



PE and Sport Policy

This policy was adopted by the Full Governing Body.

Updated: Spring Term 2024

Next review: Spring Term 2026

Signed: Signed:

Chair of Governors Headteacher

Date: Date:

Introduction

This policy outlines the key elements of Physical Education and School Sport at Stonehill. This includes the intent, implementation and impact of our PE curriculum, which is aimed at meeting the needs of all children in our school.

Vision Statement

At Stonehill we believe that children should enjoy leading healthy, active lives. We aim to inspire them to have a lifelong, positive view of physical activity through a rich, varied and fun curriculum. At the core of PE and Sport at Stonehill is the belief that everyone should strive to become the best that they can be. A personal best is there to be beaten and our PE curriculum gives children the skills and knowledge to better themselves.

Children should learn fundamental movement skills that pave the way for development in physical activity and sport for years to come. Our PE and Sport curriculum teaches resilience, fairness, respect, collaboration and reflection through sustained periods of physical activity, allowing children to compete with and against others and learn important life skills.

Be the best version of you with PE at Stonehill.

National Curriculum progress in physical education

Guidance from The Association for Physical Education (afPE) for the progression within PE was taken into account, along with the National Curriculum, when designing our PE curriculum.

Early Years

Expected: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Exceeding: Children can hop confidently and skip in time to music. Children know about, and can make, healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage 1

Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage 2

Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Intent, Implementation and Impact of the PE Curriculum

Intent

At Stonehill School we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of the PE curriculum here at Stonehill is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential, to see their own personal development grow, as well as to lead physically active lifestyles. It is our job to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate and know the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills, such as fairness and respect, which are key in becoming a responsible citizen, as well as providing them with opportunities to take part in competitive sport.

Aims:

1. To develop physically competent learners
2. To develop engaged learners
3. To develop healthy and active learners

We look to achieve these aims through a clear focus on the 3 pillars of PE. We have simplified these for the children:

Pillar 1: Motor Competence (Hands)

Pillar 2: Composition, rules, strategies and tactics (Head)

Pillar 3: Healthy participation (Heart)

Hands, Head and Heart simplifies these pillars so they are accessible to all children in the school.

PE Premium Funding:

The Government is providing each primary school throughout England with additional funding, which is to be spent on improving the sports provision within schools. This funding is currently £16,000 and an extra £10 per pupil in Years 1 to 6.

At Stonehill, we believe a high-quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to. Our school recognises the value that a high-quality PE and school sport curriculum gives pupils. Our funding is used to provide coaches to upskill teachers and give children access to these high quality experiences within PE. We also use the funding to purchase equipment to allow our curriculum to be realised. We purchase membership to the North Herts School Sports Partnership (NHSSP) too, giving us countless benefits both in and outside school to develop opportunities in PE and School Sport.

Implementation

Planning

1. Long term:

Our long term plan, as with all our planning, is through Striver. This is based on the National Curriculum objectives. The order of the long term plan is set by the PE coordinator after consulting with each class teacher and outside agencies.

2. Medium term planning:

The Striver long term planning is split into units. Each unit is taught over a half term, with supplementary units also blocked in. The aim is to ensure two hours of active PE teaching per week.

3. Short term planning:

Each unit is split into six lessons. These are all accessible to the teacher on iPads, with clear instructions and diagrams to help with organisation and technique.

These start with a skill development activity set for each child to complete to the best of their ability. Their score is logged, with the aim of taking the same task and improving their score at the end of the unit. This should allow children to see how they have developed throughout the unit to achieve a new personal best.

Assessment

1. Summative assessment:

Children are assessed in each unit through the Striver online assessment tool. Teachers assess whether each child is above, at or below ARE.

2. Formative assessments:

Teachers are continually assessing children's learning during lessons. They use the STEP approach to differentiation to adjust lessons to enable children to make progress.

STEP approach:

Space, Task, Equipment, People

Space: Where the activity is happening? e.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening? e.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used? e.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved? e.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Impact

What impact has the above had on:

- The quality and technique of skills in a variety of physical activities?
- The tactical and creative thinking a child shows?
- The ability to show key life skills which are transferable to other areas of life?
- Children's determination to better themselves?
- A child's enjoyment of PE and their want to continue being physically active?

The overall aim is to install these elements in a lifelong love of physical activity and healthy lifestyles.

