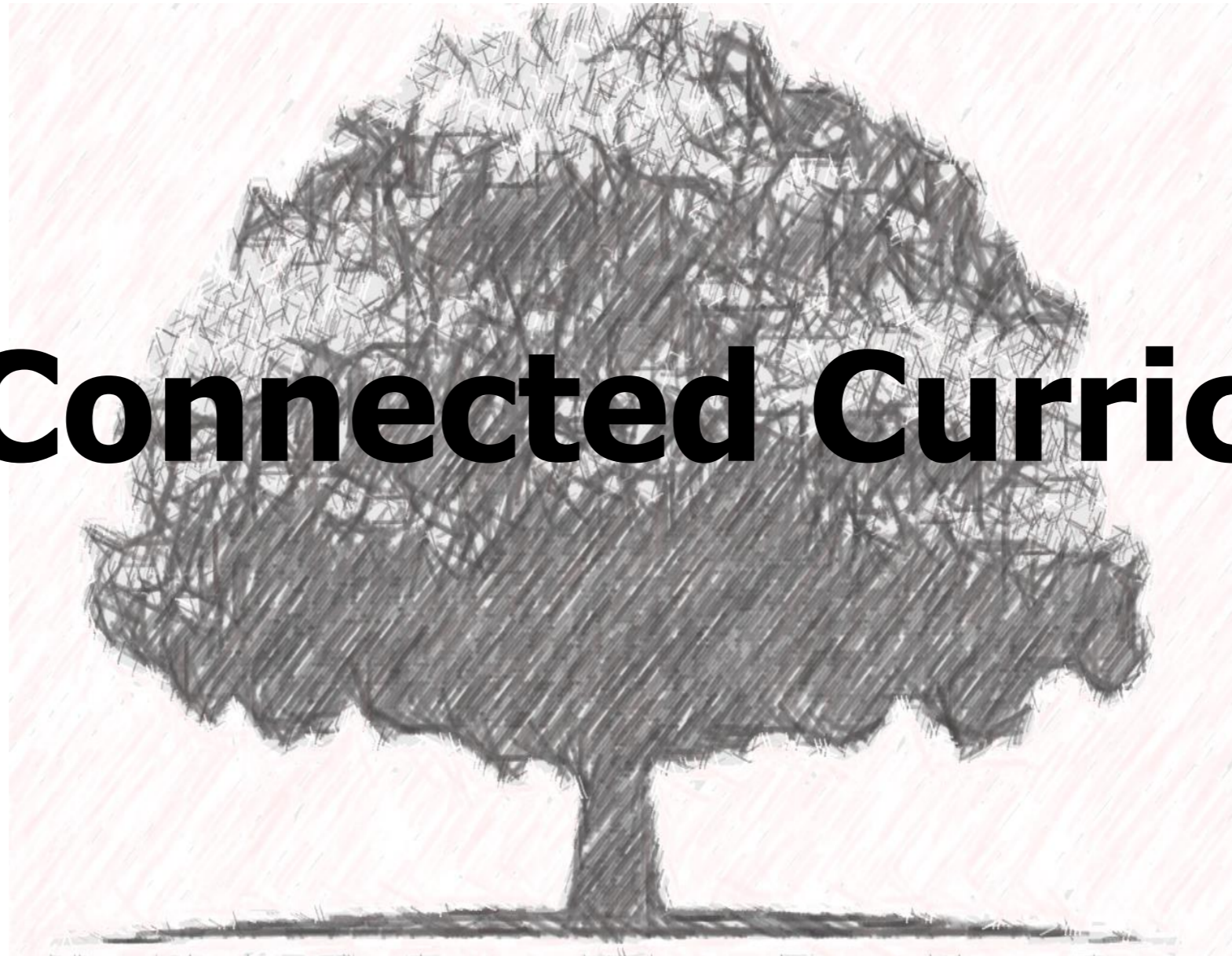


# Kelsall Connected Curriculum



*'A Love for Learning'*

**Kelsall Primary & Nursery School**

**Physical Education Overview**

## PE Skills and Knowledge Progression

### Intent

That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum

- A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- Children how to learn skills and knowledge and apply it.
- Delivery through the Principles of Assessment for Learning.
- Children experiences of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups.

