



P.E Sequence and Progression at St Luke's C.E. Primary School

Intent: We believe that Physical Education (PE) is a key part of each child's personal development and vital in aiding the understanding of other curriculum subjects. At St. Luke's, we promote physical literacy and learning through movement across our curriculum, as well as in P.E. We intend to deliver high-quality P.E, teaching children key skills that apply not only to P.E but life in general as well. Key skills, such as; teamwork, efficient communication and leadership are ingrained in our children, producing thoughtful, caring and driven children that learn without limits and that are willing to fuel their own and others' success. We also want to inspire our children through P.E, encouraging participation and the understanding of fundamental elements; as well as promoting excellence and creating opportunities for further success. P.E is crucial to each child's safety; at St. Luke's we aim to widen our children's opportunities to learn important life skills. Life skills such as map reading, orienteering and swimming are all included in our intention to better prepare each child for their future journey. Our curriculum aims to promote a healthy physical and mental wellbeing, centred around the children. Our intention for all children is to have an understanding of wellbeing, to better look after themselves and those around them through the underpinning values and disciplines PE promotes.

Implementation: To ensure all children receive high quality P.E and have the chance to succeed and participate in the subject: Teachers deliver high quality P.E from a carefully balanced curriculum that gives all children the chance to excel in P.E. Children access a minimum of 2 hours of high quality P.E in their weekly timetable. Children work with P.E experts Wigan Athletic and Premier sport in timetabled P.E lessons and during break times/after school activities. Children participate in a range of activity, both participation based activity and competition driven activity. Children participate in inter and intra events. Children will take part in swimming lessons in Year 3 and those who do not pass get the opportunity to try again in year 6. To promote physical literacy and learning through movement through-out our wider curriculum and give our children more skills and opportunities that will allow them to fuel their own learning and learn without limits: During their time at St Luke's, all children will take part in the play leaders' course. All children take part in active lessons through-out the school day, across the curriculum. Children access the daily mile and super movers. To give children the opportunity to understand the components of wellbeing and the tools to maintain healthy physical and



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mental wellbeing and make them aware of how to recognise and describe how their bodies feel during exercise:

Children discuss the impact of activity in P.E, Science and PSHE lessons. Children also discuss barriers to healthy physical and mental well-being.

Children have the chance to become well-being leaders and promote good well-being both in and out of school.

To enable children to develop and explore physical skills with increasing control and co-ordination. To develop the way children perform skills and apply rules and conventions for different activities:

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Children access a minimum of 2 hours of high quality P.E in their weekly timetable.

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Children participate in a range of activity, both participation based activity and competition driven activity.

Children participate in inter and intra events.

To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success:

Children have the chance to refine the skills that they have gained. Links to outside clubs and other avenues are promoted in school.

Children are given the opportunity to participate in a range of activities in school, less common sports are promoted and included in the curriculum.

The curriculum flows through-out the year groups, allowing children to develop skills that they have gained earlier in their time at our school.

Impact: Children have the ability to reach their potential in P.E and reach age related expectations.

P.E will have 100% participation in which the children will experience a variety of activities and will also be encouraged to take part in extra-curricular activity.

Children will learn important skills that can help them in later life.

Children are more understanding of their own and others' mental and physical well-being including what helps and hinders this. They can then put steps in place or seek guidance on how to maintain or improve physical and mental well-being.



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Children will make informed life choices and avoid things that harm our bodies physically and mentally.

Children will grow up healthier and able to help/advise those around them.

Pupils will be taught to (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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Pupils will 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
- 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.

CULTURAL CAPITAL

P.E is of utmost importance to the daily lives of our children. The subject underpins not only the time our children spend in timetabled P.E lessons, but also the active lessons and mental well-being that encourage our children to develop resilience and to learn without limits each day. Our children are immersed in Physical Education and achieve active hours that are far superior to the recommended guidance. This allows our children more opportunities to develop key skills such as: leadership, teamwork, communication and confidence. All of these skills can be transferred into their daily routines and support our core Christian values. Staff deliver high-quality P.E and utilise the support of expert, professional input from outside agencies.



