



## Curriculum Overview and Skills Progression

**Intent:** At Milton Abbot School we follow the National Curriculum requirements for Physical Education throughout the academic year. All pupils undertake gymnastics, dance, games, athletics, swimming, outdoor and adventurous activities. Every child also takes part in Forest School activities and in Years 5 and 6 will also experience an adventurous residential trip in the summer term. The children and staff have an opportunity to experience a wider variety of sport with specialist sports coaches and tournaments, such as a dance teacher, an FA Sports Coach and specialist swimming coaches at Mount Kelly Pool in Tavistock. Throughout the year the children will also experience alternative sports with OCRA, this includes: rugby, basketball, fencing and much more!

Our pupils develop specific skills and strategies, but we also strive to encourage a lifelong interest and confidence in trying new exercise and physical activities through clubs such as tai fitness, dance, table-tennis, skipping and bouldering. We know that this can positively impact on mental health. From these after school clubs we commit to attending as many competitions as we can, with the aim of affording every child the opportunity to feel competitive. Winning is important but not always necessary. Our final commitment strand is to develop effective methods of self-assessment, such as the use of technology, to allow our pupils to evaluate and improve upon their methods and skills.

**Implementation:** We offer regular opportunities, such as Daily Physical Activity (break times, start the day the right way, etc.), as well as timetabled PE lessons each week which follow a sequence designed to build skills confidence whilst ensuring a depth of experience across the Primary Phase.

**Impact: Better Never Stops!:** The standard of teaching and learning during PE lessons is monitored regularly as part of our continuous calendar of improvement and accountability. Pupil performance and progress is assessed according to the fundamental skills listed in the progression charts below, which informs teacher planning and next steps.

Where a pupil demonstrates a particular talent or passion for an area of physical education, Milton Abbot School promotes this through enrichment such as after school clubs and attendance with the pupil at key sports events and competitions. We also communicate with parents, encouraging them to consider how such talents and passion can be pursued through additional clubs outside of school and at the weekend.

We track the participation at clubs and tournaments/events of our most **vulnerable pupils**, knowing that such participation and being part of a team can build self-esteem and positive self-image. We have seen how a pupil winning a medal at a tournament can have a hugely positive impact on their endeavour in more academic areas of learning.

## Key Stage 1: Physical Education Progression

The National Curriculum requires that pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Year 1 sports person	Year 2 sports person
<b>Games</b>	<b>Games</b>
I throw underarm	I use hitting, kicking and/or rolling in a game.
I hit a ball with a bat	I decide the best space to be in during a game.
I move and stop safely.	I use a tactic in a game.
I throw and catch with both hands.	I follow rules.
I throw and kick in different ways	
<b>Gymnastics</b>	<b>Gymnastics</b>
I make my body curled, tense, stretched and relaxed	I plan and perform a sequence of movements.
I control my body when travelling and balancing	I improve my sequence based on feedback.
I copy sequences and repeat them.	I think of more than one way to create a sequence which follows some 'rules'.
I roll, curl, travel and balance in different ways.	I work on my own or with a partner
<b>Dance</b>	<b>Dance</b>
I move to music	I change rhythm, speed, level and direction in my dance.
I copy dance moves	I dance with control and coordination.
I perform my own dance moves.	I make a sequence by linking sections together.
I make up a short dance.	I use dance to show a mood or feeling.
I move safely in a space	
<b>General</b>	<b>General</b>
I copy actions	I copy and remember actions
I repeat actions and skills	I talk about what is different from what I did and what someone else did.
I move with control and care	
I use equipment safely.	

## Lower Key Stage 2: Physical Education Progression

### The National Curriculum requires that pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

A Year 3 sports person		A Year 4 sports person	
<b>Games</b>		<b>Games</b>	
I throw and catch with control		I catch with one hand.	
I am aware of space and use it to support team-mates and to cause problems for the opposition		I throw and catch accurately.	
		I hit a ball accurately with control.	
I know and use rules fairly.		I keep possession of the ball.	
		I vary tactics and adapt skills depending on what is happening in a game	
<b>Gymnastics</b>		<b>Gymnastics</b>	
I adapt sequences to suit different types of apparatus and criteria		I work in a controlled way.	
I explain how strength and suppleness affect performance		I include change of speed and direction.	
I compare and contrast gymnastic sequences.		I include a range of shapes.	
		I work with a partner to create, repeat and improve a sequence with at least three phases.	
<b>Dance</b>		<b>Dance</b>	
I improvise freely and translate ideas from a stimulus into movement.		I take the lead when working with a partner or group.	
I share and create phrases with a partner and small group.		I use dance to communicate an idea.	
I repeat, remember and perform phrases.			
<b>Athletics</b>		<b>Athletics</b>	
I run at fast, medium and slow speeds; changing speed and direction.		I run over a long distance.	
I take part in a relay, remembering when to run and what to do.		I sprint over a short distance.	
		I throw in different ways.	
		I hit a target.	
		I jump in different ways.	
<b>Outdoors and Adventurous</b>		<b>Outdoors and Adventurous</b>	
I follow a map in a familiar context.		I follow a map in a (more demanding) familiar context.	
I use clues to follow a route.		I follow a route within a time limit.	
I follow a route safely.			

## Upper Key Stage 2: Physical Education Progression

The National Curriculum requires that pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

A Year 5 sports person		A Year 6 sports person	
<b>Games</b>		<b>Games</b>	
I gain possession by working a team.		I play to agreed rules.	
I pass in different ways.		I explain rules to others.	
I use forehand and backhand with a racket.		I can umpire.	
I can field.		I make a team and communicate a plan.	
I choose a tactic for defending and attacking.		I lead others in a game situation.	
I use a number of techniques to pass, dribble and shoot.			
<b>Gymnastics</b>		<b>Gymnastics</b>	
I make complex extended sequences.		I combine my own work with that of others.	
I combine action, balance and shape.		I sequences to specific timings.	
I perform consistently to different audiences.			
<b>Dance</b>		<b>Dance</b>	
I compose my own dances in a creative way.		I develop sequences in a specific style.	
I perform to an accompaniment.		I choose my own music and style.	
My dance shows clarity, fluency, accuracy and consistency.			
<b>Athletics</b>		<b>Athletics</b>	
I am controlled when taking off and landing.		I demonstrate stamina.	
I throw with accuracy.		I can reflect on how to improve	
I combine running and jumping.		I have body confidence	
<b>Outdoor and Adventurous</b>		<b>Outdoors and Adventurous</b>	
I follow a map into an unknown location.		I plan a route and a series of clues for someone else.	
I use clues and a compass to navigate a route.		I plan with others, taking account of safety and danger.	
I change my route to overcome a problem.		I complete a variety of challenges during Year 6 residential trip to Heatree	
I use new information to change my route		I can describe my achievements at Heatree with pride	
I complete a variety of challenges during my overnight camping adventure			