



Physical



Physical Education

Mersey Park Primary School



Be Nice



Work Hard



Never Give Up

Physical Education at Mersey Park Primary School

What we teach

At Mersey Park Primary School, we follow the guidelines set by the National Curriculum and the Statutory Framework for the Early Years Foundation Stage, and this is mapped out in broad and balanced blocks using the Wirral Scheme of Work for PE. We believe that PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations. It is our aim to ensure children know the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children know how to take care of themselves both physically and mentally in order to be successful as adults. Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. We believe it is important to encourage our pupils to positively engage with our local community and be active citizens within it to help promote a sense of belonging and pride in our local area. We encourage an inclusive environment with all of our curriculum and ensure all pupils, including those most vulnerable and those who are disadvantaged, have the opportunity to access the full and broad curriculum through carefully planned support and scaffolding as required.

How we teach it

We provide a progressive and enjoyable PE curriculum that meets the needs of pupils from Reception to Year 6 and allows pupils to experience a range of activities that help them to develop their health, fitness and wellbeing. The curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. As well as weekly PE lessons, pupils are encouraged to keep active at break times by engaging with activities such as 'Mile-a-day', Key Stage 2 circuits, Key Stage 1 Yoga and Anomoly board activities. We also offer a whole school day each half term that focusses on physical and mental well-being. The curriculum is further enhanced by participation in sporting tournaments with other schools in the area, inter and intra class competitions, as well as after school clubs. We offer clubs that allow pupils to experience a diverse range of sporting activities, that they may not otherwise have opportunities with which to engage.

Pupils are regularly reminded about what it means to be a 'good sport' and we provide them with opportunities to compete in sport and other activities which build character and help to embed values such as fairness, respect and teamwork, principles we have identified as areas of development for our pupils.

Children are taught by both teaching staff and professional sports coaches from Reception to Year 6., to ensure that we offer a range of activities that allow each child to feel challenged and offer opportunities to progress further. Our whole school curriculum overview maps out the links to key areas of the National Curriculum and identifies professional sports people who embody sporting traits such as confidence, resilience, courage and ambition. Pupils are encouraged to discuss what makes these individuals so successful in their chosen field. Through this we hope to inspire our pupils to aim high and follow their ambitions, developing perseverance, grit and determination whilst developing their own personal goals, ambitions and leadership skills. Our aim is that through PE all children will develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing agility, balance and co-ordination.

From Year 4 upwards, classes will attend daily, one hour swimming lessons for one week each year.

A strong focus for teaching is the use of correct technical vocabulary. Teachers carefully plan the language they use during their sessions and model, through discussion, specific technical vocabulary to help embed this language in the children's long term memory. This is also reinforced through the use of Knowledge Organisers which are used to recap, revise and revisit key vocabulary regularly and short informal quizzes are used to embed knowledge.

Teachers are provided with regular opportunities to develop their own subject knowledge through sharing good practice, peer observation and visiting experts. Teachers also regularly take part in practical CPD sessions ran by professional sports coaches or school staff, following training.

SMSC through P.E.

Through our P.E curriculum pupils show a range of skills including teamwork, sportsmanship and self- reflection through our half termly focused themes. We provide opportunities for children to consider their moral understanding by teaching them about codes of conduct, etiquette and unwritten rules. Through participating in both competitive and non- competitive activities, children are given the opportunity to adopt leadership roles, respect differences in ability and share ideas in a supportive environment where they can learn to give reasoned views and respect the views of others. In doing so, our pupils may develop a deeper understanding of the importance of laws, consequences for actions and justice.

As well as reinforcing friendships and social mixing through involvement in sport and extra-curricular sporting activities, lessons provide opportunities for pupils to cooperate with others from various backgrounds. We want pupils to develop and demonstrate the skills and attitudes which will help them participate fully and contribute positively to life in modern Britain. Our focus on famous sportsmen and women through the curriculum reinforces these positive attitudes.