These will be assessed through: assessment, tracking and pupil voice.

Curriculum Overview (see appendix 1 for an example Overview)

The PE curriculum overview shows the curriculum delivery topics that will be delivered throughout the year. We aim to create a broad and balance PE curriculum that also revisits the skills developed at different touch points throughout the year to reinforce the learning within that topic. We follow the Striver PE scheme, which teachers and outside agencies will all teach and assess through to ensure consistency and coverage.

Skills Progression (see appendix 2)

The Striver skills progression shows the flow of skills from year group to year group. Teachers and coaches use this to ensure children are learning at the appropriate level and to identify gaps.

Progression of knowledge and development (see appendix 3)

Within these skills, children's experiences and development are also shown progressively on a separate document. This allows teachers and coaches to tailor sessions suitably and in line with expectations for each year group.

Special Educational Needs within PE and Sport

All children have the right to quality PE teaching, regardless of their needs. At Stonehill we will adapt and adjust lessons and tasks to meet the needs of all children. Much of this will be through the STEPS approach to teaching and differentiating outlined in the implementation section of this policy.

All children also have the right to represent their school. There are a range of out of school activities and events that cater for children of all needs and abilities. The annual Olympic and Paralympic celebration event is one such activity, as is the Boccia festival.

Talented children within PE and Sport

Children who show particular talent and flair in a particular aspect of PE and Sport will be put on the school's gifted and talented register. Their needs will be met within lessons through challenging activities and adaptations. Gifted and talented children will also be encouraged to hone their talents further outside school with specific clubs.

Swimming

Swimming is a core life and survival skill. As such, its importance cannot be underestimated. It is a statutory requirement at primary school, and at Stonehill is taught in Years 3 and 5. Lessons take place at Hitchin swimming pool, with five one-hour lessons in each class over five weeks in the Spring term. Children receive a certificate at the end of the sessions stating the grade they have achieved. These grades are used to inform the statutory reporting of swimming on the end of year PE and Sport Premium report, where the number of children leaving Year 6 that can swim to the NC standard (25 metres in a recognised stroke) is reported.

Kit for swimming is:

- A one piece swimsuit for girls (no bikinis)
- Swimming trunks or shorts for boys (shorts must be above the knee)
- A towel
- A water bottle

Hats are not required, though long hair must be tied up.

Children will naturally begin their school swimming at varying degrees of competency based on previous experiences. The aim, regardless of ability, is to improve the child's swimming competency further, with an emphasis on technique.

Children who are not swimming to the National Curriculum standard by the end of Year 5 are targeted to attend top-up swimming sessions run by North Herts School Sports Partnership. These sessions are paid out of the PE and Sport premium at no cost to parents and carers. These sessions take place during school holidays and aim to develop children's swimming ability further. The aim is to reach the National Curriculum standard, though any improvements made in these sessions to children's ability and confidence are important.

PE Kit

Children are expected to wear appropriate PE kit during PE lessons. This is a light blue shirt and Navy shorts/skirt, as well as suitable footwear (trainers/plimsolls) and a tracksuit for colder weather.

Appropriate footwear is very important. Trainers work well for outdoor sessions and some indoor activities. The wearing of shoes in PE lessons should be discouraged, but is acceptable if the shoes are flat and don't go above the ankle.

Children in Years 1-6 can wear PE kit to school on the day when they have a PE lesson. This reduces time spent changing, allowing more time for the actual lesson. Children should not wear PE kit to school on days when they have a club (unless they have a PE lesson that day too). They will still need to change for this.

If children don't have the required PE kit, they can borrow a set from the Rainbow Room at school. These kits do not go home with the children. Children will be given a verbal warning for not bringing their kit into school. If the child doesn't have their kit for a second session, they are given a yellow card and a reminder is sent home to parents. A third time will see the child given a red card.

The focus, regardless of whether the child has kit in school or not, should be to engage them in the PE session. If the child cannot use spare kit for any reason, they should still take part in the lesson as fully as they can as long as what they are wearing is safe.

There will be times when a child cannot physically take part in the lesson. Parents/Carers should make clear to the class teacher if this is the case. In this instance, children should still be in the lesson taking on a role. This could include using an ipad to take photos/videos of performances, or using task cards to answer questions on what is happening in the session.

