



# Physical Education Progression Document



# Physical Education

## Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

**Resilient:** Every child is resilient.

**Emotionally Literate:** Every child is aware of their feelings and those of others.

**Aspirational:** Every child aspires for more in their learning and in life.

**Communicators:** Every child is an effective communicator.

**Happy:** Every child has the right to be happy. Bilton Community Federation



Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

At Bilton C of E Junior School we study P.E. to develop the physical, social and emotional well-being of our learners. We aim to provide a diverse and challenging curriculum that is accessible to all of our learners, as well as being both positive and motivating. We hope to aid all of our learners to achieve their full potential. We aim to offer a variety of opportunities to help develop a life-long love of physical activity and a love of sport. We aim to help our learners to develop the competence to excel in a broad range of physical activities, which in turn will support their health, fitness and well-being.

We aim to participate and succeed in differing competitive sport and physical activities to help them build character and learn values such as fairness and respect, both for the rules and fellow participants. We aim to teach in a way that children:

- Have fun and experience success in sport
- Learn in a safe environment
- Can join in at their own level of development
- Build and secure a range of skills
- Develop a good sporting attitude
- Understand basic rules
- Experience positive competition
- Enjoy different experiences, such as outdoor and adventurous education



All pupils receive 2 hours of P.E. a week either with class teachers or specialist coaches. The curriculum is further enhanced by participation in numerous sporting events with other schools in the area, as well as before and after school clubs offering the children more specialist activities such as yoga. We have also provided two play leaders to work with the dinnertime staff to organise various lunchtime games. Apart from this the children are also involved in the dinnertime marathon and the morning mile. Bilton C of E Juniors is also a member of the Harris Academy School Sports Partnership who support our school and staff by providing training, coaches and expertise as well as organising larger scale events and competitions.

Overall we follow the guidelines set by the National Curriculum to ensure we offer a range of P.E. activities that allow each child to feel challenged and offer opportunities to progress and become Key Stage 3 ready.

# Beyond the PE Curriculum

There are a range of opportunities beyond the PE curriculum. These include:

- Rock UK Outdoor Residential
- High School PE activities and completions
- More Able/Gifted and Talented sporting events across schools
- Kilsby Lane Annual Football
- Afterschool Football Club
- Girls Football
- Athletics (Indoor and Outdoor) - Summer Games
- Swimming Gala
- Netball and Football Competitions
- Sports day
- Cross Country



## Outcomes

Assessing Outcomes continued



Cognitive

### ↑ ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



Creative

### VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



Health and Fitness

### PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

### ↑ MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can

### EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

### PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

### Expected - End of Upper Key Stage 2

### ↑ DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

### REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

### EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

### Expected - End of Lower Key Stage 2

### ↑ EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

### RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

### EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

## Curriculum Overview

Year	Autumn	Spring	Summer
Y3	Real P.E. Unit 1-2 Coordination and Balance  Dance (Coach)	Real P.E unit 3-4 Dynamic balance and agility coordination ball skills sending and receiving  Racket and small ball games (Coach)	Real P.E. unit 5-6 Agility reaction and response,  Summer games/ athletics (Coach)
Y4	Real P.E. Unit 1-2 Footwork balance and coordination performance skills  (Coach) Gymnastic support	Real P.E unit 3-4 Dynamic sequence  Ball skills  (Coach) Dance/Tennis	Real P.E. unit 5-6 Competitive challenge intercept, timing and collaboration  Summer games/ athletics (Coach)
Y5	Real P.E. Unit 1-2 Ball games netball etc.  (Coach) Outdoor indoor games	Real P.E Unit 3-4 Outdoor/indoor ball games.  (Coach) Dance/Tennis	Real P.E. Unit 5-6 Jumpball rhythmic sequences  (Coach) Summer games/athletics
Y6	Real P.E. Unit 1-2 Ball games netball etc.  (Coach) Gymnastics  Outdoor and adventurous education	Real P.E Unit 3-4 Outdoor/indoor ball games.  (Coach) Dance/Tennis	Real P.E. Unit 5-6 Jumpball rhythmic sequences  (Coach) Summer games/athletics

## Swimming

We ensure that by the end of Key Stage 2 children have met the National Curriculum requirements:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively – for example, front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

### Where are resources and lessons planned from?

Teachers use the Real PE planning resources to teach the REAL PE curriculum. They have access to long-term and short-term planning with a range of skills, application activities, ideas on supporting and challenging children, and ideas for review accessible to them. Teachers also have access to the Real PE online platform, where these resources can be used to deliver interactive, high-quality lessons. Staff have the freedom to enrich their REAL PE sessions with other year group outcome based PE skills. In all of our PE lessons, our teachers can use the support from Real PE as well as their own expertise, knowledge and skills.

