

# PE

## Progression Map



<b>Intent</b>	<p>At Inglehurst Infant School, we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We are committed to supporting the health and wellbeing of our children and understand the impact physical activity and sport has on this. We aim to provide a P.E. curriculum, which allows children to experience a range of activities that help them to develop a range of skills such as balance, co-ordination, teamwork and creativity. Our children will experience the foundations of gymnastics, dance and a variety of sports. We intend to offer a high-quality physical curriculum that children will enjoy. We aim to promote self-esteem, develop physical confidence, resilience and the skills needed to enhance life-long fitness and life choices.</p> <p>In our school, P.E. encourages all children to:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• take part in competitive sports and activities</li> <li>• lead healthy, active lives</li> <li>• build character and help to embed values such as fairness and respect</li> <li>• discover their talents and inner strengths</li> </ul>
<b>Implementation</b>	<p>Inglehurst Infant School provides a PE curriculum which carefully plan for progression and depth of skills through series of lessons. In KS1, pupils take part in two sessions of physical activity each week, which provide challenge and enjoyable learning by using a range of sporting activities such as games, gymnastics and dance. The other lesson we focus on Real PE, which is a unique, child-centered approach that transforms how we teach PE to include, challenge and support every child. Real PE gives every child the physical literacy, emotional and thinking skills to achieve in PE, sport and life. We focus on the development of agility, balance and co-ordination, healthy competition and cooperative learning. Alongside the teaching of these fundamental movement skills, Real PE focuses on the holistic development of children through the 6 Multi abilities supporting pupils cognitive, creative, personal, social, physical application and health and fitness skills. The EYFS has one formal PE session a week alongside the environmental physical environment of the EY curriculum. This focuses on fundamental movement skills, whereas KS1 move into more specific skills for sports and apply these in game situations.</p> <p>Pupils are taught about how to handle equipment and move safely within gymnastics and games. Within lessons, there is an emphasis on pupils being able to achieve their personal best, building resilience. Pupils are taught how to play fairly, creating a sense of teamwork, friendship and respect.</p> <p>In order to promote healthy lifestyles, we discuss the impact of exercise on our bodies. We encourage parents to pack healthy lunchboxes and offer a fruit snack and milk during the day. We build in opportunities for short bursts of activity and mindfulness, using a range of resources such as Wake and Shake, GoNoodle, Just Dance and Cosmic Yoga.</p>

	<p>Staff are regularly given opportunities to take part in internal and external CPD opportunities (using a PE specialist teacher) to ensure that a quality provision is continuous. Long Term Plans are used to set out units that are to be taught and ensure that the National Curriculum objectives are fully met.</p> <p>Pupils are given opportunities to take part in activities outside of their normal physical education lessons. There are extra-curricular clubs for pupils to attend which have a focus on multi-skills, skipping and football. In addition, the pupils are given opportunities to compete against each other in a controlled and safe manner, through Sports Day and beat the street where we get the parents involved too. Children also have the opportunity to take part in other competitions such as gymnastics, football, skipping through SSPAN. Our lunch supervisors also support the pupils to be physical and provide the pupils with guided games and a structured football and skipping session with a sports coach once a week.</p>
<b>Impact</b>	<p>Children are enthusiastic about PE and see it as an enjoyable experience which increases their chances of developing a lifelong love of PE. In lessons children demonstrate an understanding of the impact of physical activity on their bodies. They also show an awareness that it is good for their social, emotional and physical wellbeing. Children's physical stamina and skills develop over their time here, from Reception to Year 2, enabling the majority of children to achieve age related expectations in Physical Education. Children show confidence in trying new sports, acquiring skills and the ability to work as part of a team.</p>

Core Real PE, gymnastics and dance				
Multi- ability cog focus and learning journey				
	EYFS	Year 1	Year 2	Year 3
Personal	<ul style="list-style-type: none"> <li>• I can follow instructions, practise safely and work on simple tasks by myself</li> <li>• I enjoy working on simple tasks with help</li> </ul>	<ul style="list-style-type: none"> <li>• I try several times if at first I don't succeed and I ask for help when appropriate</li> <li>• I can follow instructions, practise safely and work on simple tasks by myself</li> <li>• I enjoy working on simple tasks with help</li> </ul>	<ul style="list-style-type: none"> <li>• I know where I am with my learning and I have begun to challenge myself</li> <li>• I try several times if at first I don't succeed and I ask for help when appropriate</li> <li>• I can follow instructions, practise safely and work on simple tasks by myself</li> </ul>	<ul style="list-style-type: none"> <li>• I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice</li> <li>• I know where I am with my learning and I have begun to challenge myself</li> <li>• I try several times if at first I don't succeed and I ask for help when appropriate</li> </ul>
Social	<ul style="list-style-type: none"> <li>• I can work sensibly with others, taking turns and sharing</li> <li>• I can play with others and take turns and share with help</li> </ul>	<ul style="list-style-type: none"> <li>• I can help praise and encourage others in their learning</li> <li>• I can work sensibly with others, taking turns and sharing</li> <li>• I can play with others and take turns and share with help</li> </ul>	<ul style="list-style-type: none"> <li>• I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</li> <li>• I can help praise and encourage others in their learning</li> <li>• I can work sensibly with others, taking turns and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task</li> <li>• I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</li> <li>• I can help praise and encourage others in their learning</li> </ul>

