Physical Education Progression Document



Our Vision:

To empower children to make a positive impact on the world.

Physical Education

Our Whole School Curriculum Intent

At Bilton C of E Junior School, we aim to provide an inclusive, stimulating and supportive curriculum that enables every child to achieve their full potential. We want our children to develop the knowledge, skills, attitudes and confidence they need to succeed both in school and beyond.

Our curriculum is underpinned by our Bilton Community Federation **REACH** values. We aim for every child to become:

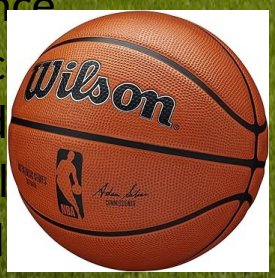
Resilient – able to persevere, learn from mistakes and overcome challenges.
Emotionally Literate – able to recognise and understand their own feelings and those of others.
Aspirational – able to recognise their strengths, set goals and strive to improve.
Communicators – able to express themselves clearly, listen to others and work effectively with different people.
Happy – able to enjoy learning, feel a sense of belonging and develop positive experiences that support their wellbeing.

These values are reinforced by the BJS values of **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience**, which are reflected throughout school life and across our curriculum.

PE Curriculum Intent

Physical Education is an important part of our curriculum at Bilton C of E Junior School. We aim to provide a broad, ambitious and inclusive PE curriculum that develops children's physical, social and emotional wellbeing and helps them to develop a lifelong love of physical activity and sport.

Through PE, children develop the knowledge, skills and confidence to participate safely and positively in a broad range of physical activities. They have opportunities to develop their motor competence, understand and apply rules, strategies and tactics, and rec importance of regular physical activity for their health and Our curriculum is carefully sequenced so that children buil previous learning. They develop from learning and control fundamental skills, to combining and applying these skills in increasingly challenging situations. As they progress through Key Stage 2, children are expected to make increasingly independent decisions, apply appropriate tactics, adapt their performance and evaluate how they can improve.



We aim to develop pupils who:
enjoy being physically active and experience success in PE and sport
develop confidence and competence across a broad range of physical activities

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Inclusion and Accessibility
We believe that every pupil should have the opportunity to participate in and make progress within PE. Teachers adapt activities, equipment, space, rules, groupings and levels of challenge where appropriate to ensure that all pupils, including pupils with SEND, can access the intended learning and experience success. We maintain high expectations for all pupils while recognising that pupils may demonstrate their learning and progress in different ways.

Curriculum Provision
Pupils receive regular curriculum PE throughout the school year. 2 hours of PE are delivered by class teachers and supported by specialist coaches as well as external providers.
Our curriculum is further enhanced through opportunities for pupils to participate in competitive sport, intra-school and inter-school events, extracurricular clubs and wider physical activity opportunities such as being a member of the Harris Academy School Sports Partnership.
Opportunities such as lunchtime activities, before- and after-school clubs and additional physical activity initiatives enable pupils to apply and develop their skills beyond curriculum PE and encourage participation in physical activity as part of everyday life.

National Curriculum
Our PE curriculum is designed to meet the requirements of the National Curriculum for Key Stage 2. Pupils are given opportunities to develop competence in a broad range of physical activities, including running, jumping, throwing and catching; competitive games; gymnastics; dance; outdoor and adventurous activities; and striking and fielding activities.
Pupils are taught to apply skills and techniques, develop and use strategies and tactics, compare performances and understand how to improve. Swimming and water safety are also addressed through the school's swimming provision.
Through our progressive curriculum, we aim to ensure that pupils leave Bilton C of E Junior School as confident, physically competent and knowledgeable young people who are ready to continue their physical education and active lifestyles into Key Stage 3 and beyond.





Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Team games and races	Invasion games Dodgeball Team activities	Gymnastics Fitness circuits Futsal	Handball Tag rugby Golf Dance	Athletics Track and field Football	Cricket Rounders' Hockey
Year 4	Team games and races	Invasion games Dodgeball Team activities	Gymnastics Fitness circuits Futsal	Handball Tag rugby Golf Dance	Athletics Track and field Football	Cricket Rounders' Hockey
Year 5	Team games and races	Invasion games Dodgeball Team activities	Gymnastics Fitness circuits Futsal	Handball Tag rugby Golf Dance	Athletics Track and field Football	Cricket Rounders' Hockey
Year 6	Team games and races Swimming	Invasion games Dodgeball Team activities	Gymnastics Fitness circuits Futsal	Handball Tag rugby Golf Dance	Athletics Track and field Football	Cricket Rounders' Hockey

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.

Our progression:

Year 3 – Develop

Children develop fundamental movement skills, control, coordination and confidence. They begin to apply simple rules and tactics and work effectively with others.

Year 4 – Apply

Children combine skills with greater consistency and begin to apply them successfully in different situations. They develop their understanding of space, attacking and defending, and simple strategies.

Year 5 – Adapt

Children apply skills under increasing pressure, make more purposeful tactical decisions and begin to adapt their performance according to the

Where are resources and lessons planned from?

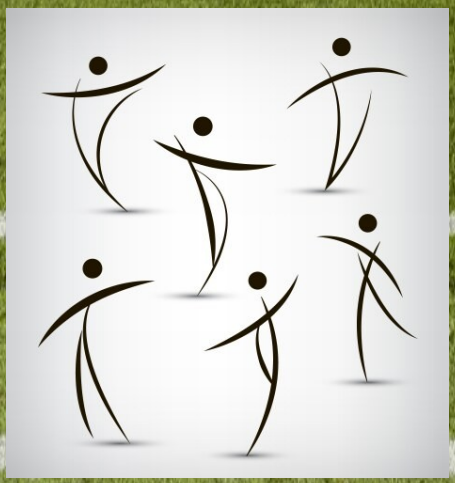
Teachers use **Complete PE** as the main planning and teaching resource to support the delivery of the BJS PE curriculum. Complete PE provides teachers with sequenced units of work, lesson plans, skill development activities, games, assessment opportunities and ideas for adapting activities to support and challenge pupils.

Teachers have access to the Complete PE online platform, which provides a range of resources to support the planning and delivery of high-quality PE lessons. Teachers can use these resources alongside the school's PE curriculum map and progression document to ensure that learning builds progressively across Years 3–6. Teachers are encouraged to use their own professional knowledge and expertise to adapt lessons according to the needs of their class. This may include adapting equipment, space, rules, groupings, activities or levels of challenge to ensure that all pupils, including pupils with SEND, can access and make progress within the intended learning.

Teachers may also draw on their own expertise and other appropriate resources where this enhances pupils' learning, provided that activities remain aligned with the intended learning, the BJS PE progression and National Curriculum requirements.







PE Curriculum Overview

Term	PE Unit	Key Areas of Learning
Term 1	Team Games and races	Teamwork, passing, catching, movement, attacking and defending, spatial awareness and communication
Term 2	Dodgeball Team activities	Throwing, catching, dodging, movement, aiming, tactics, teamwork and game rules
Term 3	Gymnastics & Fitness Circuits Futsal	Balance, coordination, flexibility, strength, control, sequences, stamina and personal fitness Passing, dribbling, ball control, shooting, attacking, defending and teamwork
Term 4	Handball & Tag Rugby Golf Dance	Passing, catching, movement, attacking, defending, evasion, teamwork and game tactics Grip, stance, putting, chipping, striking, accuracy and control Movement, rhythm, timing, coordination, balance, control, expression, creating and performing sequences, responding to music and working collaboratively.
Term 5	Athletics Track and field Football	Running, jumping, throwing, speed, stamina, technique and measuring performance Dribbling, passing, receiving, ball control, shooting, movement, attacking, defending, spatial awareness, teamwork and game tactics
Term 6	Cricket Rounders' Hockey	Batting, bowling, throwing, catching, fielding, striking, teamwork and tactics Dribbling, passing, receiving, shooting, attacking, defending and teamwork

Example Lesson

Unit Overview

About This Unit

Football - Year 3

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score to win a modified game.