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This gives our children the best chance to achieve success in P.E and progress to a standard that will hold them in good stead in their future lives. Our children enjoy P.E and express their excitement in the variety of clubs, competitions and intra-school activity that is offered. We are inclusive and support all children by creating opportunities for participation in development and excellence events. Children learn through-out their time at our school, that development is key and we can always improve. This is instilled in our children during Early Years and promoted in the years to come with constant performance, critique and improvement techniques, both individually and with a partner/small group. P.E is vital to the daily development of our children and helps shape them into well-rounded role models, capable of achieving their future goals.

Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Dance units 1 and 2 12 lessons/6 weeks	Dance units 3 and 4 12 lessons/6 weeks	Gymnastics introduction unit and unit a 12 lessons/6 weeks	Gymnastics units b and c 12 lessons/6 weeks	Games units 3 and 4 12 lessons/6 weeks	Games units 3 and 4 12 lessons/6 weeks
<u>Year 1</u>	Dance units 1 and 3 12 lessons/6 weeks	Dance unit 4 and Gymnastics unit D 12 lessons/6 weeks	Gymnastics units F and G 12 lessons/6 weeks	Athletics unit 1 and 2 12 lessons/6 weeks	Games unit 1 and 2 12 lessons/6 weeks	Games unit 3 and 4 12 lessons/6 weeks
<u>Year 2</u>	Dance units 1 and 3 12 lessons/6 weeks	Dance unit 4 and Gymnastics unit H 12 lessons/6 weeks	Gymnastics units J and K 12 lessons/6 weeks	Athletics unit 1 and 2 12 lessons/6 weeks	Games unit 1 and 2 12 lessons/6 weeks	Games unit 3 and 4 12 lessons/6 weeks



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<u>Year 3</u>	Dance units 1 and 3 12 lessons/6 weeks	Dance unit 4 and Gymnastics unit L 12 lessons/6 weeks	Gymnastics units N and O 12 lessons/6 weeks	Athletics unit 1 and 2 12 lessons/6 weeks	Games unit 1 and 3 12 lessons/6 weeks	Games unit 4 and Outdoor Adventurous 12 lessons/6 weeks
<u>Year 4</u>	Dance units 1 and 3 12 lessons/6 weeks	Dance unit 4 Gymnastics units P 12 lessons/6 weeks	Gymnastics unit Q and S 12 lessons/6 weeks	Athletics unit 1 and 2 12 lessons/6 weeks	Games unit 1 and 3 12 lessons/6 weeks	Games unit 4 and Outdoor Adventurous 12 lessons/6 weeks
<u>Year 5</u>	Dance units 1 and 3 12 lessons/6 weeks	Dance unit 4 Gymnastics units T 12 lessons/6 weeks	Gymnastics unit V and W 12 lessons/6 weeks	Athletics unit 1 and 2 12 lessons/6 weeks	Games unit 1 and 2 12 lessons/6 weeks	Games unit 4 and Outdoor Adventurous 12 lessons/6 weeks
<u>Year 6</u>	Dance units 1 and 4 12 lessons/6 weeks	Gymnastics unit X and Y 12 lessons/6 weeks	Gymnastics A (II) and Athletics 1 12 lessons/6 weeks	Athletics 2 and Games 1 12 lessons/6 weeks	Games unit 2 and 3 12 lessons/6 weeks	Outdoor Adventurous 12 lessons/6 weeks



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<u>National Curriculum Content</u>			
<u>EYFS</u>	Children get to grips with the basics that underpin key areas of the P.E curriculum. Each child will develop their fine and gross motor skills, as they acclimatise themselves with specific topics that they will come to know better in future years. Children will develop these skills progressively across Dance, Gymnastics and Games.		
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	<u>Dance units 1,3 and 4</u> Streamers, conkers and playing with a ball. Fog and sunshine, washing day and Handa's surprise. The rainbow fish and we're going on a bear hunt. <u>Gymnastics unit D</u> Flight, bouncing, jumping and landing.	<u>Gymnastics units F and G</u> Rocking and rolling. Wide s Narrow s Curled. <u>Athletics unit 1 and 2</u> Understanding changes in pace and throwing technique.	<u>Games units 1,2,3 and 4</u> Ball skills. Throwing and catching. Bat/ball skills and games (skipping). Developing partner work.
<u>Year 2</u>	<u>Dance units 1,3 and 4</u> The cat, balloons and reach for the stars. Words and word messages s The three little pigs. Copycat. Pat-a-cake polka. Jumping Joan. <u>Gymnastics unit H</u> Parts high and parts low.	<u>Gymnastics units J and K</u> Turning s Spinning s Twisting. Linking movements together. <u>Athletics unit 1 and 2</u> Short distance running and different types of throw.	<u>Games units 1,2,3 and 4</u> Throwing and catching. Game creation s Aiming, hitting and kicking (partner). Dribbling, kicking and hitting. Group games and inventing rules.