Cognitive	<ul style="list-style-type: none"> <li>•I can understand and follow simple rules and can name some things I am good at</li> <li>•I can follow simple instructions n</li> </ul>	<ul style="list-style-type: none"> <li>•I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</li> <li>•I can understand and follow simple rules and can name some things I am good at</li> <li>•I can follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>•I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement</li> <li>•I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</li> <li>•I can understand and follow simple rules and can name some things I am good at</li> </ul>	<ul style="list-style-type: none"> <li>•I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions</li> <li>• I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement</li> <li>•I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</li> </ul>
Creative	<ul style="list-style-type: none"> <li>•I can explore and describe different movements</li> <li>•I can observe and copy others</li> </ul>	<ul style="list-style-type: none"> <li>•I can begin to compare my movements and skills with those of others.</li> <li>•I can select and link movements together to fit a theme</li> <li>•I can explore and describe different movements</li> <li>•I can observe and copy others</li> </ul>	<ul style="list-style-type: none"> <li>•I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</li> <li>•I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</li> <li>•I can explore and describe different movements</li> </ul>	<ul style="list-style-type: none"> <li>•I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging</li> <li>• I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</li> <li>• I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</li> </ul>
Physical	<ul style="list-style-type: none"> <li>•I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</li> </ul>	<ul style="list-style-type: none"> <li>•I can perform a range of skills with some control and consistency. I can perform a sequence of movements</li> </ul>	<ul style="list-style-type: none"> <li>•I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and</li> </ul>	<ul style="list-style-type: none"> <li>•I can perform a variety of movements and skills with good body tension. I can link actions together so that they</li> </ul>

	<ul style="list-style-type: none"> <li>•I can move confidently in different ways n</li> </ul>	<p>with some changes in level, direction or speed</p> <ul style="list-style-type: none"> <li>•I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</li> <li>•I can move confidently in different ways</li> </ul>	<p>apply a range of skills with good control and consistency</p> <ul style="list-style-type: none"> <li>•I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</li> <li>•I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</li> </ul>	<p>flow in running, jumping and throwing activities</p> <ul style="list-style-type: none"> <li>•I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency</li> <li>•I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</li> </ul>
Health and fitness	<ul style="list-style-type: none"> <li>•I am aware of why exercise is important for good health</li> <li>•I am aware of the changes to the way I feel when I exercise</li> </ul>	<ul style="list-style-type: none"> <li>•I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</li> <li>•I am aware of why exercise is important for good health</li> <li>•I am aware of the changes to the way I feel when I exercise</li> </ul>	<ul style="list-style-type: none"> <li>•I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down</li> <li>•I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</li> <li>•I am aware of why exercise is important for good health</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working</li> <li>• I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down</li> <li>•I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</li> </ul>

### Progression of skills

Weeks	Real PE	Weeks	Real gym	Weeks	Real dance
Real dance	Coordination: footwork	1-3	Shape and balance: tuck and star, straight, dish and arch, pike and straddle, hand apparatus, low apparatus, partner work, large apparatus, different body parts, points and patches, one foot	1	Shapes solo
4-6	Static balance: one leg	4-6	Shape and travel: feet, feet complex, different body parts, hand apparatus, low apparatus, partner work, large apparatus	2	Partnering shapes
7-9	Dynamic balance to agility: jumping and landing	7-9	Shape and flight: feet shapes, types of jumps, named jumps, hand apparatus, low apparatus, partner work, large apparatus	3	Circles solo
10-12	Static balance: seated	10-12	Shape and rotation: rolls, more rolls, different body parts, hand apparatus, low apparatus, partner work, large apparatus	4	Partnering circles
13-15	Dynamic balance: on a line			5	Artistry abstraction
16-18	Static balance: stance			6	Artistry making
19-21	Coordination: ball skills				
22-24	Counter balance: with a partner				
25-27	Coordination: sending and receiving				
28-30	Agility: reaction/response				
31-33	Agility: ball chasing				
34-36	Static balance: floor work				