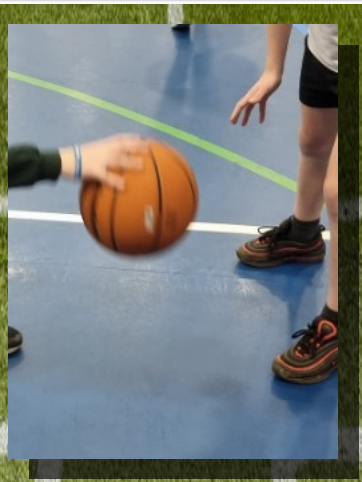
- Sequence of Learning Part 1
- Sequence of Learning Part 2
- Sequence of Learning Part 3
- Sequence of Learning Part 4
- Sequence of Learning Part 5
- Sequence of Learning Part 6

There is a clear unit overview, detailing everything required for the lessons.

Sequence of Learning Part 1

The focus of the learning is to introduce dribbling in order to keep control and possession of the ball. Concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling. Pupils will develop an understanding of how to dribble the ball keeping possession to beat an opponent.

- About This Unit
- Unit Success
- Rules
- Equipment List





Show What You Know (Warm Up): Body Parts

Give each pupil a football Pupils dribble in the space keeping control of the ball.

When a body part is called out, pupils must stop the ball using their feet and then place the body part that was called out on the ball.

Can pupils stop their ball under control and then place the body part called out on the ball?

Ask pupils to show you what they know about dribbling.

AFL Considerations

Can pupils dribble keeping the ball close to their feet and within the area? Can pupils dribble using both feet?

Note + | Learning Card | Adaptive PE Card | Visual Guide

You can find Learning cards for all activities with clear instructions for set up, diagram to follow and the outcome of each activity. There is also an adaptive card with easy adjustments that can be made depending on the group of children you have.

Body Parts

Pupils will learn why we need to stop the ball under control.

Suggested Structure

- Pupils dribble in the space keeping control of the ball.
- When a body part, for example, head, knee, shoulder is called out, pupils must stop the ball using their feet and then place the body part that was called out on the ball.
- Can pupils stop their ball under control and then place the body art called out on the ball?

Key Success Criteria
Physical, Cognitive, Social and Emotional Success

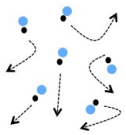
- P: Can pupils dribble keeping control?
- C: Do pupils understand where to dribble?
- S: Do pupils make sure everyone in their group understands how to dribble?
- E: Are pupils succeeding and enjoying keeping possession?

Key Questions

- Why do we need to keep the ball close to our feet?
- How do we control/stop the ball?
- Why do we need to control/stop the ball?
- Describe how we control/stop the ball?
- What happens if we lose possession of the ball?

Pupils only dribble with their dominate foot.

Introduce a defender (cones or a pupil) who can apply pressure.



Physical Adaptations
Wheelchair users dribble a large physio ball that is easy to reach. When calling out body parts always give an alternative for wheelchair users when necessary. Use full length mirrors for guidance.

Cognition and Learning Adaptations
Run through body parts. Facilitate a warm-up with an action song like "Head, Shoulders, Knees and Toes." Support the calling of body parts with pictures and symbols held up with each instruction. Demonstrate how each part is brought to the ball.

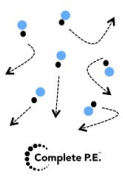
Sensory Adaptations
Use large, bright, light-up, noisy balls. Touch cues for the different body parts and support to keep the ball still. Hold up pictures/symbols and use the sign for each body part as well as calling them out. Support pupils if necessary for balance.