Impact

PE is monitored through a variety of strategies, including planning scrutiny and lesson observations. Summative assessments take place throughout the year and teachers record the progress and attainment against the National Curriculum expectations. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed regularly to inform and address any trends or gaps in attainment. Information is also gathered through pupil questionnaires, which highlight both strengths and achievements and the knowledge and skills that require further work in order to be embedded. Final end of year assessments are made using criteria that have been developed in line with the National Curriculum and Target Tracker, to identify the level at which the child is working. Age related expectation levels are reported to parents at the end of each year. Each part of the PE curriculum is reviewed on a termly basis by the subject leader.

By the end of Key Stage 2, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study. We aim to produce active pupils who value the importance of physical fitness as well as healthy minds and bodies. We hope our pupils leave Mersey Park understanding the importance of being a 'good sport' and develop an appreciation of sport as a way of bringing people together and building a strong sense of community. Through our inclusive teaching methods, we aim to develop pupils who see sport as a platform for bringing together people from all different cultures, ethnicities and backgrounds and, in turn, produce pupils who demonstrate acceptance and appreciation of diversity in sport.

Physical Education Subject Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC whole school focus/themes	1. Inspirational – the hook 2. Confidence	1. Agility, balance and co-ordination 2. Resilience	1. Physically active 2. Courage	1. Competition, fairness and respect 2. Leadership	1. Lead healthy and active lives 2. Goal setting	1. Physically confident 2. Ambition
F1 and F2	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. 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. 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. We will play a range of Pirate themed games encouraging the children to experiment with different ways of moving, travelling over and under obstacles on our island.					
Year 1	Fundamental skills - Athletics Agility, co-ordination, balance)	Dance – Toys Character dancing	Gymnastics (shapes, travelling, jumping)	Gymnastics (balances, rolls)	Games (using a range of fundamental skills including throwing and catching in competitive games)	Games (using a range of fundamental skills develop simple attacking and defending tactics)
Year 2	Fundamental skills - Athletics Agility, co-ordination, balance)	Dance – Seasons Character, Contemporary	Gymnastics (shapes, travelling, jumping)	Gymnastics (balances, rolls)	Games (using a range of fundamental skills including throwing and catching in competitive games)	Games (using a range of fundamental skills develop simple attacking and defending tactics)
Year 3	Invasion games - Basketball Dance – Sailor’s Hornpipe Traditional dance	Invasion games – Football Gymnastics Swimming	Invasion games - Hockey Dance – Pirates Character dance	Racket games- Tennis Gymnastics	Striking and fielding – Cricket Indoor Athletics	Outdoor Athletics OAA
Year 4	Striking and fielding – Rounders Athletics	Invasion games - Tag Rugby Dance – Around the world Traditional, Multi-Cultural dance Swimming	Gymnastics (Flight)	Invasion games – Football/Hockey Gymnastics (Sequences)	Racket games - Tennis Invasion games - Hockey	Striking and fielding - Quick Cricket Athletics OAA – Barnstondale
Year 5	Dance- Through the decades Traditional, disco, street	Invasion games - Tag Rugby Swimming	Gymnastics Racket games - Tennis	Invasion games – Hockey Health and Fitness	Athletics Striking and fielding - Cricket	Striking and fielding - Rounders OAA Swimming
Year 6	Gymnastics (balances, travels, jumps)	Invasion Games – Football Gymnastics (apparatus and floor work) Swimming	Dance – Contemporary Water Theme	Invasion games - Netball Racquet Games - Tennis	Striking and fielding - Rounders	Athletics OAA – Residential Trip

