



St Luke's School

Curriculum Progression Document

PE



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Physical Education Curriculum Intent



Curriculum Intent

School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

Subject Intent:

It is our intent that children are physically literate and understand sporting values such as fairness, respect and teamwork. Children can confidently apply their fundamental movement skills, alongside balance, agility and co-ordination to a broad range of physical activities. This will be achieved through carefully planned opportunities for skill acquisition, development and competitive application across a variety of sports and activities. Children know how to be safe around water and will learn to swim competently, confidently and proficiently.

Essential Characteristics in Physical Education:

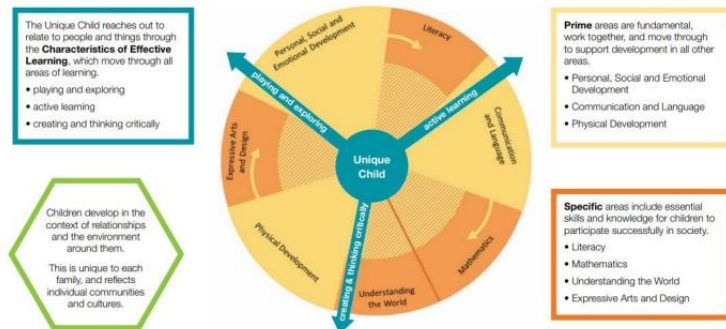
- The ability to acquire new knowledge and skills well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, in small groups and in teams and to apply these skills in chosen activities to achieve high levels of performance.
- A healthy lifestyle, achieved by eating sensibly and exercising regularly.
- Good levels of originality, imagination and creativity in their techniques, tactics and choreography.
- Knowledge of how to improve their own and others' performance.
- A keen interest in Physical Education. A willingness to participate eagerly in every lesson and hold positive attitudes.
- The volition to engage in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



PE in the Early Years Foundation Stage

Developing early PE skills





Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

In Early Years Foundation Stage (EYFS), Physical Education (PE) focuses on developing children's physical skills and promoting healthy habits through play and movement. It encompasses both gross and fine motor skills, encouraging children to develop strength, coordination, and spatial awareness. The EYFS framework emphasizes physical development from birth to Reception, with a greater focus on fine and gross motor skills.

Key aspects of PE in EYFS:

Gross Motor Skills: Activities like running, jumping, climbing, and balancing are crucial for developing overall body strength, coordination, and agility.

Fine Motor Skills: Activities like drawing, threading beads, and using small tools help develop hand-eye coordination, dexterity, and control.

Physical Activity: The EYFS framework encourages a minimum of three hours of physical activity per day, integrating movement into everyday routines.

Play-based Learning: PE in EYFS is largely delivered through play, both indoors and outdoors, making it enjoyable and engaging for young children.

Health and Wellbeing: PE in EYFS contributes to children's overall health and wellbeing, fostering positive attitudes towards physical activity and healthy lifestyles.

Examples of PE activities in EYFS:

Climbing frames and playground equipment: These provide opportunities for developing gross motor skills, balance, and coordination.

Ball games: Throwing, catching, kicking, and rolling balls help develop hand-eye coordination, spatial awareness, and ball skills.

Movement activities: Dancing, running, jumping, and crawling to music or in response to instructions enhance coordination and body awareness.

Fine motor activities: Puzzles, drawing, threading beads, and using small tools promote hand-eye coordination, dexterity, and control.

Outdoor play: Nature walks, scavenger hunts, and playing in sand or water provide opportunities for exploration, physical activity, and sensory experiences.

Role-playing and imaginative play: Using props and scenarios to act out movements and stories enhances creativity, coordination, and physical expression.

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.' Development Matters

"Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological sensory and motor foundations necessary for feeling good in your body and comfortable in the world." Birth to 5 Matters

Development Matters		Birth to 5 Matters	
Nursery (3 and 4 year olds) will be learning to:	Personal, Social and Emotional Development Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Range 3	Personal, Social and Emotional Development Experiments with what their bodies can do through setting themselves physical challenges, i.e. pulling a large truck upstairs. Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions.
	Physical Development Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.		Physical Development Develops security in walking upright walking using feet alternately and can also run short distances. Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. Changes position from standing to squatting and sitting with little effort. Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). Shows interest, dances and sings to music rhymes and songs, imitating movements of others.