Neuroinclusive Adaptations
Describe and demonstrate exactly how each body part will be brought to the ball. Pupils may feel self-conscious when completing this activity so demonstrate 'mistakes you have made' and how to rectify them. Have a time out area available.

Teacher Guidance
When supporting pupils with additional needs, effective adaptation begins with understanding the individual.

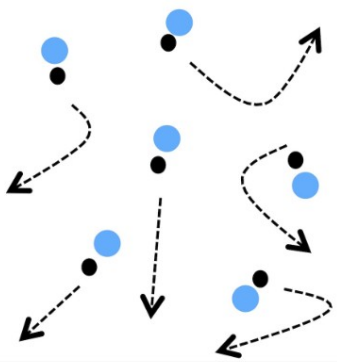
Every pupil has unique needs, strengths, and preferences, so a personalised approach is essential.

Top Tip: **Don't assume - ask.**



Visual Guide
Show What You Know (Warm Up): Body Parts

Set Up



STEP Framework

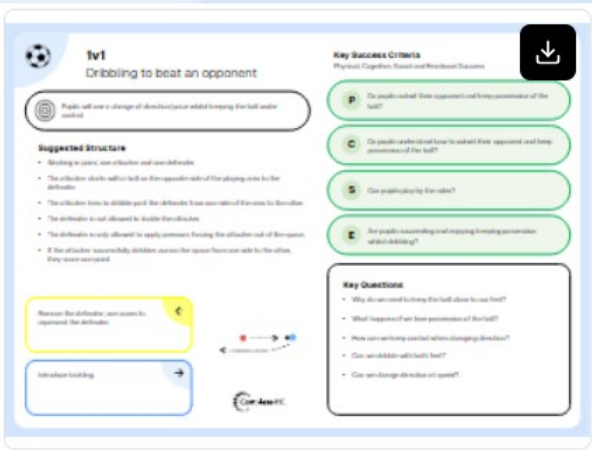
Space
To make the game easier, increase the size of the playing area.

Task
To make the game more challenging, add a passive defender who pressures the dribblers, but does not tackle.

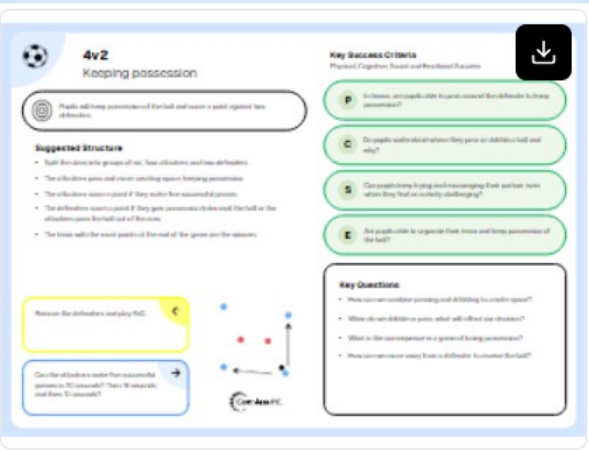
Equipment
To make the game more challenging, add large cones that pupils must avoid with their passing.

People
To make the game more challenging, add more pupils in to the activity area.