	<u>Mersey Park Overview of Study -Inspirational Sports People</u>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1.Inspirational – the hook 2.Confidence	1. Agility, balance and co-ordination 2. Resilience	1. Physically active 2. Courage	1. Competition, fairness and respect 2. Leadership	1. Lead healthy and active lives 2. Goal setting	1. Physically confident 2. Ambition
Y 1	Fundamental skills - Athletics Agility, co-ordination, balance) Usain Bolt (Inspirational)	Dance Simone Biles (Balance)	Gymnastics (shapes, travelling, jumping) Kgothatso Montjane Paralympian (Courage)	Gymnastics (balances, rolls) Beth Tweddle (demonstrating routines)	Games (using a range of fundamental skills including throwing and catching in competitive games)	Games (using a range of fundamental skills develop simple attacking and defending tactics)
Y 2	Fundamental skills - Athletics Agility, co-ordination, balance) GB Relay team & Greg Rutherford (Inspirational)	Dance Shawn Johnson (Balance)	Gymnastics (shapes, travelling, jumping)	Gymnastics (balances, rolls) Koby Bryant (Respect)	Games (using a range of fundamental skills including throwing and catching in competitive games)	Games (using a range of fundamental skills develop simple attacking and defending tactics)
Y 3	Dance Invasion games - Basketball Luol Deng (Inspirational)	Gymnastics Invasion games – Football Katherine Johnson Thompson (Resilience) Swimming	Invasion games – Hockey GB Hockey team (Courage) Dance Diversity (Physically active)	Racket games- Tennis Roger Federer (Leadership) Gymnastics	Striking and fielding – Cricket Heather Knight, England’s cricket captain (\ambition) Indoor Athletics	Outdoor Athletics Kelly Homes (Goal Setting) OAA
Y 4	Striking and fielding – Rounders Athletics Kelly Holmes (Inspirational)	Invasion games - Tag Rugby Jason Robinson (agility, balance, coordination) Dance Swimming	Gymnastics (Flight) Simone Biles (Courage)	Invasion games - Football Gymnastics (Sequences)	Racket games - Tennis Invasion games - Hockey Usian Bolt (Goal setting)	Striking and fielding - Quick Cricket OAA – Barnstondale Athletics Jesse Owens (Ambition)
Y 5	Dance Diversity & John Travolta (Inspirational) Invasion games – Hockey Nicola White (Courage)	Invasion games - Tag Rugby Owen Farrell, Billy Vunipola, Maro Itoje. (Agilty, balance & coordination) Swimming	Gymnastics Max Whitlock (Agilty, balance & coordination) Racket games – Tennis Novak Djokovic (Courage)	Athletics Invasion games - Basketball	Striking and fielding –Cricket Heather Knight (Ambition) Health and Fitness	Striking and fielding - Rounders OAA Kobe Bryant (Confidence)
Y 6	Gymnastics (balances, travels, jumps) Beth Tweddle (Insirational)	Invasion Games – Football Cristiano Ronaldo (Inspirational) Gymnastics (apparatus and floor work) Beth Tweddle (Confidence) Swimming	Dance – Water Theme	Invasion games – Netball England Netball gold medal winning team (Courage and physically active) Racket Games – Tennis John McEnroe (Respect)	Swimming Michael Phelps (Goal Setting) Striking and fielding – Rounders	Athletics Mo Farah (Ambiton) OAA – Residential Trip

Physical Education - Early Years		
Development Matters		
Birth to Three	Three and Four Year Olds (Foundation 1)	Children in Foundation 2
<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Claps and stamps to music ● Fits into spaces like tunnels, dens and large boxes and moves around in them ● Is enjoying starting to kick, throw and catch balls ● walks, runs, jumps and climbs- and is starting to use the stairs independently ● Spins, rolls and independently uses ropes and swings ● Sits on a push- along wheeled toy, uses a scooter or a tricycle <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Is developing manipulation and control ● Explores different materials and tools ● Uses large and small motor skills to do things independently ● Showing an increasing desire to be independent e.g. wanting to feed themselves, dress/ undress ● Starting to eat independently and learning to use a knife and fork 	<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Continuing to develop movement, balancing, riding (Scooters, trikes and bikes) and ball skills ● Goes up steps and stairs or climbs up apparatus using alternate feet ● Skips, hops, stands on one leg and can hold a pose for a game like musical statues ● Starting to take part in some group activities, which they make up for themselves or as a team ● Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm ● Matches developing physical skills to tasks in the setting e.g. decided whether to crawl, walk or run across a plank depending on its width ● Chooses the right resources to carry out a plan- e.g. a spade to enlarge a hole ● Collaborates with others to manage large items such as moving a plank safely, carrying large blocks <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Uses one handed tools and equipment e.g. makes snips in paper using scissors ● Uses a comfortable grip with good control when holding pens and pencils ● Shows preference for a dominant hand ● Increasingly independent as he gets dressed and undressed 	<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Revising and refining the fundamental movement skills already acquired ● Progressing towards a more fluent style of moving, with developing control and grace ● Is developing the overall body strength, coordination, balance and agility needed to engage in future PE sessions including dance, gymnastics, sport and swimming ● Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ● Is able to combine different movements with ease and fluency ● Confidently and safely uses a range of large and small apparatus indoors and outdoors alone and in a group ● Developing overall body strength, balance, coordination and agility ● Further developing skills they need to manage the school day /mealtimes/ lining up and queuing ● Developing confidence, competence precision and accuracy when engaging in activities that involve a ball <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Is developing the foundations of a handwriting style which is fast, accurate and efficient ● Developing small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils, paint brushes, scissors, knives, forks,
Early Learning Goals		
<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Demonstrates strength, balance and coordination when playing. ● Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. ● Is able to negotiate space and obstacles safely, with consideration for himself/ herself and others. <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Is beginning to show accuracy and care when drawing. ● Holds a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. ● Uses a range of small tools, including scissors, paint brushes and cutlery. 		

