in different ways including speed and direction. • Combine different actions and movements with ease and fluency. 	<p><u>Children should be able to:</u></p> <ul style="list-style-type: none"> • Explore and create actions linked to words or phrases • March in time to a beat • Perform movements and balances with control.
Key Vocabulary	star, control, jogging, warm, beating, aching.	travel, jump, land, balance, opposite, control, heart, beating, aching,	marching, star shape, stamp, soldier, fast, slow, gentle, graceful.

KS1

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Activity for the half term	Games	Dance	Gymnastics	Games	Athletics	
Link to the National Curriculum	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • 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. • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • 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. • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • 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. 	
Prior Knowledge	<ul style="list-style-type: none"> • Demonstrates control when rolling, patting, throwing an object. • Tracks the flight of an object and begins to catch more consistently. • Use feet stop a ball when moving 	<ul style="list-style-type: none"> • Explore and create actions linked to words or phrases • March in time to a beat • Perform movements and balances with control. 	<ul style="list-style-type: none"> • Travel and land safely • Move confidently in different ways including speed and direction • Combine different actions and movements with ease and fluency. 	<ul style="list-style-type: none"> • Demonstrates control when rolling, patting, throwing an object. • Tracks the flight of an object and begins to catch more consistently. • Use feet stop a ball when moving 	<ul style="list-style-type: none"> • Jumps and land safely in different ways • Negotiate space successfully. • Increased control when throwing or rolling an object. • Travels confidently around, under and over equipment and obstacles. 	
Key Outcomes	<ul style="list-style-type: none"> • To move with control, changing direction and speed when playing avoiding and chasing games. • To accurately throw underarm. • To catch a large ball or small ball with two hands consistently. 	<ul style="list-style-type: none"> • To create movements to resemble a specific theme/ character. • To use different levels within a dance to help portray a character / story. • To remember and repeat a short movement phrase in time with the beat and other group members. • To perform movements at different speeds to help tell a story. 	<ul style="list-style-type: none"> • To move confidently in different ways, using changes in speed, level and direction. • To show control and balance when performing a range of jumps. • To perform and link different balances and shapes with control and strength. • To develop a range of different rocking actions. • To begin to perform a forward roll. 	<ul style="list-style-type: none"> • Accurately throw a ball or bean bag to themselves. • Consistently chase and stop a rolling ball. • Catch a ball or bean bag with some consistency. • Kick a ball to a partner with control and some accuracy. • Use feet to move a ball around and area, keeping control. • Use a racket to strike a ball with some accuracy. 	<ul style="list-style-type: none"> • To use agility to change direction at pace. • To use under-arm throw for accuracy. • To develop over-arm throw for accuracy and power. • To apply jumping, agility and throwing in different events. • To land safely, with control and balance, when performing a range of jumps. 	

Key End Points	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Accurately throw a ball or bean bag to themselves. • Consistently chase and stop a rolling ball. • Catch a ball or bean bag with some consistency. 	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Create and link movements together which resemble a theme • To use different levels within a dance to help portray a character / story. • To remember and repeat a short movement phrase in time with the beat and other group members. • Identify when different levels and speeds have been used within a dance. 	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Move confidently in different ways including speed and direction - in a sequence (combination) • Perform a range of jumps with control and balance • Perform and link different balances with control and strength • Demonstrate a range of rocking and rolling actions. 	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Accurately throw a ball or bean bag to themselves. • Consistently chase and stop a rolling ball. • Catch a ball or bean bag with some consistency. • Kick a ball to a partner with control and some accuracy. • Use feet to move a ball around and area, keeping control. • Use a racket to strike a ball with some accuracy. 	<u>Children should be able to:</u> <ul style="list-style-type: none"> • Land safely with control, when performing a range of jumping techniques. • Perform good running techniques when travelling over different distances. • Accurately send a ball to a partner or a target • Change direction and speed quickly.
Key Vocabulary	underarm, control, accurate, direction.	character, feeling, levels, speed, habitat.	rocking, apparatus, sequence, balance, tense/ tension	underarm, control, accurate, direction, strike.	agility, underarm, overarm, control, heart, breathing.