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<p><u>Year 3</u></p>	<p><u>Dance units 1,3 and 4</u> Who am I? The language of dance. The Eagle and the Fish. Mechanical progress. The human engine. <u>Gymnastics unit L</u> Stretching, curling and arching.</p>	<p><u>Gymnastics units N and O</u> Pathways. Travelling with a change of front and change of direction. <u>Athletics unit 1 and 2</u> Developing athletic techniques.</p>	<p><u>Games units 1,3 and 4</u> Ball skills & invasion focus. Net/Court/Wall games. Striking and fielding games. <u>Outdoor adventurous</u> Relate symbols to terrain. Follow 4 compass directions Establish travel direction and cooperate with others to solve problems. Follow simple trails.</p>
<p><u>Year 4</u></p>	<p><u>Dance units 1,3 and 4</u> These shoes are made for walking. Giraffes can't dance. Incognito. Snooker championship. Record and remember. Wimbledon. Musical statues. <u>Gymnastics unit P</u> Balance.</p>	<p><u>Gymnastics units Q and S</u> Receiving body weight. Rolling. <u>Athletics unit 1 and 2</u> Developing athletic tactics and techniques.</p>	<p><u>Games units 1,3 and 4</u> Net/Court/Wall games. Invasion games. Striking and fielding games. <u>Outdoor adventurous</u> Relate symbols to terrain. Follow 8 compass directions. Establish travel direction and cooperate with others to solve problems. Develop awareness of importance in planning and reviewing an activity.</p>



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<p><u>Year 5</u></p>	<p><u>Dance units 1,3 and 4</u> Rubbish. City life. Pleased to see you. Volcanoes. Punch and wrestle. <u>Gymnastics unit T</u> Bridges.</p>	<p><u>Gymnastics units V and W</u> Functional use of the limbs. Spinning and turning. <u>Athletics unit 1 and 2</u> Develop running techniques and teamwork.</p>	<p><u>Games units 1,3 and 4</u> Net/Court/Wall games. Invasion (implement/kicking) games. Striking and fielding games. <u>Outdoor adventurous</u> Improve accuracy in setting a map and establishing travel direction. Follow a short route accurately and navigate compass directions. Increase reading confidence in unfamiliar environments. Work confidently with others to solve a problem. Work confidently alone or with others.</p>
<p><u>Year 6</u></p>	<p><u>Dance units 1 and 4</u> The world of sport. Mix and match. Flight from danger. <u>Gymnastics units X and Y</u> Work together s. matching, mirroring and contrasting. Work together s. Synchronisation and cannon.</p>	<p><u>Gymnastics A (II)</u> Counter-balance and counter-tension. <u>Athletics units 1 and 2</u> Develop running technique by breaking down and analysing different aspects. <u>Games unit 1</u></p>	<p><u>Games units 2 and 3</u> Net/Court/Wall games. Striking and fielding games. <u>Outdoor adventurous</u> Set a map accurately and consistently. Follow a short route accurately.</p>



