

PE 2022/2023

What will our sportspeople be able to do when they leave us?

We are striving to develop the foundations for all of our sportspeople to have a positive lifelong passion for being active and leading a healthy life as well as understanding the positive relationship between physical activity and mental health. By the end of their time at Little Gonerby CE Academy our Year 6 sportspeople will have developed an increasing level of fundamental skills, development and fitness. We would also love them to build on their past experiences and incorporate new experiences, ensuring that every child is challenged to be on track to reach their full physical potential. Adults will strive to ensure that each child can achieve and experience their personal best. We want to ensure that our sportspeople develop a love of PE by accessing a varied and rich diet of different activities where fundamental skills are linked throughout. We want them to succeed and excel in competitive and physically demanding activities but ensure that good sportsmanship is promoted by developing our school values and life skills. From a young age, children will understand the importance of health and the benefits that eating healthy foods and exercise can have on their body.

As sportspeople we will...							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Concepts	Key Concept - Knowledge and understanding of fitness and health						
Core Knowledge Progression	- Observe effect of activity on their bodies. - Recognise when they need a rest. - Dresses with help. - Shows some understanding that exercise can be good for you. - Beginning to understand the need for safety when tackling new challenges. - Shows understanding of how to move equipment safely. - Beginning to know that exercise is important.	Recognise how their body feels before and after exercise.	- Recognise and describe what their bodies feel like during different activities. - Move equipment safely.	- Recognise and describe short term effects of exercise on the body. - Know the importance of suppleness and strength.	Describe how the body reacts during exercise and how it affects performance.	- Understand importance of a warm up. - Understand why exercise is good for health.	- Understand importance of a warm and cool down. - Carry out warm ups safely and effectively. - Understand why exercise is good for health, fitness and well-being.

Key Concepts	Key Concept - Gymnastics						
Core Knowledge Progression	- Stands momentarily on one foot. - Jumps and lands appropriately. - Travels with confidence and skill; around ,under, over, through equipment - Show good control and co-ordination in large movements.	- Move safely and confidently in own space showing changes of speed and direction. - Use stillness - Copy/create sequences using range of body actions/parts with beginning, middle and end. - Watch, copy and describe others work.	- Remember, repeat and link sequences of gymnastic actions showing balance and precision. - Choose, use and vary simple compositional ideas in sequences. - Improve work using feedback.	- Consolidate and improve quality of work using smooth transitions. - Improve ability to select actions and compositional ideas. - Evaluate effectiveness and quality of a performance - Recognise how own performance has improved.	- Develop range of actions, balances and shapes used in a sequence - Perform with increased accuracy consistently. - Create and evaluate sequences based on a criteria.	- Develop range of actions, balances and shapes used in a sequence. - Improve fluency and consistency. - Choose, apply compositional ideas to sequences adapting them to new situations. - Be able to evaluate own and others work using criteria.	- Combine and perform effectively and fluently gymnastic sequences. - Develop own sequences by using a range of compositional principles - Evaluate own and others work suggesting improvements.
Key Concepts	Key Concept - Dance						
Core Knowledge Progression	- Moves freely with pleasure and confidence: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping - Experiments with movements - Enjoys joining in - Begins to move rhythmically, imitates and creates movement in response to music - Begins to build up repertoire of dances - Uses dance to respond to experiences - Represent own ideas, thoughts and feelings using dance.	- Copies and explores movements and patterns - Remembers simple steps and movements. - Links movements to music. - Responds to stimuli	- Copies, explores and controls basic movements. - Varies level and speed in sequences - Can vary size of body shapes - Adds changes of direction to a sequence - Use space effectively. - Describes a sequence appropriately. - Responds imaginatively to stimuli.	- Use appropriate improvisation independently and with a partner to create simple dance. - Translates ideas into movement with help - Beginning to compare and adapt movements and motifs to create larger sequences. - Uses simple dance vocabulary when discussing.	- Confidently improvises with partner oy on own. - Beginning to create longer dance sequences in a larger group. - Demonstrates precision and control. - Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness - Modifies work after self evaluation. - Uses simple dance vocabulary when discussing.	- Beginning to exaggerate dance movements and motifs (expression) - Uses a variety of movements within a sequence - Combines flexibility, techniques and movements to create a sequence. - Begins to move appropriately with required style in relation to stimuli. - Can show change of pace and timing - Uses space effectively. - Modifies dance as result of evaluation. - Uses more complex dance vocabulary.	- Beginning to exaggerate dance movements and motifs (expression) - Performs and improves confidently with precision. - Demonstrates strong imagination when creating sequences - Demonstrates strong movements. - Uses flexibility to create fluency. - Moves appropriately in required style in relation to stimuli. - Uses change of pace and timing accurately. - Modifies work after evaluation. - Uses more complex dance vocabulary.

