

Our PE Curriculum



Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year and against end of year						
Assessment strands	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
DT 1-2blocked	IPC milepost skills	User and purpose	Design and make	Tools and skills	Safety	Big Ideas
History 1-2blocked	IPC milepost skills	Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography 1-2 blocked	IPC milepost skills	Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art 1-2blocks	IPC milepost skills	Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing /Play	Listen and appreciation History of music *Key composer knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics *Chords	Composition and notation	Improvisation	Performance
Science 2-3 Per year	IPC milepost skills	Working scientifically	Biology Anatomy Adaptation Botany	Physics and Chemistry	Materials, states rock and soil formation	Big Ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations (dreams and goals)	RSE SEP: 2020
GAMES Ongoing Skills focus	Running /Jumping /Throwing /Catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swim Blocked	Swimming to NC; stand-alone block					
MFL KS2 Ongoing	Oracy		Literacy		Intercultural understanding	
RE	Ongoing Making Sense of beliefs			Understanding the impact		Making Connections
Computing Ongoing	Computer science online safety			Information technology online safety		Digital Literacy –including online safety
Our curriculum must: - Have International/SMSC/British values dimensions - Be cyclical - Build in first hand experiences - Reinforces the schools values : AFTER - Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WoW) and expected vocabulary (related to spelling) Pupil Discussion in groups and 1:1 Because this is how we know our children learn best				Assessment methodology: - Ongoing assessment via short summative low stakes tests/tasks - Focussed practical activities and sequenced activities observed (FPTs) - Cumulative work individual or group piece, including project based on task centric - Collaborative work/Performance/Demonstration 1:1 or group discussion -questioning - Ongoing assessment formative-including home study or targeted observation		

The importance of Physical Education (PE)

In school High Quality PE delivery has (and will continue to be) continued to be a focus using a curriculum which is accessible, inclusive covering a wide breadth of activities and sports. The design outlined below will have to form an effective part of PE curriculum recovery.

Why is our curriculum designed this way:

- experiential focus on first hand
- cyclical
- vocabulary focussed
- international dimension where possible
- highly visual
- builds in presenting skills and audience (end of unit activities)
- builds factual knowledge first pre-application
- subject content knowledge provided to support teaching knowledge and non-specialist
- how have “Steps in Learning” been planned
refer to TL policy pictorial models of each mid term

Our children learn best by mastering basic knowledge first, factual aspects and understanding the context of the learning -this reduces cognitive load (CL) and allows pupils to fully master fundamental concepts early in each teaching sequence.

How is PE mapped and planned:

We believe PE is best taught through aspects of specialist teaching, with a subject specialist teacher playing a role in promoting this subject, via delivery or coaching of others. A progressive staple of Gym, Dance and Games at KS1 extends to include Athletics, Outdoor Education and Swimming. PE is mapped and planned to;

- Enable pupils to experience and understand the significance of activities from their own and other cultures (eg folk dances and traditional games), recognise how activities and public performance give a sense of cultural identity, and consider how sport can cross cultural boundaries;
- Ensure that all children have equal access to all areas of Physical Education and that all space, facilities and equipment in the school be available to both boys and girls;
- Help identify children with special needs and to provide the support necessary to meet these needs in Physical Education;

Our key curriculum vehicle is mainly the “Val Sabin” scheme but is a hybrid model including “Key PE” aspects (currently in trial), which provides clear unequivocal guidance for delivery and importantly includes a key dance element, often missing from other commercial schemes. Over many years the scheme has been built upon using subject specialist additions, such as development of cross curricular themes.

Taught PE is only seen as one element of our wider offer which includes, supporting health and mental well-being, clubs and activities, sports events, inclusion, enrichment and community health.

Swimming

Generally children don’t swim in the community as much as partnered White British centred school children, therefore the outlined recovery programme will be essential.

Swimming is planned and delivered in a bespoke curriculum programme. Currently taking place at Turton Sports Centre for Y5 and Year 6 pupils based on the guidelines that;

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

The Valley school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably adapted and logically developed tasks, it is intended that pupils, irrespective of their age, gender, ability, cultural or ethnic background, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; creative, co-operative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement, knowledge, skills and understanding.

The activities offered and the teaching approaches adopted, seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to a much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupil's communication, numeracy, PHSE/RSE and ICT skills.

More detailed specific Intent:

To develop a skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).