	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Expressive Arts and Design Respond to what they have heard, expressing their thoughts and feelings.		Can walk considerable distance with purpose, stopping, starting and changing direction. Highly active in short bursts, with frequent and sudden need for rest or withdrawal. Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing. Expressive arts and Design Expresses self through physical actions and sound.
Children in Reception will be learning to:	Expressive arts and design Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Communication and language Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Personal, Social and Emotional Development Manage their own needs. Physical Development Revise and refine the fundamental movement skills they have already acquired:	Range 4	Personal, Social and Emotional Development Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. Physical Development Sits up from lying, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Sits comfortably on a chair with both feet on the ground and a straight back. Runs safely on whole foot. Moves in response to music or rhythms heard played on instruments such as drums or shakers. Jumps up into the air with both feet leaving the floor and can jump forward a small distance. Begins to walk, run and climb on different levels and surfaces. Begins to understand and choose different ways of moving.

	● Rolling ● Running ● Crawling ● Hopping ● Walking ● Skipping ● Jumping ● Climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support overall health and wellbeing: regular physical activity. Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Kicks a stationary ball with either foot throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. May be beginning to show preference for dominant hand. and /or leg/foot. Expressive arts and Design Creates rhythmic sounds and movements.
		Range 5 Personal, Social and Emotional Development Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Physical Development Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. Observes and can describe in words or actions the effects of physical activity on their bodies. Very energetic in short bursts and needs time for rest and calm with around 180 minutes a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day. Expressive arts and Design Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas.
		Range 6 Personal, Social and Emotional Development Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.

	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Physical Development Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Eats a healthy range of foodstuffs and understands need for variety in food.
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		Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. Can initiate and describe playful actions or movements for other children to mirror and follow. Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important. Expressive arts and Design Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Chooses particular movements for their own imaginative purposes.
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Early Learning Goal

Personal, Social and Emotional Development: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing.

Personal, Social and Emotional Development: Building Relationships

Work and play cooperatively and take turns with others.

Physical Development: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



PE and the Jersey Curriculum



PE Specific Implementation/development of a programme of study

PE and the National Curriculum: Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. 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.

Pupils should be taught to:

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

PE and the National Curriculum: Key Stage Two

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.

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.

Curriculum Map – themes / topics			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	Physical Literacy (Running and Jumping) (Outside- full term) Dance (Inside) Multi-Skill: Throwing and Catching (Inside)	Playground Games (Outside) Gymnastics (Inside) Yoga (Inside)	Football (coach) (Outside) Field Athletics (Inside/Outside) OAA (Inside then Outside)
Year 2	Physical Literacy (Running and Jumping) (Outside- full term) Dance (Inside) Multi-Skills: Throwing and Catching (Inside) Football (coach) (Outside)	Playground Games (Outside) Gymnastics (Inside) Yoga (Inside)	Racket and Ball Skills (Outside) Athletics (Inside/Outside) OAA (Inside then Outside)
Year 3	Physical Literacy (Running and Jumping/Throwing and Catching) (Outside- full term) Dance (Inside) Netball (Outside) (coach) Golf (coach) (Inside)	Team Games (Outside) Gymnastics (Inside) Football (Outside) Yoga (Inside)	Tennis (Outside) Athletics (Inside/Outside) OAA (Inside then Outside)
Year 4	Physical Literacy (Running and Jumping/Throwing and Catching) Outside Dance (Inside) Netball (Outside) Golf (coach) (Inside)	Team Games (Outside) Gymnastics (Inside) Tag-Rugby (Outside) Basketball (Inside)	Striking and Fielding skills (Rounders) (Outside) Swimming (full term) OAA (Inside then Outside)
Year 5	Physical Literacy (Running and Jumping/Throwing and Catching) Outside Swimming (full term) Dance – perhaps change to Padel?	Hockey (Outside) Gymnastics (Inside) Volleyball skills (Inside) Basketball skills (Outside)	Cricket (Outside) Athletics (Inside/Outside) OAA (Inside then Outside) Surfing (tbc)
Year 6	Physical Literacy (Running and Jumping/Throwing and Catching) Netball (coach) (Outside) Circuits and Fitness (Inside) Football (Outside)	Hockey (Outside) Gymnastics (Inside) Basketball (Outside) Badminton (Inside)	Rounders (Outside) Athletics (Inside/Outside) Leadership in PE/OAA (Inside then Outside)