Physical Education National Curriculum Subject Content

Key Stage 1

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 coordination, 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.

Key Stage 2

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.

Swimming and water safety

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.

Physical Education Progression of Knowledge and Skills							
	F1 and F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Can they develop the overall body strength, co-ordination, balance and agility needed to engage successfully with gym lessons?</p> <p>Can they combine different movements with ease and fluency?</p> <p>Can they confidently and safely use a range of large and small apparatus, indoors and outside, alone and in a group?</p> <p>Can they experiment with different ways of moving, travelling over and under obstacles?</p>	<p>Can they make their body tense, relaxed, curled and stretched?</p> <p>Can they control their body when travelling and balancing?</p> <p>Can they copy sequences and repeat them?</p> <p>Can they roll, travel and balance in different ways?</p> <p>Can they climb safely?</p>	<p>Can they use a greater number of their own ideas for movement in response to a task?</p> <p>Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p>	<p>Can they use a greater number of their own ideas for movement in response to a task?</p> <p>Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p>	<p>Can they work in a controlled way?</p> <p>Can they include change of speed and direction?</p> <p>Can they include range of shapes?</p> <p>Can they follow a set of 'rules' to produce a sequence?</p> <p>Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p>	<p>Can they make complex or extended sequences?</p> <p>Can they combine action, balance and shape?</p> <p>Can they perform consistently to different audiences?</p> <p>Are their movements accurate, clear and consistent?</p>	<p>Can they incorporate all skills learnt into routines both on floor and apparatus?</p> <p>Do they combine their own work with that of others?</p> <p>Can they link their sequences to specific timings performing in unison and cannon?</p>

Dance	Can they develop the overall body strength, co-ordination, balance and agility needed to engage successfully with dance lessons.	Can they explore and perform basic body actions?	Can they perform body actions with control and co-ordination?	Do they improvise freely, translating ideas from a stimulus into movement?	Can they respond imaginatively to a range of stimuli related to character and narrative?	Do they plan and perform dances confidently?	Can they work creatively and imaginatively on their own and/or with a partner to compose motifs and structure simple dances?
	Can they combine different movements with ease and fluency.	Do they use different parts of the body singly and in combination?	Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling?	Can they create dance phrases that communicate ideas?	Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?	Can they compose motifs and plan dances creatively and collaboratively in groups?	Can they perform to an accompaniment expressively and sensitively?
		Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?	Can they link actions, remember and repeat dance phrases?	Do they share and create phrases with a partner and in small groups?	Can they refine, repeat and remember dance phrases and dances?	Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?	Can they perform dances fluently and with control?
		Do they choose appropriate movements for different dance ideas?	Can they perform short dances, showing an understanding of expressive qualities?	Can they repeat, remember and perform these phrases in a dance?	Can they use dynamic, rhythmic and expressive qualities clearly and with control?	Can they perform different styles of dance clearly and fluently?	Do they use appropriate criteria to evaluate and refine their own and others' work?
		Can they remember and repeat short dance phrases and simple dances?	Can they describe the mood, feelings and expressive qualities of dance?	Can they suggest improvements to their own and other people's dances?	Can they perform dances clearly and fluently?	Can they recognise and comment on dances, showing an understanding of style?	Do they talk about dance with understanding, using appropriate language and terminology?
		Do they move with control?	Can they suggest ways to improve?		Can they show sensitivity to the dance idea and the accompaniment?		
		Do they vary the way they use space?			Do they describe, interpret and evaluate dance, using appropriate language?		