To improve observation skills and the ability to describe and make simple judgements on their own and others' work. Also, to use their observations and judgements to improve performance (improving and evaluation).

To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).

To develop the ability to work independently, communicate with and respond positively towards others (working alone and with others).

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).

These key areas and aims are retained in our policy for best practice as well as encompassing any additional aims that are included in more recent National Curriculum changes namely:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Entitlement

All pupils at The Valley are provided with a minimum of 60 minutes quality PE time per week, aiming for 2 hours high quality PE and School Sport throughout the week. This is curricular time and compiles of PE lessons in the hall or outdoors.

Extra Curricular Activities in School

It is our aim to provide as many children in school as possible with a broad variety of OSHL (out of school hours learning).

British values

We promote British values throughout our teaching of PE in school.

How we make suitable adaptations to support the learning of Disadvantaged and pupils with Special Educational Needs

"At The Valley School we adapt the curriculum to make it accessible to all pupils. This involves adapting the curriculum content, methods by which it is taught, teaching sequence or resources. Our highly trained and dedicated staff know that true inclusion does not just happen in core subjects, but throughout the whole curriculum.

Our Inclusion practices include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility
- In PE and Sport, additional TA support along with the application of the C-STEP (Communication/Space/Task/Equipment/People) principle will provide adaption, variation and accessibility to ALL pupils

Examples below to guide thinking:

The nature of the task is changed to suit the needs/ability of the pupil. So for example; Rather than dribbling the ball through the cones, dribble in a straight line from cone to cone.

Change the equipment to suit the needs/ability of the pupil. So for example; Rather than using a hard, small tennis ball for throwing/catching, change this to a larger softer plastic playball or sponge ball, or use a bright/sound ball for visual/hearing impairments.

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Implementation

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets]. Physical education – key stages 1 and 2 2

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 co-ordination, 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.

Physical education – key stages 1 and 2 3

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.

PE Progression (2022-2023)								
		Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS	ATHLETICS
	EYFS ELG Physical Development Links	VAL SABIN UNITS (1)	VAL SABIN UNITS (1 and 2)	VAL SABIN UNITS (1, 2 and 3)	VAL SABIN UNITS (1, 2 and 4)	VAL SABIN UNITS (1, 2 and 4)	VAL SABIN UNITS (1, 3 and 4)	VAL SABIN UNITS (3 and 4)
	Motor Competence							
	ELG: Gross Motor Skills 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.	Remember and repeat a series of 3 or more running, throwing and jumping activities with growing control. <i>Hop, leap, jump.</i>	Remember and repeat a series of 3 or more running, throwing and jumping activities with growing control. <i>Hop, leap, jump.</i>	Use their bodies with greater control and co-ordination and choose skills suitable for a task. <i>Underarm throw for distance and accuracy.</i>	To link, remember and repeat combinations of actions with more consistency and control. <i>Jump for distance – take off and landing.</i>	To consolidate the quality and range of techniques they use for particular activities. <i>Know how to adapt pace in running for speed or distance.</i>	To develop consistency and fluency in their actions. <i>Develop rhythm in running over obstacles.</i>	Throw, jump and run with greater control, accuracy and efficiency for specific athletics events. <i>Long jump, relays, shotput.</i>
	Rules, Strategies and Tactics							
		Familiarise themselves with equipment and use it safely. <i>Hoops, beanbags, skipping ropes.</i>	Familiarise themselves with equipment and use it safely. <i>Hoops, beanbags, skipping ropes.</i>	To select appropriate equipment to help them meet the challenges set. <i>Choose a bouncy ball to complete push throws.</i>	To understand what equipment and strategies are needed for different challenges and be able to self-select them appropriately. <i>Choose a small ball to throw for distance.</i>	To develop their ability to choose simple tactics in different situations. <i>Use a pivot turn to throw for distance.</i>	To choose appropriate equipment and tactics which are most effective for the purpose of each activity. <i>Develop sprint starts to improve performance.</i>	To confidently choose appropriate techniques for specific events. <i>To understand and demonstrate the basic principles of relay takeovers.</i>
	Applied in:	Travelling on different pathways, simple take offs and landings, push throw, control in picking up and putting down equipment	Underarm and overarm throwing, jumping techniques, running styles (sprinting and endurance)	Sprinting technique, push throw and bounce throw, throwing for distance, jumping for distance using different patterns	Sprinting, throwing for accuracy, jumping for distance, jumping – take off and landings, running longer distances,	Sprint speed, running over obstacles, combination jumping, using different throws for accuracy, paced running for distance,	Sprint starts, distance running, relays, throwing for distance and accuracy (building towards shotput, discuss, javelin)	Relay take overs, sprints, distance running, javelin, high jump, triple jump, shotput, discus.
	Healthy Participation							
		Recognise how their bodies feel in different activities.	Describe what their bodies feel like during different activities.	Recognise how their bodies feel during exercise of different intensity.	Describe how their bodies react to different types of exercise.	Know and describe the short-term effects of exercise on the body.	To understand why exercise is good for you.	To understand why exercise is good for fitness, health and well-being.
	Curricular Links		PSHE – Healthy Me Science -Superhuman	PSHE – Healthy Me Science – How are you? Nutrition	PSHE – Healthy Me Science – How Human's Work	PSHE – Healthy Me	PSHE – Healthy Me	PSHE – Healthy Me Science – Animals including Humans
	Communication							
		Comment on their own performance.	Watch what others have done.	Observe copy and describe what others have done.	To describe and understand what others are doing and begin to comment on its effectiveness.	To evaluate the effectiveness of an overall performance.	To evaluate their own and others' work and suggest ways to improve it.	To evaluate their own and others' work against a given criteria.
	Athletics vocabulary	Run, race, stretch, under, over, through, throw, aim	Run, throw, catch, jump, watch, copy, speed, travel, underarm, rules	Direction, pathways, pace, distance, height, take-off, landing, technique, jog, observe	Combination, sprint, accuracy, relay, shuttle take-over, count, measure, time, describe	Obstacles, record, smooth, exchange, stride, strategies, personal best, rhythm, evaluate	Estimate, up sweep, stamina, strength, improve, assess, control, run-up	Compare, contrast, momentum, replicate, fluency, pivot, duration