### Implementation

- All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors
- A commitment that all children are active. Spare kit in each class means no children misses PE
- Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP.
- That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.
- A range of teaching styles and strategies to deliver the curriculum
- Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.

### Impact

- Children's progress in different domains of learning
- Parents the levels of attainment and achievement of their children verbally and/or in writing
- How to improve. Specific targets to be set and measured
- How to improve. Support and challenge to be provided for learners.
- That all children's achievements are valued

### Inclusive Practice

When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.



By the time they leave pupils will:

- Lead healthy and active lives
- Enjoy engaging in a variety of sports activities (competitive and non-competitive; individual and team)
- Show team-work: boost self-esteem of self and others and communicate strategy
- Show a broad range of skills, flexibility, strength, technique, control and balance when participating in sporting activities
- Know and apply the basic principles of attacking and defending when playing a variety of competitive sports - perform dances using a range of movement patterns
- Be confident swimmers who are able to: swim a distance of at least 25 metres; use a range of swimming strokes; perform safe self-rescue
- Be able to analyse and evaluate their own performances and those of others

### **EYFS links**

#### **Physical Development**

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Progress towards a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance 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 outside, alone and in a group

Develop overall body-strength, balance, co-ordination 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 their overall health and wellbeing: regular physical activity, healthy eating


#### **Gross Motor Skills ELG**

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

**PE at Kelsall – END POINTS**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Dance</b> To copy and explore basic body actions and movement patterns, responding to stimuli, instructions and commands with a range of actions.	<b>Gymnastics</b> To copy and explore basic body actions and movement patterns, and stay still when required.	<b>Invasion Games</b> To perform basic skills of rolling, striking, catching and throwing and making simple choices in target games.	<b>Target games</b> To use basic fundamental skills including under arm throwing, catching, rolling, striking and catching.	<b>Multi-Skills</b> To use a range of basic skills, including throwing, rolling and receiving, moving into a space and show an awareness of where others are when playing chasing and avoiding games	<b>Athletics</b> To use basic fundamental skills including running, jumping and throwing.
<b>Year 2</b>	<b>Dance</b> To explore and perform a range of body actions with control, co-ordination and fluency and show a contrast in shape.	<b>Gymnastics</b> To explore and perform a range of body actions with control, co-ordination and fluency, and show a contrast in shape.	<b>Invasion Games</b> To perform basic skills of rolling, striking and kicking showing awareness of opponents and team-mates when playing games.	<b>Gymnastics</b> To explore and perform a range of body actions with control, co-ordination and fluency, and show a contrast in shape	<b>Multi-Sports</b> To use throwing and catching skills, making simple choices when playing individual and team games. To confidently use skills appropriately, making good decisions regarding use of equipment, space and aiming for targets.	<b>Athletics</b> To confidently demonstrate fundamental skills for running jumping and throwing.
<b>Year 3</b>	<b>Dance</b> To share and create sequences with a partner and in a small group that communicates and idea and show a contrast in the actions used.	<b>Gymnastics</b> To perform a range of movements with control and fluency, using their own movements, improvising freely.	<b>Invasion Games</b> To use a small range of skills, actions and techniques when playing games with some control and reasonable accuracy.	<b>Striking &amp; fielding</b> To begin to accurately throw/roll a ball at a target and catch a ball accurately, identifying strengths and working on areas they could improve.	<b>Athletics</b> To take part in running, jumping, throwing and rely activities with fluency and control.	<b>Multi-Skills</b> To choose and use a range of simple actions, skills, techniques and tactics to suit the game being played.
<b>Year 4</b>	<b>Striking &amp; fielding</b> To begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates.	<b>Dance</b> To remember, repeat and perform longer sequences that include changes of speed and level, clear shapes and good quality movements.	<b>Dance</b> To remember, repeat and perform longer sequences that include changes of speed and level, clear shapes and good quality movements.	<b>Invasion Games</b> To use a range of skills, actions and techniques when playing games, performing longer sequences of good quality movements.	<b>Multi-Sports</b> To use a range of actions, skills and techniques, performing longer sequences of movement and good quality movements.	<b>Athletics</b> To take part in running, jumping, throwing and rely activities with fluency and control.
<b>Year 5</b>	<b>Gymnastics</b> To perform specific skills, actions, shapes and balances clearly, consistently and accurately, demonstrating good tension and extension.	<b>Striking &amp; fielding</b> To begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates.	<b>Dance</b> To explore, improvise and perform actions and agilities which suit different dance styles, creating longer more complex sequences for a performance.	<b>Multi-Sports</b> To use a range of different actions, skills and techniques competently, applying rules consistently and fairly.	<b>Invasion Games</b> To use a range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.	<b>Athletics</b> To use a range of athletic actions and techniques with increased accuracy, applying rules fairly.
<b>Year 6</b> 	<b>Multi-Sports</b> To use a range of different actions, skills and techniques competently, understanding why tactics are important and playing co-operatively	<b>Gymnastics</b> To create and explore imaginative movements when performing simple and difficult movements with good body control and fluency.	<b>Dance</b> To create and explore imaginative movements when performing simple and difficult movements with good body control and fluency.	<b>Striking &amp; fielding</b> To stop a ball using a range of techniques including the 'long barrier', choosing a range of simple tactics and strategies when striking and fielding.	<b>Invasion Games</b> To use a wide range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.	<b>Athletics</b> To use a range of athletic actions, skills and techniques competently.