Athletics	Can they develop the overall body strength, co-ordination, balance and agility needed to engage successfully with athletics lessons.	Can they copy actions?	Can they run at fast, medium and slow speeds, changing speed and direction?	Can they run at fast, medium and slow speeds, changing speed and direction?	Can they run over a long distance?	Are they controlled when taking off and landing in a jump?	Are they controlled when taking off and landing in a jump?
	Can they develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Can they repeat actions and skills?	Can they copy and remember actions?	Can they link running and jumping activities with some fluency, control and consistency?	Can they spring over a short distance?	Can they throw with accuracy?	Can they throw with greater accuracy varying speed and direction?
	Can they further develop and refine a range of ball skills including, throwing, catching and aiming.	Can they move with control and care?	Can they repeat and explore actions with control and coordination?	Can they make up and repeat a short sequence of linked jumps?	Can they throw in different ways?	Can they combine running and jumping?	Can they combine running and jumping?
		Can they talk about what they have done?	Can they link running and jumping activities with some fluency, control and consistency?	Can they take part in a relay activity, remembering when to run and what to do?	Can they hit a target?	Can they follow specific rules?	Can they demonstrate stamina?
		Can they describe what other people did?		Do they throw a variety of objects, changing their action for accuracy and distance?	Can they jump in different ways?		Can they use their skills in different situations?
		Can they move and stop safely?					
		Can they throw underarm?					
		Can they throw in different ways?					

Physical Education Progression of Knowledge and Skills

	F1 and F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games	<p>Can they develop the overall body strength, co-ordination, balance and agility needed to engage successfully with games lessons.</p> <p>Can they develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Can they further develop and refine a range of ball skills including, throwing, catching, kicking, passing and aiming.</p>	<p>Can they move and stop safely?</p> <p>Can they catch with both hands?</p> <p>Can they kick in different ways?</p>	<p>Can they use hitting, kicking and/or rolling in a game?</p> <p>Can they stay in a 'zone' during a game?</p> <p>Can they decide where the best place to be is during a game?</p> <p>Can they use one tactic in a game?</p> <p>Can they follow rules?</p>	<p>Can they throw and catch with control when under limited pressure?</p> <p>Are they aware of space and use it to support team-mates and cause problems for the opposition?</p> <p>Do they know and use rules fairly to keep games going?</p> <p>Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p>	<p>Can they keep possession of the ball?</p> <p>Can they move to find a space when they are not in possession during a game?</p> <p>Can they vary tactics and adapt skills according to what is happening?</p>	<p>Can they gain possession by working as a team?</p> <p>Can they pass in different ways?</p> <p>Can they use a number of techniques to pass, dribble and shoot?</p>	<p>Can they explain complicated rules?</p> <p>Can they make a team plan and communicate it to others?</p> <p>Can they lead others in a game situation?</p>

Striking and Fielding	Can they develop the overall body strength, co-ordination, balance and agility needed to engage successfully with games lessons.	Can they throw underarm?	Can they throw underarm with accuracy?	Can they throw and catch with control when under limited pressure?	Can they catch with one hand?	Can they field?	Do they show precision, control and fluency when throwing and catching?
	Can they further develop and refine a range of ball skills including, throwing, catching, passing, batting and aiming.	Can they roll a piece of equipment? Can they hit a ball with a bat?	Can they hit a ball with a bat with power, accuracy and control?	Can they strike a ball with a cricket bat.	Can they throw and catch accurately changing speed and direction? Can they hit a ball accurately and with control? Can they strike a ball with a rounders bat. Can they field as part of a team?	Can they choose the best tactics for attacking and defending? Can they strike a ball with a rounders bat?	Do they show precision, control and fluency when striking a ball? Can they strike a ball with a range of different sized bats.