PE equipment and storage

The main PE cupboard is located outside the main hall (near the KS2 unit). It is the responsibility of adults within school, with the help of class leaders and the School Council, to keep the cupboard tidy and easy to access. If new equipment is needed, adults can talk to the PE co-ordinator to see if there is scope to purchase this within the PE and Sport Premium. New equipment will need to enhance PE provision and meet the aims set out in the PE and Sport Premium.

Keys to the PE cupboard are kept in the office and a set is also held by the PE co-ordinator. Mats and gymnastics equipment are situated in the hall and hall cupboard. This equipment is inspected annually.

Health and Safety

The safety of students should be at the forefront of PE and Sport activities. There will always be an element of risk involved in some activities (eg invasion games, gymnastics), but effective risk assessment and clear understanding from the children will minimise this.

We refer to the Safe Practice in Physical Education, School Sport and Physical Activity from AFPE (Association for Physical Education) as a guide to health and safety matters related to Physical Education in school. A copy of this is always available in school. Common health and safety concerns are outlined below:

Progression

Suitable progression through PE is fundamental to safe practice. Our PE curriculum follows structured plans and skills, knowledge and development progression to enable children to learn at a level that is appropriate and safe.

Personal effects, including jewellery and cultural or religious adornments

- Where possible, all personal effects are removed before a PE session takes place (this applies to both children and staff).
- If the personal effects can't be removed, it is the responsibility of the member of staff to make the situation safe. This includes protecting the item (ie ear tape for earrings) and sometimes adjusting the activity in some way.
- If the situation cannot be made safe, the children concerned should not actively participate and should be involved in the lesson in an alternative way.
- Long hair (past shoulder length) should always be tied back.
- Nails should be sufficiently short to prevent injury to self and others
- Fitbits can be worn for some PE activities at the staff member's discretion.

Gymnastics equipment

- Gymnastics equipment is required to be used within the PE curriculum.
 - Staff can ask the PE-coordinator at any time if they are unsure how to use/set up a piece of equipment.
 - Mats are **only** required under pieces of equipment where you are expecting children to jump and land safely. If the child is not expected to jump, a mat is not appropriate. This means mats are not necessary around the wall bars.
 - Children should be trained to help set up the equipment. KS1 can move mats if there are four children to a mat (this may not be appropriate for larger mats). KS2 children can be trained to move heavier equipment as long as they are taught to do this in groups (four to a bench) and to do this safely (bending knees and lifting together).
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- This is a general guide and it is at the teacher's discretion whether the group/class will be safe doing this.
 - Shirts should be tucked in as loose clothing can be unsafe when using the equipment.

Staff expectations

Stonehill staff are expected to promote the importance of PE and Sport and how it contributes to a healthy lifestyle. They do this by:

- Changing for PE: If staff are teaching PE that day, they can come to school in their PE kit.
- Following the Striver scheme of work to teach active, engaging lessons. This should include demonstrations of activities where possible.
- Assess children regularly through the Striver app.

Staff should not actively look to engage in physical contact with children during lessons or any other activities. When they do, it should be appropriate and safe, e.g. helping a child to hold a balance in gymnastics.

Coaches and outside agencies

Our PE curriculum is strengthened by using coaches from outside agencies. This has a positive impact on overall provision as it allows:

- Children to gain expert coaching.
- Teachers to learn from coaches through team teaching and observation.

Outside agencies are chosen carefully and consistently high standards are expected throughout. Coaches are monitored to ensure effective provision.

Leadership in PE

Children will have the opportunity to lead sporting events while they are at Stonehill and this is actively encouraged. Within lessons and between year groups, children can set up and run events. This can also be arranged through our Smart School Council.

Clubs and teams

At Stonehill we have a range of after school clubs that cater for a variety of year groups. Clubs are run by a member of staff.

- The member of staff decides the maximum number of children permitted, though this should not exceed 30 unless another member of staff is present.
 - Registers are set up by the school office and completed at the start of each session.
 - Clubs are timetabled and indoor provision for an outdoor club, in case of inclement weather, is available wherever possible.
 - Clubs run by members of Stonehill staff generally have no cost involved. Clubs run by outside agencies will incur a cost.
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- Pupil Premium children and those targeted through the Change for Life programme can sometimes attend clubs at a reduced cost (funded through the PE and Sport Premium).