# Invasion Games Skills

## EYFS to Year 6

I can.....



Use a variety of ways of sending a ball and make good decisions about which technique to use under pressure!

Adopt high and low presses when working as part of a defensive tactic



Mark an opponent directly, staying with them at all times.

Deceive opponents by feinting, faking and 'giving the eyes'

Receive the ball on the half turn, thereby opening up the pitch and creating more angles for me to send the ball.

Stay in a defensive shape and communicate well with other defenders

Anticipate what is going to happen by reading my opponent's body language

Close the space down quickly between me and an opponent and then jockey awaiting the right moment to dispossess them.

Use the width of the pitch when attacking to stretch the opposition's defence and pull opponents out of position



Signal non verbally when I want to receive possession of the ball

Pass and then move into space to receive the ball back.

UKS2

Create overloads by supporting the attack at the right time and targeting members of the opposition defence, giving them more than one opponent to mark.

Manipulate the ball in a variety of ways to outwit an opponent in a one to one situation.

Turn in a variety of ways enabling me to retain possession and evade opponents

Cushion a ball & move the ball into a good position to send



LKS2

Receive a ball whilst I am on the move.

Pass accurately over short distances and then move into space without prompting



Begin to read the intentions of other players

Increase my awareness of other children and the space we have to play in.

Start to make decisions about when to attack and when to defend



KS1

Throw using underarm and overarm and can sometimes catch a ball thrown to me.

Slide in both directions and begin to dodge off one foot.

EYFS

Dodge off both feet, evading others.