Key Concepts	Key Concept - Athletics						
Core Knowledge Progression	- Shows increased control when throwing object. - Runs skilfully, negotiating space, adjusting speed and direction	- Can run at different speeds. - Can jump from standing position - Jumps over low hurdles - Perform variety of throws with basic control. - Begins to understand correct vocabulary.	- Changes speed and direction when running. - Can jump from standing position with accuracy. - Shows control with take-off and landing. - Throws into targets. - Performs variety of throws with control and coordination; rolling, underarm, overarm - Uses correct vocabulary in context.	- Runs at speeds appropriate for distance - Can perform a running jump with some accuracy - Make some recordings - Performs variety of throws using equipment; pulling, pushing slinging - Uses appropriate vocabulary.	- Beginning to build variety of running techniques with confidence. - Can perform running jump with more than one component hop, skip, jump - Begin to record peers work. - Demonstrates accuracy in throwing and catching. - Can set realistic targets when throwing(with help) - Identify athletic performance using correct vocabulary.	- Build variety of running techniques with confidence. - Perform combinations of jumps showing control and consistency - Make and evaluate recordings - Demonstrates accuracy in throwing and catching. - Sets realistic targets when throwing. - Describes athletic performance using correct vocabulary.	- Confident use of variety of running techniques. - Demonstrates range of jumps showing power, control and consistency withtake-off and landings. - Can select appropriate ways of recording. - Demonstrates accuracy in throwing and catching. - Sets realistic targets when throwing over distance. - Evaluate own athletic performance using correct vocabulary.
Key Concepts	Key Concept - Invasion Games						
Core Knowledge Progression	- Runs skilfully, negotiating space successfully, adjusting speed or direction to avoid obstacles when playing racing or chasing games - Can catch large ball - Shows increased control over an object; pushing, parting, throwing, catching, kicking - Can move confidently, safely in range of ways.	- Masters basic movements: running, jumping, throwing, catching - Develops balance, agility, co-ordination - Begins to apply these to a range of activities - Participates in team games; developing simple tactics for attack and defence	- Begins to understand and apply simple tactics. - Begin to communicate during a game - Begin to link skills - Work in a group to develop a game; selecting appropriate resources with minimal help - Develop understanding of different rules of invasion games	- Shows a good understanding of tactics and is beginning to apply them - Shows good communication in a game - Shows increased control and coordination of skills - Can work in pairs - Work in a group to develop a game; selecting appropriate resources with minimal help. - Begins to observe	- Confident use of tactics which enables an individual to take part successfully - Strong communication in a game - Fluent coordination and control of skills - Works independently to develop a game - Can select resources appropriately. - Consolidating skills for attack and defence - Consistent	- Confident use of tactics and applying them as mini coaches - Strong continual communication in a game. - Fluent coordination and control enabling them to maintain possession in a game. - Can adapt a game independently. - Can select resources appropriately. - Able to coach using strong knowledge of tactics.	

