

PICKHURST ACADEMY – PHYSICAL EDUCATION PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

P roud	I nquisitive	C onfident	K ind	H ealthy	U nderstanding	R espectful	S uccessful	T rustworthy
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CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT
At Pickhurst Academy, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children across the school, main and ARP, with a high-quality PE and sport provision. Our curriculum aims to build skills through the key stage and develop the ability to apply skills in competitive settings. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils	Clear and comprehensive scheme of work in line with the National Curriculum. In P.E, children will study five areas of sport. These include: Body Management, Fundamental Movement Skills, Games, Outdoor Adventurous Activities and Dance. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader and explore many different outdoor activities. Children who learn within our schools ARP also have opportunities to learn both through aspects of the National Curriculum within P.E lessons but also through a wide range of activities	• Children will achieve at least age-related expectations in PE within the main school. In the ARP children will develop skills within a range of activities and will have opportunities to develop skills in a range of environments – own class lessons and main stream lessons. • Children will enjoy sport and will seek additional extracurricular activities both school and external to school related, the sports studied in P.E classes will also be promoted to children within the ARP at lunchtimes to ensure their understanding and allow

through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport within lessons and extra-curricular provision.

Our PE curriculum enables all of our children to develop competence to excel in a broad range of physical activities which results in pupils knowing more, remembering more and understanding how the knowledge and skills can be applied in their own physical activity and healthy lifestyle.

Our curriculum is designed with appropriate subject knowledge, skills and understanding in physical education as set out in the National Curriculum so that children can reach and exceed their potential. Within the ARP children have access to different sports which will build upon the student's subject knowledge, skills and understanding. The children will enjoy a wide range of lessons and activities across a range of environments – mainstream, ARP specific lessons and lunchtime activities. The activities will be assessed through national curriculum requirements, B-squared linked targets, PLPs (Personalised learning plans) and EHCP outcomes to ensure that the children have a wide range of opportunities to access different sports and develop their own understanding and skill.

throughout the day included within the timetable to encourage movement and develop children's specific skills and needs from EHCP outcomes, b-Squared targets and PLPs.

- Over the period of the year / key Stage children will have opportunities to work with PE experts and other outside agencies, within the ARP children go to Air Jump and Swimming every other week to support their physical development and promote activeness.
- Children will have access to competing against pupils from other schools.
- School ethos will celebrate involvement in PE – this includes children within the ARP having opportunities to go to mainstream lessons for PE within their own year group or at a level of student's cognitive ability.
- Children will have access to sports clubs outside of the school day which are completely inclusive to all school students.
- Clear and comprehensive PE scheme of work which refers to healthy lifestyles. The teaching and learning of fitness and healthy lifestyles are planned into each year group's long-term plan these are also supported through cross-curricular learning.
- The Daily Mile will be actively promoted and completed consistently by all children and modelled by staff in the main school and ARP.
- The School has a policy of healthy snack and water only at playtimes, healthy snacks and food are also promoted within the ARPs cooking activities.

the students time to explore the sports at their own pace and enjoyment.

- Participation levels in PE will be 100% - children in the ARP will be supported by trained staff within all activities to ensure they are actively participating in tasks and engaged within skill building activities related to the sport.
- Children will show a good understanding of healthy eating and this will be promoted at lunchtimes in the canteen and across cross-curricular lessons by staff.
- Children will bring their own fruit for breaktime, and the children's packed lunches indicate a balance diet.
- Healthy foods and meals are promoted throughout ARP cooking sessions.
- Children will actively learn the different roles within sports.
- Children will have multiple opportunities throughout the year to develop their cultural capital surrounding P.E to encourage them to know about more specific events, roles and changes to sports.
- Children will be encouraged to think about the wider community created by different sports and enjoy being involved within the different roles in them. This will encourage all students to explore careers within Sports.
- Children in the ARP will have different moments to access a varied diet of experiences within Sport to broaden their understanding of PE.

At Pickhurst Academy, we encourage and provide opportunities for all children to lead healthy, active lives. We want to be able to enable them to know more, remember more and understand more about the positives involved in maintaining a healthy lifestyle. This can be seen across the whole school and is encouraged within the ARP and main school to ensure children have the encouragement they need to be healthy, make healthy choices and have a key awareness of what a healthy lifestyle is. This is promoted also by staff across the school.

Children will also have multiple opportunities to see sports and P.E in different contexts by having multiple opportunities to explore and understand sports in different circumstances – through visitors, sports days, clubs and events.

- Within the ARP these skills are also supported through an OT approach to small movement skills through sensory circuits which happen each morning and through the program BEAM which additionally supports student’s movement-based skills.
- Children will have weekly opportunities to be up to date with current sporting information through videos, articles and pictures – this will include competitions, sportsmanship and other areas of sport.
- Children will have access to a range of visitors coming in to talk about their profession, sport and role in sports.