### Multi-ability Cog Assessment Year 5 and 6

Level 5  
Embrace challenge

Consistently  
Sometimes  
Rarely

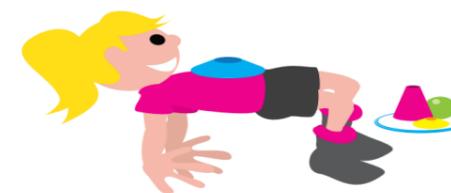


Record where 'many' or 'most' of the class are working in the appropriate cell. Then add the names or initials of those working below/above in the relevant cells.

real PE create development



Teacher



real PE®





### Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

### Weeks

### Fundamental Movement Skill Focus

## Unit 1

### Personal

- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆
- I know where I am with my learning and I have begun to challenge myself ■
- I try several times if at first I don't succeed and I ask for help when appropriate ▲

1-3

Coordination:  
Footwork

4-6

Static Balance:  
One Leg

## Unit 2

### Social

- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities ◆
- I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas ■
- I can help praise and encourage others in their learning ▲

7-9

Dynamic Balance  
to Agility:  
Jumping and Landing

10-12

Static Balance: Seated

## Unit 3

### Cognitive

- I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon ◆
- I can explain what I am doing well and I have begun to identify areas for improvement ■
- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance ▲

13-15

Dynamic Balance:  
On a Line

16-18

Coordination:  
Ball Skills

## Unit 4

### Creative

- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music ■
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲

19-21

Coordination:  
Sending and Receiving

22-24

Counter Balance:  
With a Partner

## Unit 5

### Applying Physical

- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ◆
- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲

25-27

Agility:  
Reaction/Response

28-30

Static Balance:  
Floor Work

## Unit 6

### Health and Fitness

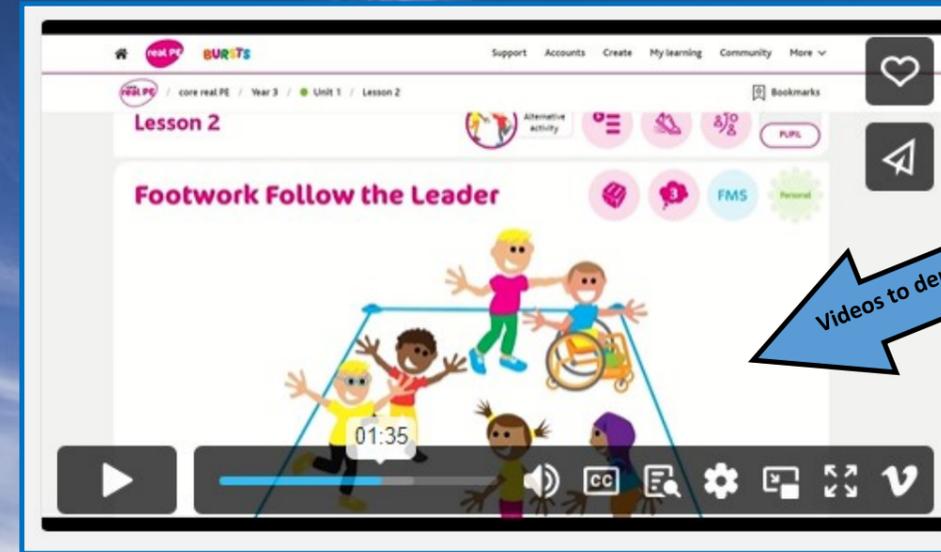
- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy ◆
- I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down ■
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲

31-33

Agility:  
Ball Chasing

34-36

Static Balance:  
Stance



Videos to demonstrate new PE skills

Assessing Outcomes



Personal

### TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



### EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.



Social

### LEAD OTHERS

I can involve others and motivate those around me to perform better.

### IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.



Applying Physical

### APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

### COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

### Expected - End of Upper Key Stage 2



### CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

### ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

### LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

### Expected - End of Lower Key Stage 2



### TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

### WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

### PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

## Have you thought about...



- revisiting baseline assessment for Health and Fitness Skills, Sending and Receiving and Ball Chasing Skills?
- encouraging the children to set up, act as time-keepers, keep score and manage the competition?
- praising children who continue to demonstrate the other 'cogs', e.g. those who are encouraging when a teammate misses or makes a mistake?
- praising children who can demonstrate that they have practised away from lessons?

## Home Challenge



real PE at home - Re-visit the Personal Best Home Challenges, Tunnels (Ball Chasing) and Juggle Challenge (Sending and Receiving).

See if you can beat your scores from Week 1. Also think about how you can challenge yourself, for example, changing the activities to make them more difficult.

### Monitor Activity

I can explain why we need to warm-up and cool down.

I can record and monitor how hard I am working.

I can self select and perform appropriate warm-up and cool down activities.