					others to evaluate success • Applies basic skill of attack and defence • Begins to show understanding of a need to intercept and possess a ball. • Able to use two elements of jumping, throwing, catching, running in isolation or combination. • Begin to suggest improvements to skills. skilfully • Develop an understanding of different rules for games.	understanding of need to intercept/possess a ball • Use running, jumping, catching in isolation and combination • Confidently make suggestions how to improve own skills. • Have confident knowledge of rules of different games.	• Can apply in attack or defence correctly. • Consistent understanding of need to intercept/take possession of a ball in a range of games. • Use running, jumping, throwing, catching successfully. • Confidently suggest improvements to self and others. • Be able to referee a game using knowledge of rules.
Key Concepts	Key Concept - Striking and fielding games (as above with additional skills detailed below)						
Core Knowledge Progression	• Runs skilfully and negotiates space, adjusting speed or direction • Experiments with different ways of moving. • Shows increased control over throwing and catching an object.	• Explores skills and space. • Travels in different way; running, jumping • Watch, copy and describe others work. • Receive a ball with some control. • Begins to develop hand eye coordination. • Participates in simple games.	• Remember and repeat series of moves. • Sends a ball in range ways; rolling, passing • Changes speed when running. • Can jump from standing position with some accuracy. • Send and receive a ball in different ways with some control. • Some understanding of what tactics are; attacking and defending. • Understands basic feedback.	• Understand how different equipment is used for different games. • Can strike a ball with some success using different equipment. • Investigates different ways to throw a ball in fielding positions. • Basic understanding of communication in fielding position.	• Understand how different equipment is used for different games. • Can strike a ball with some success using appropriate equipment. • Can chose appropriate way to throw when fielding. • Understands importance of communicating when fielding.	• Select appropriate striking equipment based on ability and game. • Can strike a ball with increases success and accuracy. • Uses tactical awareness to select correct throw when fielding. • Communicate effectively to apply tactics when fielding.	• Select appropriate striking equipment based on ability and game. • Can strike a ball with increases success and accuracy. • Uses tactical awareness to select correct throw when fielding. • Communicate effectively to apply tactics to coach or captain a team in a strong game.
Key Concepts	Key Concept - Outdoor and Adventurous (OAA)						

Core Knowledge Progression	● Pupils should develop fundamental movement skills becoming increasingly confident. ● Engage in competitive and co-operative activities. ● Make and apply decisions in a range of contexts. ● Begin to make simple courses and routes that they/or others can follow. ● Know how to be keep themselves safe and work safely. ● Participate in activities such as problem solving, involving others ● Wear appropriate clothing for working safely outside.			● Map colours and common basic symbols Use maps/diagrams to orientate themselves and successfully navigate around a simple course. Undertake simple orienteering exercises both indoors and in school grounds. Apply safety considerations when participating. Participate in activities that involve working with and trusting others. Pupils understand/are able to respond to simple challenges/problem solving tasks in a familiar environment. Listen/follow instructions what is needed to keep safe. Talk about what they/others have done using appropriate vocabulary.	● Read a map using more complex keys and symbols to complete a variety of orienteering exercises. ● Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication , no physical contact ● Construct a basic shelter in a safe environment. ● Pupils should respond to more varied challenges in different environments. ● Recognise what is needed to keep themselves and others safe. The need for and correct use of specialist equipment. ● Pupils understand and are able to describe what they/others have done using an increased range of vocabulary.	● Plan/organise simple orienteering trail using a variety of map reading and compass skills. ● Make more complex route choices. ● Develop skills in unfamiliar terrain ● Apply skills and safety requirements for survival in an outdoor environment. ● Pupils understand/are able to devise appropriate responses to challenges and tasks and adapt to changing circumstances. ● Able to accept responsibility for personal and group safety. ● Pupils understand/are able to make informed judgements about own/others performances and use this to improve. ● Begin to use a wider vocabulary. ● Record, view and evaluate performances.	● Plan/navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings. ● Plan/undertake a journey outdoors. ● Pupils understand/able to plan and respond to more complex challenges in different environments and in unfamiliar circumstances. ● Work with others to identify potential hazards and devise strategies to ensure they are safe. ● Pupils understand/able to view, appraise own and others performances.
Key Concepts	Key Concept - Swimming						
Core Knowledge Progression				By the end of KS2: ● Work with confidence in water ● Explore skills, actions and ideas including holding breath underwater ● Uses a range of strokes; front crawl, backstroke, breaststroke ● Performs safe self-rescue in different water based situations ● Swims competently and proficiently with confidence at least 25m ● Improves control and co-ordination in water ● Evaluates own swimming noting future improvements ● Chooses appropriate strokes and equipment based on time and distance.			

				• Demonstrates breath control
--	--	--	--	---