Intra-school activities

Activities and competition within school are important. These are called intra-school activities and take a variety of forms, including mini tournaments at the end of units of learning and our annual sports morning. These should be competitive, yet supportive. The house system at Stonehill provides a great format for competition across the school.

Inter-school activities

At Stonehill we pride ourselves on regularly participating in events and competitions with and against other schools. These are called inter-school activities. Children take great pride in representing their school and we aim to give every child the chance to do this before the end of Year 6. This includes larger events like the Olympic and Paralympic Celebration event, as well as matches and tournaments in sports like football and netball.

There will always be a member of staff in charge of organising each event. This includes appropriate risk assessments and organisation of competitors.

Club links

At Stonehill we actively encourage children to lead healthy, active lives outside school. This includes making them aware of opportunities outside of the school environment. We regularly promote clubs within school through leaflets and assemblies where requested. Clubs working within the school can invite children to join them. This can open up exciting possibilities for the children, including allowing gifted and talented children to continue to improve in the areas where they excel.

PE, Physical Activity and School Sport Noticeboard

The PE, Physical Activity and School Sport noticeboard is located in the hall. This focuses on the three pillars of PE and the associated vocabulary. It is updated regularly and we always look to celebrate individual and team successes. In keeping with the school ethos, there is an emphasis on children celebrating personal achievement within PE and Sport.

Appendices

1. Curriculum overview
2. Skills progression
3. Experiences and development progression

Teacher delivery- Highlighted Yellow

Premier delivery – Highlighted Blue

Stevenage FC Foundation – Highlighted Red

Skill Development Activity – Green

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamental movement skills	Ball/multi skills	Movement to music	Gymnastics	Ball/Multi Skills	Fundamental movements skills
Year 1	Gymnastics 1 SDA: Flamingo hop balance	Dance 1 SDA: Leg balance	Gymnastics 2 SDA: Caterpillar shape	Dance 2 SDA: Skipping cones	Gymnastics 3 SDA: Two feet high	Dance 3 SDA: Cone flip
	Games 1 SDA: Sig zag	Games 2 SDA: Flipping pancakes	Games 3 SDA: Avoid the defender	Games 4 SDA: Narrow shot	Games 5 SDA: Clock jump	Athletics SDA: Beans in a bag
Year 2	Gymnastics 1 SDA: Star jumps	Dance 1 SDA: Line walk	Gymnastics 2 SDA: Ups	Dance 2 SDA: Side step zig zag	Gymnastics 3 SDA: Tip Toes	Dance 3 SDA: Ball top run
	Games 1 SDA: Roller ball	Games 2 SDA: Move the six	Games 3 SDA: Coffee beans	Games 4 SDA: Land in the square	Games 5 SDA: Rolling ball	Athletics SDA: Bean drop
Year 3	Dance 1 SDA: Dish challenge	Gymnastics 1 SDA: Arch challenge	Dance 2 SDA: Balance high	Gymnastics 2 SDA: Front support	Dance 3 SDA: Backward weave	Gymnastics 3 SDA: Hoop rush
	Netball SDA: Sharp shooter	Football SDA: Speed dribble	Tag Rugby SDA: Fly try	Hockey SDA: Hockey dribble	Athletics SDA: Standing jump	Cricket SDA: Ball swap
Year 4	Dance 1 SDA: Quick jump	Gymnastics 1 SDA: Arabesque challenge	Dance 2 SDA: High obstacle	Gymnastics 2 SDA: Plank and squat	Dance 3	Gymnastics 3 SDA: Half turn jump
	Basketball SDA: Quick bounce	Handball SDA: Handball pass	Wellbeing	Tennis SDA: Tennis tap up	Rounders SDA: Clap catch	Athletics SDA: Baton Grab
Year 5	Gymnastics 1	Dance 1 SDA: Flick! Catch!	Gymnastics 2 SDA: Sit ups	Dance 2 SDA: Take the gold	Gymnastics 3 SDA: One foot, two foot	Dance 3 SDA: Skip, run, hop
	Tag Rugby SDA: Rugby pass	Netball SDA: Pass and shoot	Hockey SDA: Target hockey	Football SDA: Target football	Athletics SDA: Sprint	Cricket SDA: Target bowling
Year 6	Gymnastics 1 SDA: Crab run	Dance 1 SDA: Bunny run	Gymnastics 2 SDA: Squat jump tower	Dance 2 SDA: Robin Hood	Gymnastics 3 Caterpillar metamorphosis	Dance 3 SDA: High balance beans
	Basketball SDA: Dribble and shoot	Outdoor Adventurous Activities SDA: Burpees	Tennis SDA: Target tennis	Handball SDA: Dribble and pass	Athletics SDA: Five is the number	Rounders SDA: Long throw