Physical Education Progression of Knowledge and Skills							
	F1 and F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Racquet Games				<p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they strike a ball with co-ordination and control?</p> <p>Can they use the correct grip on a racket?</p>	<p>Can they make up their own small-sided game?</p> <p>Can they strike a ball with co-ordination and control changing direction and speed?</p> <p>Can they use forehand and back hand?</p>	<p>Can they use forehand and backhand with a racquet?</p> <p>Can they link skills, techniques and ideas and apply them accurately and appropriately in competitive games?</p>	<p>Can they serve accurately using a tennis ball and bat?</p> <p>Do they show precision, control and fluency when striking a ball?</p> <p>Do they apply their skills, techniques and ideas consistently in competitive matches?</p>
Outdoor and Adventurous				<p>Can they follow a map in a familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route safely?</p>	<p>Can they follow a map in a more demanding familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route accurately, safely and within a time limit?</p>	<p>Can they follow a map in an unknown location?</p> <p>Can they use clues and compass directions to navigate a route?</p> <p>Can they change their route if there is a problem?</p> <p>Can they change their plan if they get new information?</p>	<p>Can they plan a route and series of clues for someone else?</p> <p>Can they plan with others taking account of safety and danger?</p>

Physical Education Progression of Knowledge and Skills

	F1 and F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming					<p>Level 1:</p> <p>Enter water confidently</p> <p>Face in water, blow bubbles 5 seconds.</p> <p>Hop, jump, skip around the pool.</p> <p>Travel 5m with a float.</p> <p>Show alternating arm action in standing position.</p> <p>Achieve orizontal position on back with floats.</p> <p>Level 2:</p> <p>Push off the wall, face in water and horizontal position and on back also.</p> <p>Climb out without using steps.</p> <p>Jump into the pool</p> <p>Hold a tuck float for 10 secs.</p> <p>Stand with face in water, breathing to the side and front 6 times.</p> <p>Kick 10m using a float on front alternate action.</p> <p>Kick 10m using a float on back alternate action.</p> <p>Kick 5m using simulatanious action with float.</p> <p>Travel 10m on front using arms and legs without aids.</p> <p>Travel 5m without aids on back.</p> <p>NC:</p> <p>Swim 25m unaided</p> <p>Use regognised arm and leg actions front and back.</p> <p>Use a range of recognised srokes</p> <p>Sculling, floating and treading water.</p> <p>Totally submerge in water</p> <p>Take part in floating and swimming challenges related to speed, distance and survival.</p> <p>Answer questions on health and safety.</p>		

PE Adaptations that may be needed for children with SEND

Invasion Games

Change the Size/type of ball.

Lighter balls that travel slower in the air and give more time.

Larger balls that are easier to see or catch.

Softer or slightly deflated balls that travel slower along the ground.

Different coloured balls for children with a visual impairment.

Change the number of defenders v attackers.

Make the court/game area bigger or smaller.

Introduce specific zones (e.g. safe zones)

Make the targets bigger.

Increase number of targets for scoring.

Adjust the height/position of targets.

Increase/ decrease the number of touches of the ball.

Provide more time to pass (e.g more than 3 seconds for netball)

Partner work.

Simplify the rules.

Reduced the game time.

Play on a different surface.

Pupils take part in their own space, a big/small/restricted space depending on their needs.

TA support.

Striking and Fielding

Increase number of chances to strike a ball.

Change the size/ type of ball.

Lighter balls that travel slower in the air and give more time.

Larger balls that are easier to see or catch.

Softer or slightly deflated balls that travel slower along the ground.

Different coloured balls for children with a visual impairment.

Larger bats that are easier to hit with.

Lighter bats that are easier to manipulate.

Rackets can be attached to hands, wrists or arms.

Use equipment that makes a sound for visually impaired students, e.g. bell / rice balls.

Pupils take part in their own space, a big/small/restricted space depending on their needs.

Partner work.

TA support.

Racquet Games

Larger bats that are easier to hit with. Lighter bats that are easier to manipulate.

Change the size/ type of ball.

Rackets can be attached to hands, wrists or arms.

Use equipment that makes a sound for visually impaired students, e.g. bell / rice balls.

Pupils take part in their own space, a big/small/restricted space depending on their needs.

Change height of net, different shuttlecocks, or racquets, Size of handle/size of racquet face.

Partner work.

TA support.

Athletics

Allow participants to start from different places.

Adjust the height/position of targets and activities.