Whole School PE Programme of Study



	<u>Dance</u>	<u>Gymnastics</u>	<u>Playground/Team Games</u>	<u>Ball games/Striking and Fielding</u>	<u>Swimming</u>	<u>Outdoor Adventurous Activities (OAA)</u>
Year 1	To perform dances using simple movement patterns Children should learn to:- • rock from side to side • recognise and use "light" movements • understand and use high and low movements • draw long, winding pathways in the air	To travel confidently and competently in different ways and on different body parts. To understand and create different pathways and move in different directions. To link together three different movements showing contrasts in speed and level To perform a limited range of skills with a partner.	Children to be taught the importance of working in a team To be taught how to work collectively as a team to achieve end goal	Children to develop hand to eye co-ordination in balancing, tapping, throwing and catching various balls and different resources Can you throw and catch with a partner Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point		Using basic orienteering skills. Map reading. Team building activities. Problem solving.
Year 2	To perform dances using simple movement patterns To be thinking about telling a simple story through dance, for example a seed growing.	To travel confidently and competently in different ways and on different body parts. To understand and create different pathways and move in different directions. To link together three different movements showing contrasts in speed and level To perform a limited range of skills with a partner.	Children to participate in team games and be taught simple tactics of attacking and defending.	Children to be taught and learn racket and ball games To further develop hand to eye coordination To understand and perform basic shots in racket and ball games Can you catch various size balls in different groups Develop dribbling/passing/receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point		Using basic orienteering skills. Map reading. Team building activities. Problem solving.
Year 3	Develop different ways of travelling, jumping and turning Perform the basic actions and dances clearly and fluently	To understand and identify symmetry and asymmetry.	Children to understand responsibility of position in a team game.	To enhance and develop racket and ball/tennis skills further from year 2		Using basic orienteering skills. Map reading. Team building activities. Problem solving.

		To move and balance showing specific planned shapes and variations in speed and level. To adapt and transfer learned skills onto appropriate apparatus.		To learn all different shot types in the game of tennis To try and perform all shot types in tennis To be taught to be confident in catching To be taught and given time to practice catching with one or two hands Understand the rules and skills needed to play netball. Introduce dribbling; keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting		
Year 4	To use simple movement patterns to structure dance phrases on their own and with a partner. To copy and follow basic dance routines either solo or in a group from an instructed video recording.	To move into and from specific planned balances with an awareness of change of front. To identify and use planned variations in direction. To create a sequence with a partner on floor and apparatus to show changes of front and direction. To observe and describe the movements of others using appropriate language.	Children to understand what the role is within the team. Children to become aware of their position within the team	Learn basic striking and fielding skills in the context of rounders. To be taught how to aim their shots To be taught fielding techniques Refine passing and receiving Develop passing and dribbling creating space/shooting opportunities Introduce shooting/markings	To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	Using basic orienteering skills. Map reading. Team building activities. Problem solving.
Year 5	To understand that ideas initiated by a story can be translated into movement perform with expression and clarity of shape To understand how dance communicates moods, ideas and feeling.	To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping. To adapt, refine and improve specific skills using this knowledge.		To develop cricket skills To understand how the game of cricket works To become tactically aware in a game of cricket Develop defending and blocking Recap and refine dribbling and	To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Using basic orienteering skills. Map reading. Team building activities. Problem solving.