N.C.		KS1: 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.		KS2: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Explore and use space effectively using agility, balance and coordination skills. Balance using different parts of the body, exploring points and patches (Beginning to on apparatus).	Explore medium level shapes with linking, mirroring and balances.	Perform short sequence with: low and medium level shapes; with matching and mirroring; contrasting shapes with some linking.	Perform & evaluate a routine: matching balances & stands; with matching balances on apparatus; with contrasting balances; with contrasting balances on and over apparatus; with linked balances on and over apparatus.	Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position.	Incorporate stands into cannon and/or unison performances. Perform rotation, balances and stands in unison and cannon.
	To take weight on hands and feet. Learn copy and name basic and advanced low-level shapes. Link shapes and rolls to form a short sequence.	Compare and contrast low and medium level shapes with confidence and rehearse them. Roll safely using a variety of rolling techniques. Incorporate two shapes into a sequence. Perform low level shapes with some precision and perform shapes in flight.	Take weight confidently on hands (developing core strength) and roll safely, exploring different rolling methods (Front and backward Rolls).	Perform a shoulder and headstand safely without support.	Perform both a stag jump and a split leap. Progress from a cartwheel to a perform a round-off. Perform Cat Springs.	Perform shoulder, headstands, cartwheels and handstands safely without support.

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Aspect		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics		Explore different styles of travelling: under, over and through. Beginning to travel on apparatus.	Use apparatus (extended) safely with entrances, exits, balances and including medium level shapes.	Perform a wide range of shapes and balances on apparatus.	Perform a forward roll with appropriate entrances and exits including on, off and over apparatus.	Perform forwards and backward rolls with a range of entrances and exits. Learning a headstand, transitioning into a forward roll and incorporating as part of a routine.	Perform to roll on, off and over apparatus within routines. Include counter- balances and counter tension balances.
		Jump and land safely, whilst exploring different jumping techniques.	Jump and land safely using apparatus, including from a variety of heights, directions and landings.	Perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin. Perform a range of jumps and leaps from varying heights and on a vault.	Link movements by performing jumps, turns and pivots.	Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault.	Roll in sequences on, off and over apparatus. Include into partner routines.
		Copy, mirror and create a small routine and matching actions.	Model linking and mirroring of low-level shapes. Including balancing & travel with a partner using mirroring technique.	Perform mirrored and matching travels and balances with a partner.	Complete mirroring actions along different pathways and levels, including basic rolls.	Plan a sequence of movements on apparatus both individually and as a group, in time with each other to form a routine.	Combine balancing & travelling to produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus.

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Aspect		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Athletics		Run fast from a standing start developing speed and coordination.		Developing awareness of speed when running a short distance, including control and fluency		Run a relay and change over the baton appropriately		Communicate as a team to make relay changeovers. Improving running technique including the sprint finish and maintaining sprint pace		Torunrelays, running in a given zone, changing baton over withincreasedskill.		Compete in a variety of athletics type races; adjusting running styles from sprinting to long distance.	
				in movements; understanding how their body reacts when running.		– including passing a baton fromstanding start.							
		Jump and throw, developing coordination, agility and rhythm.		Jump for distance. Developing awareness of space, height and distance.		Jump for distance including jumping from a standing start. Developing skillstojump further distances. *Learn basics of hurdling, keeping head same height throughout jumping.		Can challenge self to jump for distance including measuring performance. Jumping for height including high over obstacles.		Develop jumping for distance (triple jump); jumping in different ways and competing competitively.		Use correct techniques for all jumps, challenging self to jump further distances.	
		Run and kick for accuracy and speed.		Adjust and make changes to running speed when completing different distances.		Run for speed, including overlonger distances. *Learn basics of hurdling, keeping head same height throughout		Sprinting, challenge self and recording performance.		Develop running for speedincluding sprint fromastart finish and sprinting further distance overagiven time.		Run with greater fluency & speed, including hurdling; using the correct stride pattern.	
						jumping.				Developing hurdling skills, including the role of the lead and trail leg; applying skill to competitive situation.		Can analyse the changes in speeds when sprinting and hurdling.	