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		<i>Invasion games (Hockey/Football).</i>	<i>Navigate using compass directions. Develop increased confidence in map reading at an unfamiliar environment. Cooperate and collaborate with others to devise strategy and overcome problems. Work confidently alone or with others in challenging circumstances.</i>
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<u>Progression of Skills</u>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Dance</u>						
Be aware of space and move safely.	Use given space with confidence.	Use given space with confidence.	Respond imaginatively to simple stimulus.	Understand the ideas initiated by a story can be translated to movement.	Demonstrate the ability to translate abstract images into movement.	Perform with increasing control, fluency and accuracy.
Move in different directions and notice change of speed.	Vary speed, direction and pathways.	Show contrast in shape, speed and size.	Understand the terms acceleration and deceleration and apply them.	Describe the dance using appropriate movement language.	Observe, comment constructively and use appropriate technical language.	Suggest ways of improving performance and composition using technical vocabulary.
Travel, rise, fall and freeze with control.	Use a variety of basic actions to create a dance.	Use a range of basic dance actions with understanding.	Create, remember and repeat simple motifs.	Demonstrate simple motifs and movement patterns.	Perform with clear dynamics and precise footwork.	Perform with appropriate dynamics to suit the meaning of the idea.
Create patterns	Create different patterns on the floor and in the	Understand and use		Refine, repeat, remember and perform the different		Link movements



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<p>on the floor and in the air.</p> <p>Work with a partner.</p>	<p>air (rounded/spikey).</p> <p>Work co-operatively with a partner.</p>	<p>movements influenced by different cultures.</p> <p>Work individually or with a partner(s), using teacher guidance for movement.</p> <p>Evaluate dance using appropriate vocabulary.</p>	<p>Repeat, remember and perform the different phases of a dance.</p> <p>Share and create dance phrases with a partner/small group.</p> <p>Remember and repeat simple dance phrases.</p>	<p>phases.</p> <p>Work in pairs and show clear relationships.</p> <p>Perform with expression and clarity of shape.</p>	<p>Demonstrate the ability to translate ideas into movement phases.</p> <p>Use a variety of different ways to work in small groups.</p> <p>Evaluate professional work and comment on props, phases and movements.</p> <p>Lead appropriate warm-up exercises.</p>	<p>together to form a logical sequence.</p> <p>Organise small groups to suit the idea of the dance.</p> <p>Evaluate professional work and comment on props, phases and movements.</p> <p>Lead appropriate warm-up exercises.</p>
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<u>Athletics</u>						
N/A	Remember and repeat a variety of running, throwing and jumping activities with growing control. Watch, copy and describe what others have done.	Use bodies and a variety of equipment with greater control and coordination. Describe what their bodies feel like during activities. Choose skills that are suitable for the challenge.	Link, remember and repeat combinations of actions with more consistency and control. Describe how their bodies feel during different exercises. Understand what equipment is needed for a challenge and choose appropriately.	To consolidate and improve the quality, range and consistency of the techniques they use for specific activities. Describe how their body reacts to different types of activity. Develop ability to choose and use simple tactics and strengths in different situations.	Develop greater consistency in actions. Understand the basic principles of warming up. Understand why exercise is good for you. Choose appropriate equipment and techniques. Evaluate their	To increase the number of techniques and refine them, developing consistency. Understand the basic and more complex principles of warming up. Choose appropriate techniques for specific events. Evaluate their own and



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			Describe and evaluate the effectiveness of performance.	Describe and evaluate the effectiveness of performance.	own and others work and suggest ways to improve.	others work and suggest ways to improve.
Games						
Use space safely.	Move safely and actively around the space.	Apply skills whilst standing still and on the move.	Consolidate and improve the quality of skills.	Consolidate striking skills and improve quality/control.	Develop the range and consistency of skill in tennis and volleyball activities.	To combine and perform skills more fluently and implement them into kicking and invasion games.
Use a range of small games equipment safely and with increasing control.	Understand and use apparatus for its intended purpose.	Throw, bounce and catch in different ways, whilst standing still and on the move.	Improve ability to select and apply simple tactics.	Vary type of shot and employ them appropriately.	Release a ball from different angles and send it at different angles.	Understand and use a range of tactics for attack and defence.
Send and receive a ball with increasing	Throw and catch using a range of apparatus.	Remember, repeat and link combinations	Consistently strike a ball in a controlled manner.	Receive a ball from one direction and strike it into the field in	Develop a range of bowling,	Develop a range of accuracy with



