

BSM National Curriculum Coverage and Progression of skills in Physical Education

Burghfield St Marys PE sessions:

At BSM the children will have two PE sessions a week. One session will focus on the area specified in the below plan and the other session will be based on multi-skills within the teaching unit, in order to address and improve any skills the children may need to focus on or a session based on teaching the tactical and team aspects of a game (netball, cricket etc.) if that has been identified as an area the children need more practice of.

PE session will make a mastery approach whereby children will be taught the same skills within a lesson. In order to master a skill, children will need to be able to achieve it using both hands or feet accurately, not just their dominant side. Children will be encouraged to reflect on their progress throughout a lesson and unit. Children will need to be challenged at an appropriate level, which they will be taught to choose appropriately themselves or initially for a partner, and therefore the skill will be differentiated through equipment or challenge. For example:

Tricky 	 Trickier 	 Trickiest
Large ball Both hands Large solid base Short distance Untimed	Smaller ball One hand Small base Average distance Large amount of time	Small ball Non-dominant hand Uneven base and eyes closed Large distance Small amount of time

Year group EYFS	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
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Physical development: Early learning Goals

Gross Motor Skills

1. Negotiate space and obstacles safely, with consideration for themselves & others.
2. Demonstrate strength, balance and coordination when playing.
3. Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.

Personal, Social and Emotional Development - Early Learning Goals

Managing Self

6. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

EYFS Children will be taught to:	Move freely using suitable spaces and speed. Dress with support. Know that equipment needs to be used safely.	Move freely in a variety of different ways. Show a dominant hand. Make clockwise and anticlockwise movements. Understand the need for varied and healthy food. Stand on one foot.	Stand on one foot. Experiment moving in different ways on equipment & jump, landing safely. Manage own risk assessment. Help to put away equipment correctly. Demonstrate good control and co-ordination in large and small movements.	Catch a ball. Demonstrate increasing control over objects. Use equipment effectively. Move confidently. Use safety measures without direct supervision.	Catch a ball. Demonstrate good control and co-ordination in large and small movements. Understand the importance for good health through exercise, diet and how to maintain good health and safety.	Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.
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National curriculum: KS1

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, 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.

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.

Year group 1	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
Children will be taught to:	Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Practise skills to make them warmer. Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing Participate in team games. Develop simple attacking and defending techniques. Pass and receive a ball in different ways with increased control.	Respond to instructions and commands. Move between mats and small apparatus and change the speed of movement. Learn a variety of basic gym actions. Be still in different body shapes and balances and combine different ways of travelling. Handle apparatus safely. Recognise how it feels when the body is tense. Discuss how the body changes during exercise. Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.	Learn basic movements relating to feelings. Show that they have a clear starting and finishing position. Respond to different music showing a range of emotions. Perform dance movements and simple routines using simple movement patterns.	Focus on throwing and catching. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. Play running and avoiding games. Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Understand that being active is good for them and fun. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination.
Year group 2	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
Children will be taught to:	Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents.	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus.	Evaluate and improve a dance performance by recording and viewing their rehearsals. Use a range of vocabulary to describe moods and how dances make them feel.	Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. Watch others and describe what is happening.	Choose, use and vary simple tactics. Recognise good quality in performance. Use information to improve their work. Participate in team games.	Take part in multi-skills festivals - designed to develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.

	Keep the ball and find best places to score. Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.) Participate in team games. Understand and develop tactics for attacking and defending. Pass and receive a ball in different ways with control and increased accuracy.	Have a clear start, middle and end. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction.	Remember and repeat simple dance phrases. Perform dances using simple movement patterns.	Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination.	Develop balance, agility and co-ordination. Explore movement techniques with increased control. How to run, throw and jump and perform these with increased control and co-ordination.
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National curriculum: KS2

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.

Year group 3	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
Children will be taught to:	Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Use communication skills to help others	Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another.	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Keep up an activity over a period of time and know what they need to warm up and cool down for dance.	Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. Play games using throwing and catching skills. Vary strength, length and direction of throw.	Consolidate and develop the range and consistency of their skills in striking and fielding games. Recognise how specific activities affect their bodies. Understand the importance of keeping warm.	Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.

	know where they are going. Look when travelling and what happens after they have passed ball. Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be.	Use actions on floor and over, through, cross and along apparatus. Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus. Perform easy combinations of contrasting actions. Choose combinations that work in their sequences. How they devise sequences.		Know how they can make it difficult for opponent to receive ball. Stand when receiving. Understand attack and defence tactics. Understand rules about the games.		Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity.
Year group 4	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
Children will be taught to:	Play 3vs1 and 4vs1 and how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games.	Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner. Adapt their sequences to include apparatus and to suit partner or small group.	Explore and create characters and narratives in response to a range of stimuli. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.	Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games.	Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games. Recognise good performance and identify the parts of a performance that need improving.	Run for short distances and times, and for longer distances and times. Keep a steady pace. Practise 5 basic jumps e.g hop, step, jump. Combine basic actions and form simple jump combinations. Throw into a target using slinging, pushing and pulling actions.