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Activity for the half term	Dance	Gymnastics		Games		Athletics
Link to the National Curriculum	<ul style="list-style-type: none"> • 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. • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • 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. • Perform dances using simple movement patterns. 		<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. 		<ul style="list-style-type: none"> • 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.
Prior Knowledge	<ul style="list-style-type: none"> • Create and link movements together which resemble a theme • To use different levels within a dance to help portray a character /story. • To remember and repeat a short movement phrase in 	<ul style="list-style-type: none"> • Move confidently in different ways including speed and direction - in a sequence (combination) • Perform a range of jumps with control and balance • Perform and link different balances with control and strength • Demonstrate a range of rocking and rolling actions 		<ul style="list-style-type: none"> • Accurately throw a ball or bean bag to themselves. • Consistently chase and stop a rolling ball. • Catch a ball or bean bag with some consistency. • Kick a ball to a partner with control and some accuracy. • Use feet to move a ball around and area, keeping control. • Use a racket to strike a ball with some accuracy. 		<ul style="list-style-type: none"> • Land safely with control, when performing a range of jumping techniques. • Perform good running techniques when travelling over different distances. • Accurately send a ball to a partner or a target • Change direction and speed quickly.

	time with the beat and other group members. <ul style="list-style-type: none"> Identify when different levels and speeds have been used within a dance. 			
Key Outcomes	<ul style="list-style-type: none"> To explore, remember and link a range of actions, performing them with increasing control. To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme. To compose and perform a short dance phrase which includes elements of unison and/ or canon. 	<ul style="list-style-type: none"> To further develop basic shapes ways of travelling including with body weight partly supported by hands. To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance. To demonstrate strength and control when performing balances using different body parts. To perform a forward roll with control and with a clear starting and finishing position. 	<ul style="list-style-type: none"> To dribble a ball, including changing speed and direction (hand and feet). To throw underarm with increasing accuracy, including to high, low, stationary and moving targets. To run after and towards a rolling or bouncing ball, retrieve and throw to return. To throw accurately and with control when moving. To strike a ball away from a partner or towards a stationary target 	<ul style="list-style-type: none"> To perform jumps with control and balance. To use agility to change direction at pace. To under-arm throw for accuracy and develop over-arm throw for accuracy and power. To improve children's ability to jump further using a variety of jumps. To apply jumping, agility and throwing skills across different events.
Key End Points	Children should be able to: <ul style="list-style-type: none"> Understand what Unison is and how it can improve a performance. Understand what Canon is and how it can improve performance. Identify and use changes of speed to show a theme or portray a message or emotion. 	Children should be able to: <ul style="list-style-type: none"> Travelling with body weight supported by hands Perform jumps as part of a sequence with good balance when landing Varying the range of body parts used to balance Perform rocking actions linked with basic shapes, e.g., pike, straddle, tuck. 	Children should be able to: <ul style="list-style-type: none"> Throw a small/large ball to a partner. Dribble a ball using one or two hands. Kick a ball to a moving partner and use feet to dribble a ball with changes in speed and direction. Use a racket to strike a ball to a partner in a rally. 	<ul style="list-style-type: none"> Use techniques to increase the distance of a jump. Increased stamina when running over longer distances. Throw accurately at a target with different dynamics; high, low, stationary, and moving. Increased speed when moving in different directions.
Key Vocabulary	character, feeling, levels, speed, canon, unison, language related to theme.	straddle, star, pike, tuck, straight, tense/ tension, strength, control	underarm, control, dribble, speed, rally, accurate, direction, strike.	agility, underarm, overarm, accuracy, heartbeat, performance.

PE Lesson Structure (EYFS)

Long Term Memory (Retrieval)

Review and revisit previous knowledge-make links to knowledge from previous lesson, unit, term, year.
Share the learning intention for upcoming lesson and vocabulary.

Warm - up

Children will be lead through a warm up.
Discuss why a warm up is important; what is does to your heart, blood and muscles.

Playing and Exploring

Children to explore and play to help develop the intended skill.
Use questioning to further understanding

Active Learning

Children practise the intended skill through a specific activity or instruction.
Use demonstration and questioning to develop the skill further.

Creating and Thinking Critically

Children are given opportunity to develop the skill and performance further.
Children to show what they have been learning to a member of staff.

Cool Down

Children to cool down their body after exercise.
Review and revisit the lessons intentions and vocabulary.

PE Lesson Structure (KS1)

Long Term Memory (Retrieval)

Review and revisit previous knowledge-make links to knowledge from previous lesson, unit, term, year.
Share the learning intention for upcoming lesson and vocabulary.

Warm - up

Children will be lead through a warm up.
Discuss why a warm up is important; what is does to your heart, blood and muscles.

Physical Competence

Children to develop the intended skill of the lesson.
Key questioning to be used to develop the skill further.

Decision Making

Children practise the intended skill of the lesson within a competitive game/scenario.
Key questioning to be used to develop understanding and skill further.

Improving Performance

Children are given opportunity to develop the skill and performance further.
Children to be given feedback on how to improve further.

Improving Performance

Children are given opportunity to develop the skill and performance further.
Children to be given feedback on how to improve further.

Cool Down

Children to cool down their body after exercise.
Review and revisit the lessons intentions and vocabulary.