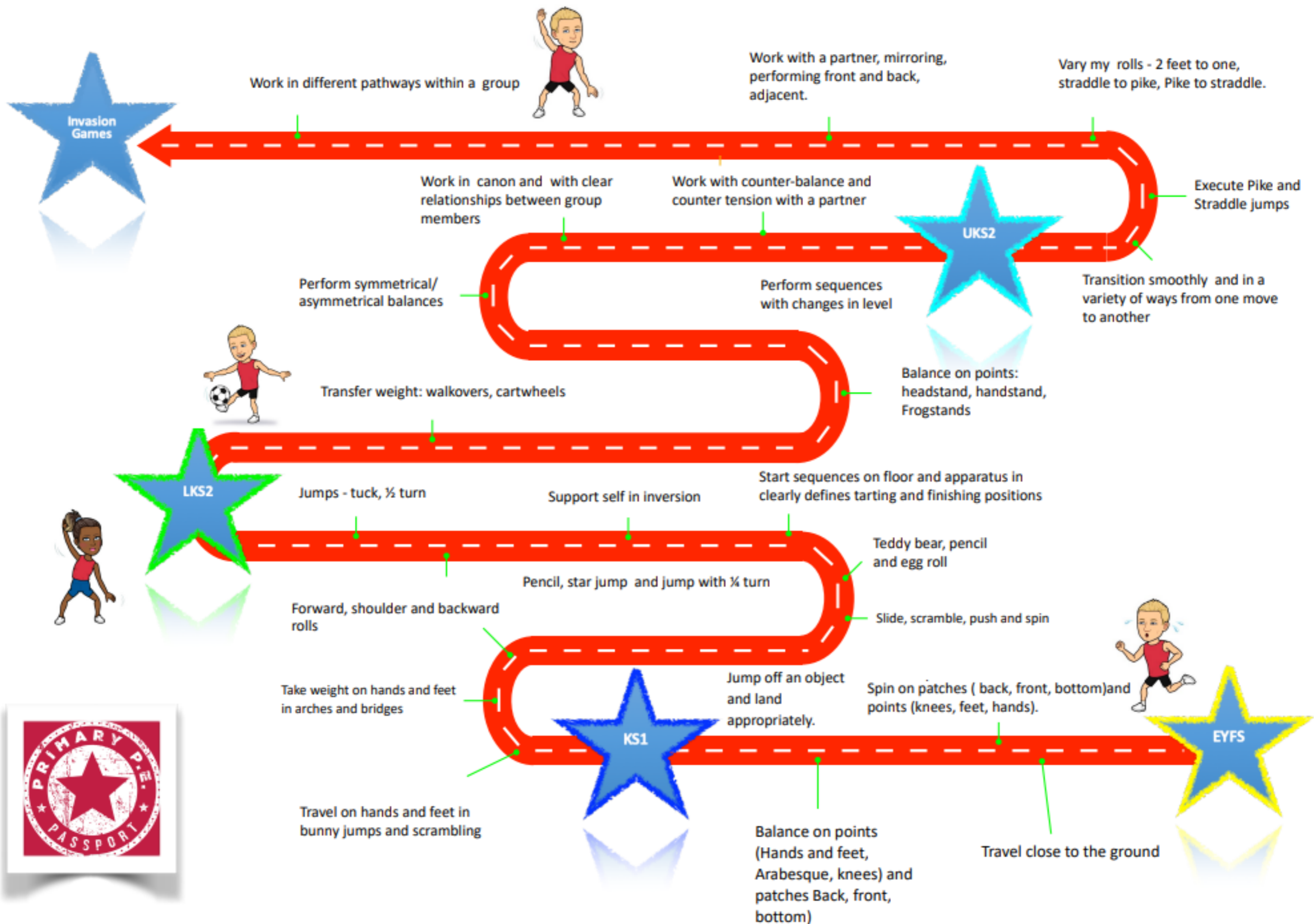
Send & receive a ball

Run forwards & backwards whilst being aware of others and my environment.



# Gymnastics skills EYFS to Year 6

## I can.....



# Strike and Fielding Skills EYFS to Year 6

I can.....



Invasion Games

Back up other fielders in the field without prompting

Get behind the wickets when keeping wicket and the ball is hit into the field.



Bowl using more than one technique e.g. spin, seam

Score on both sides of the Wicket when batting.

Adjust a field for certain batsmen/women and bowlers

Judge the length of a delivery when batting and know when to play forward or back

Be decisive and call for catches when the ball goes high and use soft hands to cushion the ball

Walk in with the bowler as he/she runs up



UKS2

Make the right decisions about what fielding technique to use

Bowl a legal delivery with a run up



Stand appropriately at the non striker's end when batting and call when appropriate.

Bowl from close in to the stumps and from the crease line.

Adopt a good position when wicket keeping and take balls on both sides of the wicket

Stop a ball consistently that I have had to run to stop

Catch a ball having moved to catch it



LKS2

Pick a ball up with one hand or two.

Run between wickets to accrue runs

Adopt a high back lift and stand sideways on when batting

Throw overarm at a target from a sideways on position

Bowl a ball overarm from a standing position



KS1

Catch a ball that is thrown directly to me

Throw underarm accurately

Stop a ball with my hands .



EYFS

Chase after a ball and retrieve it

Strike a ball off a tee



***'All different, All welcome'***