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Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills. Basic bowl and step throwing with agility and with skill.	Throw and aim with accuracy towards a given target. Choose the best way to throw different pieces of equipment dependent on size & weight.	Developing throwing skills – further distances and a range of techniques.	Throw for distance challenging self and recording performance. Using overhead heave and fling throw.	Develop throwing skills using a variety of techniques. Throwing javelin from a standing start.	Use correct techniques for all throws, measuring accurately, challenging to throw further distances.

N.C		KS1: Perform dances using simple movement patterns.		KS2: Perform dances using a range of movement patterns. These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.			
Aspect		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Performance and appreciation	Create a class performance.	Create a class performance and observe others work and give feedback using simple dance vocabulary.	Organising sections of dances to create one piece, working in sync with other group members. Assess others' work.	Developing dance when creating one piece, performing in unison and sync with other group members in front of the class.	Learn, rehearse and perform choreographed dance phrases of increasing complexity.	Perform choreographed dance narrative, improving movements, developing timing and spacing.
	Choreography	Select and use a variety of movements to form a short dance phrase. Perform a variety of movements to form a group dance phrase.	Select and explore a air pattern, jump and shape to form a short dance phrase. Work as a group to recall choreography, rehearse and refine ideas.	Work as a group to select learnt positions and movements to create short dance phrases. Use choreographic devices to enhance dance phrases, including choreographing a solo.	Developing synchronisation when working in a group including to different rhythms. Respond to teacher instruction to create a choreographed dance routine.	Create versatile movements within a dance sequence including a range of directions. Choreograph a sequence of movements that use contact between two or more people.	Explore and link a number of movements and patters. *Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan.

KS1: Perform dances using simple movement patterns.

KS2: Perform dances using a range of movement patterns.
These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes.

Aspect

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Dance

Movement

Explore a range of movements.

Perform a variety of movements to form a group dance phrase; exploring turning, rotation, circular shapes/ dynamic through movement.

Explore movements considering size of movements, tempo, dynamics, floor pattern, air pattern, levels and shape.

Select and explore a variety of movements, responding imaginatively to a range of stimuli.

Perform movement actions individually, with partners, a group and whole class.

Explore, repeat and link a range of actions with coordination and memorise.

Respond to a beat, using music as a stimulus to influence dance.

Developing choreographic skill incorporating more free – creative thinking.

Developing good co-ordination within a sequence of movements.

Movements articulate the style of dance well.

Use music to influence movement with increasing skill.

Use a range of dance techniques to develop their movements.

Develop movements to incorporate at least one lift in a sequence of movements.

Identify floor plans and use within their movements, including starting and finishing area.

*Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan.

Use gymnastic equipment to create improvised movement.

Allow different parts of the body to lead and influence the rest of the movement; using a range of levels tempos, and contact work.

KS1: 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.

KS1: Participate in team games, developing simple tactics for attacking and defending.

Aspect

Year 1

- Develop spatial awareness whilst moving in different directions.
- Show control and balance in basic movements.
- Carry and balance equipment whilst changing speed and direction
- Move in different directions whilst handling a ball.
- Develop control and accuracy when rolling a ball.
- Underarm throw with control and accuracy.
- Show control and accuracy when throwing and aiming.
- Gain rhythm when throwing and striking a ball.
- Strike and kick a moving ball with accuracy and control.
- Engage in team games.
- Develop spatial awareness whilst moving in different directions.
- Show control and balance in basic movements.
- Send and receive a bouncing ball whilst positioning body correctly.
- Understand the concept of dribbling and the skills required.
- Strike and kick a moving ball with accuracy and control.
- Demonstrate the dribbling skills required for football.
- Demonstrate the passing skills required for football.
- Demonstrate the shooting skills required for football.
- Familiarise and understand the passing/movements required in rugby.
- Develop the skill of tagging an opponent in rugby.
- Engage in team games.
- Understand what attacking and defending is using simple practices and demonstrate this.