### Coordination Sending and Receiving

- I can complete some Blue challenges
- I can complete all Blue challenges
- I can complete some Pink challenges



**Warm-Up**  
Inside Out



**Game**  
Throlf



**Competition**  
Levelling the Playing Field



**Review Method**  
Always, Sometimes, Rarely

## Inside Out



Videos to demonstrate new learning



# Curriculum Map



## Year 4

### Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

### Unit 1



- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆
- I know where I am with my learning and I have begun to challenge myself ■
- I try several times if at first I don't succeed and I ask for help when appropriate ▲

Weeks

Fundamental Movement Skill Focus

1-3

Coordination: Footwork

4-6

Static Balance: One Leg

### Unit 2



- I cooperate well with others and give helpful feedback. I can guide a small group through a task ◆
- I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas ■
- I can help praise and encourage others in their learning ▲

7-9

Dynamic Balance to Agility: Jumping and Landing

10-12

Static Balance: Seated

### Unit 3



- I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions ◆
- I can explain what I am doing well and I have begun to identify areas for improvement ■
- I can begin to order instructions, movements and skills. I can explain why someone is working or performing well ▲

13-15

Dynamic Balance: On a Line

16-18

Coordination: Ball Skills

### Unit 4



- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆
- I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression ■
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲

19-21

Coordination: Sending and Receiving

22-24

Counter Balance: With a Partner

### Unit 5



- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ◆
- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲

25-27

Agility: Reaction/Response

28-30

Static Balance: Floor Work

### Unit 6



- I can describe the basic fitness components. I can record and monitor how hard I am working ◆
- I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down ■
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲

31-33

Agility: Ball Chasing

34-36

Static Balance: Stance



### Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

## Unit 1



- I recognise my strengths and weaknesses and can set myself appropriate targets ◆
- I see all new challenges as opportunities to learn and develop ◆
- I can cope well and react positively when things become difficult ■
- I can persevere with a task and improve my performance through regular practice ■
- I know where I am with my learning and I have begun to challenge myself ▲

## Unit 2



- I can negotiate and collaborate appropriately ◆
- I can give and receive sensitive feedback to improve myself and others ◆
- I help organise roles and responsibilities and can guide a small group through a task ■
- I cooperate well with others and give helpful feedback ■
- I am happy to show and tell others about my ideas ▲
- I show patience and support others ▲

## Unit 3



- I can develop methods to outwit opponent ◆
- I can and suggest patterns of play which will increase chances of success ◆
- I can use awareness of space/others to make good decisions ■
- I can understand ways (criteria) to judge performance ■
- I can understand the simple tactics of attacking and defending ▲
- I can explain what I am doing well and I have begun to identify areas for improvement ▲

## Unit 4



- I can adapt and adjust my skills, movements or tactics so they are different to others ◆
- I can respond imaginatively to different situations ◆
- I can change tactics, rules or tasks to make activities more fun or more challenging ■
- I can link actions and develop sequences of movements that express my own ideas ■
- I can recognise similarities and differences in movements and expression ▲
- I can make up my own rules and versions of activities ▲

## Unit 5



- I can perform a range of skills fluently and accurately ◆
- I can use combinations of skills confidently in specific contexts ◆
- I can link actions together so that they flow ■
- I can perform a variety of movements and skills with good body tension ■
- I can select and apply a range of skills with good control and consistency ▲
- I can perform and repeat sequences with clear shapes and controlled movement ▲

## Unit 6



- I can self select and perform appropriate warm-up and cool down activities ◆
- I can identify possible dangers when planning an activity ◆
- I can record and monitor how hard I am working ■
- I can explain how often and how long I should exercise to be healthy ■
- I can describe the basic fitness components ■
- I can explain why we need to warm-up and cool down ▲
- I can describe how and why my body changes during and after exercise ▲

### Weeks

### Fundamental Movement Skill Focus

1-6

Coordination:  
Ball Skills

Agility:  
Reaction/Response

7-12

Dynamic Balance:  
On a Line

Counter Balance:  
with a Partner

13-18

Static Balance:  
Stance

Coordination:  
Footwork

19-24

Static Balance:  
Seated

Static Balance:  
Floor Work

25-30

Dynamic Balance to Agility:  
Jumping and Landing

Static Balance:  
One Leg

31-36

Coordination:  
Sending and Receiving

Agility:  
Ball Chasing

## Example Lesson

### Learning Goals and Points

#### Health and Fitness Skills

Developing my Health and Fitness skills and knowledge so...

#### What

**Emerging** - I can explain why we need to warm-up and cool down.

**Expected** - I can record and monitor how hard I am working.

**Exceeding** - I can self select and perform appropriate warm-up and cool down activities.

#### How

Taking our pulse after activity gives us an idea of how hard we are working in relation to our maximum heart rate.

Warm-ups help us to focus and prepare the mind as well as the body for activity.

Whilst all round fitness is ideal, different sports and different positions within sports may require more focus on certain components.

#### Coordination Sending and Receiving

Developing my sending and receiving skills and knowledge so...

#### What

I can move with timing to get in good position.

I can throw with good accuracy and weight.

I can perform with consistency (repeatable).

#### How

Keep my weight through the balls of my feet so I can move in line with the ball.

Focus on accuracy and speed of my passes/throws.

Communicate with my partner so I know when they are ready.

#### Equipment

You will need cones, large balls, balls of different sizes/weights, a range of equipment as determined by the teacher or children e.g. hoops, buckets, range of throwing equipment (different sized balls, beanbags, frisbees).

#### Key Vocabulary

record, monitor, self select, repeatable, accuracy, peripheral vision, reverse pivot