Change the size/material of equipment.

Pupils take part in their own space, a big/small/restricted space depending on their needs.

Make the area bigger or smaller.

Using mats as a landing area/ Larger landing area.

Closer take off positions.

Use lines on the floor as markers.

Soft Landing mats.

Larger landing area.

Tape measure with larger numbers.

Shorter distance/shuttles rather than laps.

Earlier start.

Larger baton.

Pair up with someone who can collect the equipment/ partner work.

TA support.

Gymnastics

Markers on the floor in designated space in the hall where other pupils are doing the task. Make peers aware to be mindful of this space.

Good balance of gym stations that are accessible.

Lower equipment - bench/box/beam.

Use of bigger/thicker mats/ crash mat.

Larger surface area to complete task.

Attach equipment to the individual. e.g. ribbon.

Repetition of skills.

Shorter set of instructions.

Work in groups.

Holding to peers/adult's hand for support.

Support for balance/jumping tasks.

Dance

Bigger or smaller area.

Smaller sized class/group.

Modified to ability and mobility of child – movements, stimuli, direction, speed, dynamics.

Ques to remember sequences - verbal/non-verbal .

Dancing with different part of body e.g. Indian dance with hands.

Repetition of gestures/poses.

Shorter set of instructions.

Small Group/Partner Peer feedback through demonstration.

Teacher to move pupil when giving instructions to the class.

Outdoor and Adventure

Make the area smaller.

Simplify the map.

Simplify the rules.

Reduce equipment.

Reduce the number of symbols.

Group work.

TA support.

Use of sound, touch or different colours to help some pupils with navigation.

Alternative routes for orienteering, with wheelchair routes or stable ground for pupils with walking aids.

STEP Model

The STEP model is a simple tool that guides us through what could be changed to make an activity more inclusive. This enables us to make an activity harder or easier to ensure there is appropriate challenge for all learners to achieve.

STEP stands for		How can I change ...?
S	Space	Where the activity is happening?
T	Task	What is happening ?
E	Equipment	What is being used ?
P	People	Who is involved ?

Mersey Park Primary PE Vocabulary Overview

Year Group	Gym	Dance	Athletics	Invasion Games	Striking and Fielding	Racquet Games	OAA	Swimming
1	Pike Straddle Star Pencil Roll High/low, Fast/slow, Long/short, Wide/narrow, Backward/Forward Balance Control Strength Tuck Rock Sequence	Evaluate Edit Improve Speed Shape Poise Control Confidence Level Routine Phrase Co-ordination Smooth Efficiently	Coordination Agility Balance Flexibility Speed Jumping Power Throwing Running Throwing Under Arm Target Muscles Competition	Under arm Accurate Control Confident Successful Opponent Challenge Score Personal best Advantage Achieve Control Attack Defend Tactics Compete	Throw Catch Pass Bat Aim Target Accuracy	N/A	N/A	N/A
2	Demonstrate Strength Flexibility Control Perform Element Tension Balance Sequence Travelling Performance Explore Combine Individually Sequence Demonstrate Balance Technique Pike Straddle Tuck Perform Fluent	Mood Expression Resilience Appropriate Vary Combination Singly Speed Shape Poise Control Confidence	Coordination Agility Balance Flexibility Speed Jumping Power Throwing Running Repeat Control Under arm Over arm	Avoiding Chasing Tagging Spinning Direction Defender Attacking Scoring Agility Stationary Individually Performance Dribbling Skills Static Coordination Target Accurate Possession	Throw Catch Pass Bat Aim Target Accuracy Roll Underarm	N/A	N/A	N/A
3	Shapes Balances Jumping Rocking Rolling Sequence Combination Gallops Turns Flow Control Perform Pike Straddle Demonstrate	Routine Control Choreograph Motif Style Develop Theme Unison Gesture Canon Timing Dynamics Facial Expression Phrase Levels Fluency	Balance Control Technique Coordination Agility Stability Fluency Stance Rotation of hips Lean back Arm remain high Elbow leading through Palm facing forward Release	Agility Balance Coordination Running Control Kicking Striking Throw Catch Jump Aim Target Bounce pass Chest pass Over- head pass	Balance Control Technique Travelling Fluency Accuracy Stamina Bowl Stump Batting Batsman Fielding Strike	Competition Fairness Respect Ready position Forehand Rally Balance Racket Base line Overarm throw Serve Leadership Backhand Consistently Recover	Control Card Control Marker Grid reference co-ordinates Teamwork Key Route Course Map Symbols	N/A