Long-Term Plan/Overview:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Outdoor all year groups PSports	Football	Tag Rugby	Netball	Hockey	Cricket	Athletics
Year 3	Invasion Games, Bench Ball		Dance, Shape and Movement	Gymnastics	Tennis	
Year 4	Invasion Games, Handball		Dance, Modern and Contemporary	Circuit Training	Swimming	
Year 5	Invasion Games, Dodgeball		Dance, Culture	Yoga	Tennis	
Year 6	Invasion Games		Dance, WWII	Gym and Fitness	Tennis	
ARP	Invasion Games		Dance	Circuit Training	Tennis	
	Air Jump & Swimming					

Progression Journey: Dance



Get Set 4 PE.

EYFS

Copy basic body actions and rhythms.

Choose and use travelling actions, shapes and balances.

Travel in different pathways using the space around them.

Begin to use dynamics and expression with guidance.

Begin to count to music.

1

Copy, remember and repeat actions.

Choose actions for an idea.

Use changes of direction, speed and levels with guidance.

Show some sense of dynamic and expressive qualities.

Begin to use counts.

2

Copy, remember and repeat a series of actions.

Select from a wider range of actions in relation to a stimulus.

Use pathways, levels, shapes, directions, speeds and timing with guidance.

Use mirroring and unison when completing actions with a partner.

Show a character through actions, dynamics and expression.

Use counts with help to stay in time with the music.

3

Copy remember and perform a dance phrase.

Create short dance phrases that communicate an idea.

Use canon, unison and formation to represent an idea.

Match dynamic and expressive qualities to a range of ideas.

Use counts to keep in time with a partner and group.

4

Copy, remember and adapt set choreography.

Choreograph considering structure individually, with a partner and in a group.

Use action and reaction to represent an idea.

Change dynamics to express changes in character or narrative.

Use counts when choreographing short phrases.

5

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.

Confidently perform choosing appropriate dynamics to represent an idea.

Use counts accurately when choreographing to perform in time with others and the music.

6

Perform dances confidently and fluently with accuracy and good timing.

Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Use counts when choreographing and performing to improve the quality of work.

Progression Journey: F.M.S



EYFS

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Run and stop with some control.

Explore skipping as a travelling action.

Jump and hop with bent knees.

Throwing larger balls and beanbags into space.

Balance whilst stationary and on the move.

Change direction at a slow pace.

Explore moving different body parts together.

Attempt to run at different speeds showing an awareness of technique.

Begin to link running and jumping movements with some control.

Jump, leap and hop and choosing which allows them to jump the furthest.

Throw towards a target.

Show some control and balance when travelling at different speeds.

Begin to show balance and co-ordination when changing direction.

Use co-ordination with and without equipment.

Show balance and co-ordination when running at different speeds.

Link running and jumping movements with some control and balance.

Show hopping and jumping movements with some balance and control.

Change technique to throw for distance.

Show control and balance when travelling at different speeds.

Demonstrates balance and co-ordination when changing direction.

Perform actions with increased control when co-ordinating their body with and without equipment.

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landing.

Jump for distance and height with an awareness of technique.

Throw a variety of objects, changing action for accuracy and distance.

Demonstrate balance when performing other fundamental skills.

Show balance when changing direction in combination with other skills.

Can co-ordinate their bodies with increased consistency in a variety of activities.

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area.

Demonstrate good balance when performing other fundamental skills.

Show balance when changing direction at speed in combination with other skills.

Begin to co-ordinate their body at speed in response to a task.

Run at the appropriate speed over longer distances or for longer periods of time.

Show control at take-off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Demonstrate good balance and control when performing other fundamental skills.

Demonstrate improved body posture and speed when changing direction.

Can co-ordinate a range of body parts at increased speed.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

Change direction with a fluent action and can transition smoothly between varying speeds.

Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games



Get Set 4 P.E.

EYFS

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Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dibble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: Body Management



EYFS

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Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression Journey: OAA



Get Set 4 P.E.

EYFS

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Follow simple instructions.

Follow instructions.

Follow instructions accurately.

Follow instructions from a peer and give simple instructions.

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Use clear communication when working in a group and taking on different roles.

Communicate with others clearly and effectively when under pressure.

Share their ideas with others.

Begin to work with a partner and a small group.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Confidently communicate ideas and listen to others before deciding on the best approach.

Begin to lead others, providing clear instructions.

Confident to lead others and show consideration of including all within a group.

Explore activities making own decisions in response to a task.

Understand the rules of the game and suggest ideas to solve simple tasks.

Try different ideas to solve a task.

Plan and attempt to apply strategies to solve problems.

Plan and apply strategies to solve problems.

Plan and apply strategies with others to more complex challenges.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Make decisions about where to move in space.

Copy a simple diagram/map.

Follow and create a simple diagram/map.

Orientate and follow a diagram/map.

Identify key symbols on a map and use a key to help navigate around a grid.

Orientate a map confidently using it to navigate around a course.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Follow a path.

Begin to identify personal success.

Identify own and others' success.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Explain why a particular strategy worked and alter methods to improve.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Progression Journey: Swimming



Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.

Progression Journey: SET



EYFS

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SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.