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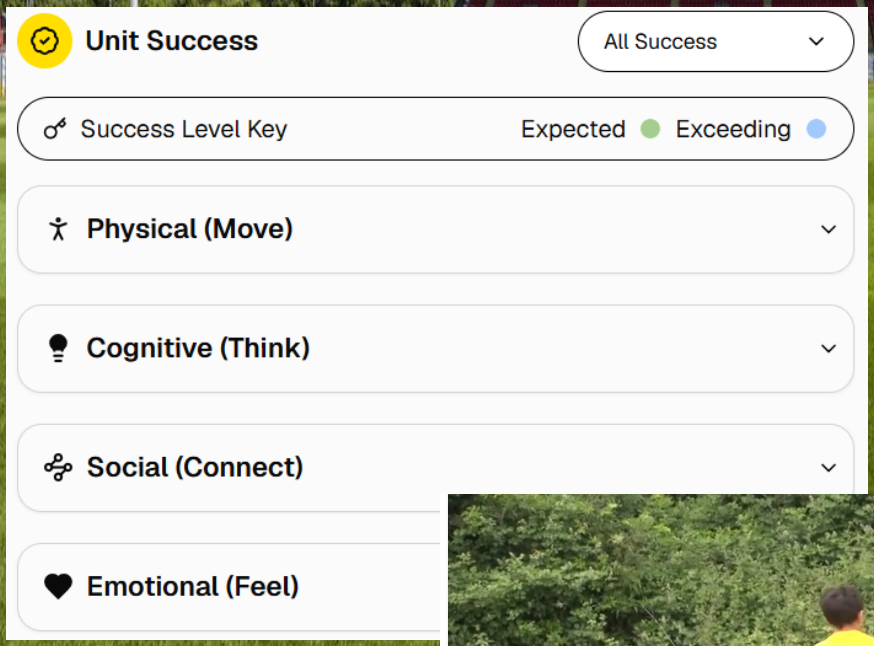
1v1 Dribbling to beat an opponent



4v2 Keeping possession







There are a variety of activities to get all children involved. As children progress through the unit they can also take on the role of a PE leader, setting up and running the games themselves.

We also have videos demonstrating all the skills for that particular lesson/activity.



SSL 1 | SSL 2 | **SSL 3** | SSL 4 | SSL 5 | SSL 6

Introduce passing and receiving

The focus of the learning is to introduce passing and receiving in order to keep possession of the ball. Concentrate on the attacking players applying the passing skill in order to keep possession. Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.

Lessons are all sequenced with clear outcomes, which can be seen above.

Key Lesson Questions

- Why do we need to turn?
- Why do we need to keep the ball close to our feet?
- Why do we dribble?
- Where should we stand when we are attacking?
- Where do we dribble?
- When should we dribble?
- What happens if we lose possession of the ball?
- What do we mean by turn?
- How do we move with the ball in football?
- How can we keep control when changing direction?

Key questions help to keep the children thinking about the theory side of Physical Education and why certain skills/movements are important.

Beyond the PE Curriculum

At Bilton C of E Junior School, we believe that PE and sport extend beyond timetabled curriculum lessons. We provide a wide range of opportunities for children to develop their skills, build confidence, experience competition, represent the school and discover new interests. We aim to make these opportunities accessible to as many children as possible, encouraging participation, enjoyment and a lifelong interest in physical activity.

Outdoor and Residential Experiences
Rock UK outdoor residential, providing opportunities for outdoor adventurous activities, teamwork and personal challenge.



Football
Netball
Rounders'

Competitions and Sporting Events
Kilsby Lane Annual Football tournaments
Girls' Football Tournaments
Netball Tournaments
Rounders' tournaments
Indoor athletics
Athletics Championships
Swimming Gala
Cross County—Regional and National
Tag Rugby
Gifted and Talented athletics
Other PE activities and competitions

Daily Physical Activity and Lunchtime Opportunities
Morning track walk—children are encourage to walk a few laps of the school track for 15 minutes when they arrive at school, providing a positive and active start to the day.
Lunchtime sports and activities - AK Coaching provide opportunities to take part in organised games, develop skills and stay active during the school day.
Play leaders support and courage participation in lunchtime activities.

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We believe that every child should have the opportunity to enjoy, participate in and benefit from physical activity and sport. We are committed to providing inclusive opportunities that encourage all children to get involved, regardless of their ability, experience, confidence or starting point.

We actively encourage participation from children with SEND, disadvantaged pupils, girls and those who may be less active or less confident in sport. We aim to remove barriers to participation and ensure that children feel welcomed, supported and valued.

Through these opportunities, children can develop their sporting abilities, demonstrate our REACH values and Federation values, experience positive competition and take pride in representing themselves and their school.

















BILTON COMMUNITY FEDERATION