Year 2

- Maintain balance whilst reacting quickly to commands.
- Perform underarm and overarm throwing with control.
- Demonstrate a range of striking and gathering skills, including into a small game.
- Demonstrate confidence in ball handling skills.
- Control a moving ball in a variety of ways.
- Show rolling and gathering skills with confidence and precision.
- Show progression from rolling into catching and throwing.
- Attack & defend in a game, making and denying space.
- Throw & catch to pass and receive a ball in a game.
- Control a moving ball in a variety of ways.
- Perform kicking skills with control and accuracy.
- Use space whilst passing and receiving a kicked ball.
- Understand the basics of holding a hockey stick and dribbling a ball.
- Pass a hockey ball to a partner and group with control.
- Demonstrate attacking skills in hockey such as shooting.
- Demonstrate bouncing a basketball with control.
- Develop bouncing skills into dribbling activities.
- Move away from a defender whilst continuing to dribble
- Show progression from rolling into catching and throwing.
- Develop tactics when shooting at and protecting targets.
- Attack & defend in a game, making and denying space.
- Throw & catch to pass and receive a ball in a game.

Games

KS2: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Aspect

Year 3

Year 4

Year 5

Year 6

Cricket

- Bat correctly.
- Catch correctly.
- Accurately bowl under and over arm using appropriate technique.
- Use different batting shots.
- Field using appropriate techniques.

Cricket

- Developed over and underarm bowling applied to game.
- Improving accuracy of batting.
- Developing deep field catching – catching ball at varying heights.
- Developing the lofted drive.

Football

- Control the ball, dribble and turn.
- Pass the ball accurately and control the ball when receiving a pass including whilst on the move.
- Shoot and play the position of a goalkeeper.
- Apply learnt skills in a game.

Football

- Control the ball, keeping it close.
- Developing passing skills including developed use of inside of the foot.
- Able to perform block tackle and mark effectively.
- Turn and shoot at speed and with accuracy.
- Application of skills within game.

Hockey

- Hold the stick and dribble under pressure.
- Pass and receive the ball with improving accuracy.
- Tackle correctly.
- Shoot with accuracy.
- Play hockey in a game situation.

Hockey

- Use correct technique dribbling.
- Pass & receive – using space; appropriate skill to keep possession.
- Shoot with power and developed accuracy.
- Tackle and mark.

Netball

- Pass and catch a netball including via bounce and overhead.
- Demonstrate correct footwork.
- Effectively dodge and mark.
- Shoot a netball.
- Demonstrate some understanding of rules.

Netball

- Pass, Pivot pass, shoot & throw with accuracy, including chest, bounce and overhead.
- Use tactics for game dominance, building on dodge and marking.
- Develop footwork.
- Play to rules.

Games

N.C	KS2: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Aspect	Year 3	Year 4	Year 5	Year 6
Games	Tag Rugby • Evade and tag opponents while keeping control of the rugby ball. • Pass the ball accurately and receive the ball safely including whilst on the move and in a game situation • Apply learnt skills in a game of rugby. → Tag Rugby • Evade and tag opponents running at speed, changing direction and developing control. • Pass & receive at speed in game situation. • Refine attacking and defending skills. • Develop team tactics.			

- KS2:** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- KS2:** Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Aspect

Year 3

Year 4

Year 5

Year 6

Games

Rounders

- Throw at others and a target under pressure.
- Catch consistently under pressure.
- Strike a stationary ball demonstrating correct grip.
- Develop fielding techniques.

Tennis

- Demonstrate the ready position and react to ball direction, including correct position to attempt shot.
- Play a simple forehand and backhand shot.
- Simulate the throw of a serve.
- Move and catch the ball correctly applied to the layout of a court.
- Throw the ball with accuracy when on a court.

Handball

- Throw and catch using different techniques.
- Pass and shoot the ball accurately and within a competitive situation.
- Dribble with ball and make a pass.
- Move using space appropriately.

Basketball

- Dribble under pressure.
- Pass & catch a basketball using chest bounce, developing to doing so whilst on move.
- Pivot to take, receive and make pass.

Rounders

- Throw and catch a ball at varying heights consistently.
- Strike a bowled ball consistently into different spaces.
- Stop a moving ball consistently. Use the long barrier technique.
- Apply apt strategies when fielding.
- Compete in a full rounders game with understanding of rules.

Tennis

- Show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy.
- Serve accurately underarm and overarm. Return serves.
- Take correct positions on a court.
- Play strategically aiming for points.

Handball

- Developing dribbling and shooting with in game situations.
- Accurately pass a ball.
- and intercept a pass.
- Defend in game situations.
- Demonstrate goalkeeper skills.
- Apply skills to a full game situation.