	Sideways roll Tuck Dish Straight Front support Rear support Head stand Shoulder stand Side support V support		forearm extended Stamina Pace/speed Sprint	Shoulder pass Accuracy Direction Travelling					
4	Balance Flexibility Sequence Routine Control Direction Body shape Technique Travelling Fluency Body tension Safety Control Perform Pike Straddle Demonstrate Sideways roll Tuck Dish	Speed Routine Balance Control Direction Mood Facial expression Interpretation Fluency Phase Timing Theme Stamina	Balance Control Technique Coordination Agility Stability Fluency Grip Stance Rotation of hips Lean back Arm remain high Elbow leading through Palm facing forward Release Forearm extended	Receive Accuracy Stamina Pass/passing Send Attack Defend Running Coordination Balance Agility Possession	Co-ordination Agility Balance Throwing Catching Striking Under arm Over arm Bowler Throwing technique Travelling Fluency Accuracy Stamina Bowl Stump Batting	Balance Control Technique Travelling Fluency Accuracy Stamina Forehand Rally Serve Racquet Backhand	Control Card Control Marker Orientating the map Grid reference co-ordinates Teamwork Key Route Course Map Symbols	Sculling Floating Treading water Speed Distance Survival Stamina Tuck Mushroom float Star float Front crawl Back crawl Breaststroke	
5	Sequence Routine Balance Control Direction body shape technique travelling fluency Element point balance canon body tension counter balance safety posture arch hop tuck roll straddle pike	Speed Routine Balance Control Direction Mood Facial expression Interpretation Fluency Phase Timing Theme Motif Gesture Stamina	Balance Control Technique Fluency Spatial awareness Accuracy Stamina Baton Relay Pace/speed Sprint Throw	Tackle Intercept Control Possession Dribble Dodge Pass Weave Speed Turn Movement Touch Dodge Shoot Attacker Winger	Accuracy Movement Defender Forward	Co-ordination Agility Balance Throwing Catching Striking Under arm Over arm Bowler Throwing technique Batsman Fielding Foul Strike	Balance Control Technique travelling Fluency spatial awareness accuracy stamina forehand rally service racquet backhand	Control Card Control Marker Orientating the map Stamina Grid reference co-ordinates Teamwork Key Route Tactics Course Map Symbols Weather Protection	Sculling Floating Treading water Speed Distance Survival Stamina Tuck Mushroom float Star float Front crawl Back crawl Breaststroke
6	posture star jump straight jump turn tuck jump unison extension body tension	control full turn half cannon	Agility Extension Balance Cannon Co-ordination Elevation Speed Travelling	Grip Stance Rotation Lap Change over zone Acceleration zone Exchange Timing	Bounce pass Chest pass Overhead pass Shoulder pass Shadowing Pressure Block Interception	Co-ordination Agility Balance Throwing Catching Striking Under arm Over arm	Agility balance coordination shake hands grip rally baseline speed control	Control Card Control Marker Orientating the map Stamina Grid reference Co-ordinates Teamwork Key	Sculling Floating Treading water Speed Distance Survival Stamina Tuck

	Posture body tension One body part balance Two body part balance Three body part balance arabesque dish gymnast walk arch hop star tuck forward roll straddle pike body tension unison cannon travels	Strength Turning Nimbleness Posture Motif Repetition Levels Resilience Direction	Speed Team work Anchor Receiver Blocks Track Crouch Arm swing Foul Sprint Extension Approach Runway Take off Strides Landing	Positioning Pivot On toes Ball side Court Pressure Block Interception Free pass Ball side Outwit Agility Coordination Balance Defending Attacking	Bowler Throwing technique Fielding Target / bases	backhand ace opponent advantage deuce set point/match point umpire	Route Tactics Obstacle Course Map Symbols Weather Adverse Protection Safety	Mushroom float Star float Front crawl Back crawl Breaststroke
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