		To design longer sequences to use planned variations in shape, speed and direction. To work in pairs to evaluate and improve composition.		passing to create attacking opportunities Refine attacking skills, passing dribbling and shooting Refine defending skills developing transition from defence to attack	To perform safe self-rescue in different water-based situations.	
Year 6		To travel rhythmically and develop timing with a partner or small group using synchronisation and canon. To adapt and develop movements and skills and work co-operatively with a partner or small group. To extend their understanding and use of levels, speeds and pathways. To understand the compositional principles of sequencing and recognise when they are absent		To be taught bowling techniques for rounders To be taught how to aim your shots To be taught leadership skills in PE Children will understand and learn the positions in a game of netball and practice passing and shooting techniques. Consolidate keeping possession, develop officiating Consolidate defending Organise formations and manage teams Organise formations decide tactics, manage teams and officiate games Create, understand and apply attacking/defending tactics in game situations		Using basic orienteering skills. Map reading. Team building activities. Problem solving.



Implementation



Approaches to Teaching and Learning in PE.

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject.
- Ensuring that appropriate opportunities are taken to develop cross-curricular skills where possible.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of PE. This will include objective, observation and recording, class and group discussion, modelling, handling a range of different resources, teaching of specific knowledge and retrieval practise activities.
- The use of enrichment opportunities such as trips, visits and visitors.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Learning Intentions are verbally shared with the children each lesson.
- Teachers' feedback should directly relate to the learning intention for the lesson, give specific ways in which the child has been successful.
- Children are given the opportunity to assess their own and others' progress. This may be done using technology and giving feedback verbally.
- Teachers should use observations and video evidence recorded by children to make judgements of the children's current progress against their year group's expectations.
- Formative assessment throughout the unit will inform the planning of future activities.
- Termly reports will contain comments about an individual pupil's progress against the year group expectations.
- Children will be taught strategies to promote subject specific talk and reflection.

Reading in PE.

Across the school, children will be given opportunities to read about inspiring individual and teams, who have contributed positively to the Sporting world

SMSC & Rights Respecting in PE.

PE lessons provide a practical context for teaching children about respect, fairness, teamwork, and understanding different cultures.

Spiritual development

PE can encourage children to explore their feelings and beliefs about competition, success, and failure. It can also foster a sense of awe and wonder when experiencing physical challenges and achievements.

Moral development

PE lessons offer opportunities to discuss fair play, sportsmanship, and the importance of following rules. Children learn to make moral choices in competitive situations and understand the consequences of their actions.

Social development

Group activities in PE promote social skills like cooperation, communication, and conflict resolution. Children learn to work together, respect each other's abilities, and value diverse contributions.

Cultural development

PE can introduce children to different sports and games from various cultures, promoting an understanding and appreciation of cultural diversity. For example, exploring traditional dances or sports from different countries.

Rights and Responsibilities:

PE emphasizes that rights come with responsibilities. Children learn that while they have the right to participate in physical activity, they also have a responsibility to respect the rules, their peers, and the equipment.

Article 29 (Goals of Education):

PE contributes to the holistic development of the child by developing their personality, talents, and mental and physical abilities to the fullest. It teaches them respect for their own rights and the rights of others.

Oracy – How to assess in PE

TO BE COMPLETED – Talk detectives adapted for each year group

Speaking like an athlete.

Speak concisely (keep it short!) so that you explain complex ideas in a way that is easy for others to understand.

Structure your ideas clearly, making sure that you have fully explained your scientific enquiry.

Use subject-specific vocabulary, but make sure that your audience understands it too.

Ask probing and clarifying **questions** to challenge others and developing your reasoning.

Speaking like an athlete sentence stems:

- I liked / I disliked...
- I think that...
- Can I make a suggestion?
- I agree / disagree with your suggestion of...

- I felt the most energetic movement was the...
- We worked together best as a team when we...
- We encountered difficulties when...
- During this activity, we noticed the following changes on our bodies...

- We composed our movements, by...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this technique was...
- We believe the highest impact on our bodies came from...
- To improve your technique, I would suggest...
- I think your technique would be more efficient if you...

- Personally, I found this activity..., therefore...
- This movement contrasts with..., because...
- In comparison, I preferred this sports technique to..., due to...
- Physically, I found this movement the most demanding, as...
- After careful consideration, I have evaluated the effects on my body and these were...
- I found...the most successful / unsuccessful, because...