	Know what rules are needed to make games fair. Understand simple patterns of play. Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. Know what they need to improve their game and what they need to practice.	Ask which parts of task they have completed and the ones they still need to practice. Compare and contrast similar performances. Suggest ways to improve the quality of sequence.		Describe what they do and what they find hard. Talk about how to change the court to make it easier/harder. Say what they do well in a game and what they need help with and what they need to practice.		Describe and evaluate the effectiveness of performance and recognise aspects that need improving.
Year group 5	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
Children will be taught to:	Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways. Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more. Change pitch size to make games better.	Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Organise their own warm up and cool down activities to suit the dance. Show an understanding of why it is important.	Hold and swing racket and where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.	Develop the range and consistency of their skills, especially in specific striking and fielding games. Know how to warm up. Understand what to include in a warm up in order to improve performance. Understand why exercise is good for their fitness, health and well-being.	Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities. Knowhow to plan a run so they pace themselves evenly or unevenly. Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Set themselves and others targets in different events. Watch a partners' athletic performance and identify the main strengths. Identify parts of the performance that need to be practised & refined and suggest improvements.

Year group 6	Term 1 Invasion games	Term 2 Gymnastics	Term 3 Dance	Term 4 Net and wall games	Term 5 Striking and fielding	Term 6 Athletics and multi-skills
Children will be taught to:	Children will be taught to: Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to get ready for games. Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school.	Children will be taught to: Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Know how gymnastics promotes strength, power and suppleness. Understand the importance of warming up. Value of exercise outside of school day. Devise effective warm up for gymnastics. Set out and do risk assessments on apparatus.	Children will be taught to: Explore, improvise and combine movement ideas fluently and effectively. Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.	Children will be taught to: Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. Know where to stand when attacking and defending. Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Understand how to change court to make easier. Understand practices to help with precision and consistency and speed about the court.	Children will be taught to: Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.	Children will be taught to: Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing. Understand why exercise is good for fitness, health and wellbeing. Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.

Swimming

National curriculum: Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to: 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.

Swimming provision is access by children in year 4 and 5 in the spring or summer term.

This allows the children that have not met their 25 metre proficiency goal in year 4, to have further opportunity in year 5 to achieve this.

25 metres Swim between 25 and 50metres unaided. Keep swimming for 30 to 45 seconds, using swimming aids and support. Use a variety of basic arm and leg actions when on my front and on my back. Swim on the surface and lower myself under water. Take part in group problem-solving activities on personal survival. Recognise how my body reacts and feels when swimming. Recognise and concentrate on what I need to improve.	50 -100 meters Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. Use 3 different strokes, swimming on my front and back. Control my breathing. Swim confidently and fluently on the surface and under water. Work well in groups to solve specific problems and challenges, sharing out the work fairly. Recognise how swimming affects my body, and pace my efforts to meet different challenges. Suggest activities and practices to help improve my own performance.	Over 100 metres Swim further than 100 metres. Swim fluently and confidently for over 90 seconds. Use all 3 strokes with control. Swim short distances using butterfly. Breathe so that the pattern of my swimming is not interrupted. Perform a wide range of personal survival techniques confidently. Know what the different tasks demand of my body and pace my efforts well to meet challenges. Describe good swimming technique and show and explain it to others.
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Outdoor Activities

National curriculum: Outdoor Activities

Children to take part in outdoor and adventurous activity challenges both individually and within a team

Year 5 In year 5 children will go to Adventure Dolphin outdoor learning activity facility. The children will have access to a variety of sports that they may not have tried before or had access to. The activities will focus on working both in a team and individually.	Year 6 In year 6 the children go on a residential trip to Sealyham in Wales. The children will have access to activity courses that will enhance the development of necessary life skills through the medium of outdoor education in a woodland environment. The programmes are designed to challenge students physically and mentally.
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