Basketball

- Shoot with the correct technique at end of a dribble.
- Defend using defensive stance & mark.
- Develop accuracy of pivot to take receive and make pass.
- Apply skills to full size

PE Progression of Experiences and Development (to compliment Striver Skills Progression document)

Gymnastics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exp	Experience using floor and apparatus, safe lifting and carrying, using/finding space, using different body parts - shape/levels/direction, improving actions, making up a sequence	Experience using floor and apparatus, safe lifting and carrying, using/finding space, using different body parts - shape/levels/direction, improving actions, making up a sequence	Experience sequences which they remember and repeat, respond to a variety of tasks, longer sequences, apparatus choice	Experience sequences which they remember and repeat, respond to a variety of tasks, longer sequences, apparatus choice	Experience working within prescribed areas, considering and developing rules and scoring systems	Experience working within prescribed areas, considering and developing rules and scoring systems
Dev	Develop working together, body control, planning/practicing simple actions alone using correct language for actions/apparatus	Develop working together, body control, planning/practicing simple actions alone using correct language for actions/apparatus	Develop an understanding of selecting more relevant actions, continuity when linking movement actions	Develop an understanding of selecting more relevant actions, continuity when linking movement actions	Develop an understanding of selecting more relevant actions, continuity when linking movement actions	Develop an understanding of selecting more relevant actions, continuity when linking movement actions

Dance

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exp	Experience exploring moods and feelings, responding spontaneously; a range/variety of stimuli, performing movements/patterns some from different times and cultures	Experience exploring moods and feelings, responding spontaneously; a range/variety of stimuli, performing movements/patterns some from different times and cultures	Experience responding to a range of music/stimuli, expressing moods and feelings	Experience responding to a range of music/stimuli, expressing moods and feelings	Experience responding to music/stimuli, expressing moods and feelings	Experience responding to music/stimuli, expressing moods and feelings
Dev	Develop making dances with clear beginning/middle/end; responding to rhythm, music, coordination and control	Develop making dances with clear beginning/middle/end; responding to rhythm, music, coordination and control	Develop selecting content for making dances; discussing the different elements of dance; control, co-ordination, poise and elevation. A number of dance forms from different times, cultures and places	Develop selecting content for making dances; discussing the different elements of dance; control, co-ordination, poise and elevation. A number of dance forms from different times, cultures and places	Develop: Refine content for making dances; interpreting different elements of dance; control, co-ordination, poise, elevation; a number of dance forms, include dances from different times, places and cultures	Develop: Refine content for making dances; interpreting different elements of dance; control, co-ordination, poise, elevation; a number of dance forms, include dances from different times, places and cultures

Games

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exp	Experience a variety of games equipment; practicing with a partner; competition, simple rules	Experience a variety of games equipment; practicing with a partner; competition, simple rules	Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition	Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition	Experience small sided and simplified versions of different types of games, (i.e. invasion/ net wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition	Experience small sided and simplified versions of different types of games, (i.e. invasion/ net wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition
Dev	Develop simple games (net/wall, striking, goal scoring), playing these games – alone/with a partner	Develop simple games (net/wall, striking, goal scoring), playing these games – alone/with a partner	Develop team games, making up games, own game practices, understanding of game principles	Develop team games, making up games, own game practices, understanding of game principles	Develop team games – working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles	Develop team games – working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles

Athletics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exp	Experience indoor/outdoor areas, competition and games, variety of activities and equipment which stimulate skill and learning development	Experience indoor/outdoor areas, competition and games, variety of activities and equipment which stimulate skill and learning development	Experience outdoor areas, measuring and timing activities, competition, activities and equipment which support refining basic techniques	Experience outdoor areas, measuring and timing activities, competition, activities and equipment which support refining basic techniques	Experience outdoor areas, measuring and timing activities, competition, activities and equipment that support refining basic techniques	Experience outdoor areas, measuring and timing activities, competition, activities and equipment that support refining basic techniques
Dev	Develop an understanding of safe practice linked to the activities	Develop an understanding of safe practice linked to the activities	Develop understanding of safe practice linked to activities, comparing and improving own performance	Develop understanding of safe practice linked to activities, comparing and improving own performance	Develop understanding of safe practice linked to activities, comparing and improving own performance	Develop understanding of safe practice linked to activities, comparing and improving own performance