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<p>control.</p> <p>Follow the rules of a game.</p>	<p>Understand the importance of 'rules' when playing with a bat.</p> <p>Observe and describe another child's activity.</p>	<p>of skills in a game.</p> <p>To observe, play and improve another person's game.</p> <p>Observe and select information to evaluate their own and others work.</p>	<p>Make up and play small sided games.</p> <p>Describe and evaluate the effectiveness of their own and others performance.</p> <p>Consistently strike a ball in a controlled manner.</p>	<p>another.</p> <p>Adapt the rules of net games.</p> <p>Recognise what they do well and what they need to improve.</p> <p>Understand what makes up a good technique.</p>	<p>striking and fielding skills.</p> <p>Play to rules and adapt tactics based on a range of games.</p> <p>Evaluate performance and explain what needs improving.</p> <p>Recognise strengths and weaknesses in their own performance.</p>	<p>striking, bowling and fielding skills.</p> <p>Play small-sided and modified versions of net/wall games.</p> <p>Evaluate performance and explain what needs improving.</p> <p>Recognise strengths and weaknesses in their own performance.</p>
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						Play a wide range of striking and fielding games and transfer common principles.
<u>Gymnastics</u>						
Use space safely; traveling with control and in different ways.	Travel, bounce and jump confidently.	Travel, balance, turn, spin and twist with confidence.	Travel and jump fluently. Hold balance positions.	Identify and use different body parts to balance on and know which combinations provide stable/unstable bases.	To travel and balance with different body parts forming bridge shapes as an individual and with a partner.	To understand, identify and demonstrate contrasting movements and balances.
Show awareness of contrast in speed and level.	Plan and link a small series of movements together.	Create a twist, linking together 3 movements together that differ in speed and level.	To construct sequences which used planned variations in speed, pathways and	To construct sequences showing contrast in shape, speed and level.	Design longer sequences that use planned variations in shape, direction and speed.	Extend understanding of use of levels, speed and pathways.



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<p>To know, understand and show safe use of apparatus.</p> <p>Link movements together.</p>	<p>Work safely with an awareness of others and adapt work safely from the floor to apparatus.</p> <p>Select and link together 3 different movements.</p>	<p>Use understanding of turning, spinning and twisting to adapt work safely from the floor to apparatus.</p> <p>Compose and perform a simple sequence with a partner.</p>	<p>level.</p> <p>Adapt and transfer skills safely onto more complex apparatus at every stage of learning.</p> <p>Select and combine skills to create sequencing showing change in front and direction.</p>	<p>Move and construct their own apparatus safely, transferring from the floor.</p> <p>Create a sequence with a partner on the floor and apparatus, using a variety of linking movements.</p>	<p>Work in pairs to evaluate and improve composition.</p> <p>Observe and evaluate a sequence and evaluate it using appropriate terminology.</p>	<p>Understand the compositional principles of sequencing and recognise when they are absent.</p> <p>Work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence.</p>
<p><u>Outdoor and Adventurous</u></p>						
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Work closely with a partner.</p> <p>Communicate and collaborate</p>	<p>Work closely with a partner.</p> <p>Show sensitivity to a</p>	<p>Work both independently or as a pair.</p> <p>Use current knowledge to</p>	<p>Communicate clearly with a partner.</p> <p>Develop in guide and trust</p>



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			<p>with a partner.</p> <p>Work cooperatively as a team to solve a problem.</p> <p>Widen pupil's physical development and sensory experience.</p> <p>Understand how to thumb and orientate a map.</p> <p>Begin to follow</p>	<p>partner when navigating an obstacle.</p> <p>Work cooperatively as a team to solve a problem.</p> <p>Widen pupil's physical development and sensory experience.</p> <p>Develop ability to keep the map orientated.</p>	<p>identify areas of the school ground.</p> <p>Communicate effectively in difficult circumstances (one removed).</p> <p>Widen pupil's physical development and sensory experience.</p> <p>Develop confidence by frequent returns to base for reassurance.</p> <p>Develop ability</p>	<p>of the follower.</p> <p>Work cooperatively as a team to solve a problem and respond positively to a challenge in the group.</p> <p>Widen pupil's physical development and sensory experience.</p> <p>Develop confidence of orientation and map features.</p> <p>Practice</p>
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			<p>a route using a simple map.</p> <p>Work as a team to complete a simple task.</p>	<p>Develop ability to thumb map.</p> <p>Work cooperatively as a team leader to solve a problem.</p>	<p>to thumb map.</p> <p>Work as a team to solve a problem.</p>	<p>following a long-loop course.</p> <p>Work as a team to solve a problem.</p>
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