PE Progression (2022-2023)

	EYFS	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	GAMES EYFS ELG Physical Development Links	GAMES VAL SABIN UNITS (1 and 4)	GAMES VAL SABIN UNITS (1, 2, 3 and 4)	GAMES VAL SABIN UNITS (1, 2, 3 and 4)	GAMES VAL SABIN UNITS (1, 2, 3 and 4)	GAMES VAL SABIN UNITS (1, 2, 3 and 4)	GAMES VAL SABIN UNITS (1, 3 and 4)	GAMES VAL SABIN UNITS (1, 2, 3 and 4)
	ELG: Gross Motor Skills 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.	Motor Competence						
		To use a range of small games equipment safely and with increasing control Balls, beanbags	To explore throwing and catching using a range of apparatus. <i>Balls, coits and beanbags.</i>	To remember, repeat and link throwing, catching and bouncing skills when standing still or on the move. <i>Introduction to attacking and defending - 3 vs 1.</i>	To self-select and use appropriate skills and improve the quality and consistency of their skills. <i>Hitting skills with a bat and ball in a controlled manner in cricket/tennis.</i>	To consolidate skills and employ them appropriately. <i>Knowing when to intercept and stop a ball effectively in football/hockey.</i>	To develop the range and consistency of their skills and apply them fluently to specific invasion games. <i>Developing their bowling, striking and fielding skills in cricket.</i>	To combine and perform skills fluently and accurately in invasion and net games. <i>Hockey, football, netball and rugby.</i>
		Rules, Strategies and Tactics						
		To send and receive a ball with a partner To show an awareness of personal space (swinging the bat) and general space (choosing where to play)	To understand and change the rules of a game to make it better or more challenging. <i>To move further away / make the target smaller.</i>	To develop simple strategies and tactics when making up their own games. <i>To track the path of a ball and move across it to intercept efficiently.</i>	To improve their ability to select and apply simple tactics. <i>To field and intercept a ball and return it accurately in cricket.</i>	To adapt and transfer appropriate principles of tactics and play to the rules. <i>To receive a ball from one direction and strike it into another direction in tennis.</i>	To work in pairs or small groups to develop skills for specific sports and experience all roles. <i>To attack and defend in basketball.</i>	To understand and freely apply a range of tactics for attack and defence. <i>To mark a player effectively in football.</i>
		Healthy Participation						
		Recognise how their bodies feel in different activities.	Describe what their bodies feel like during different activities.	Recognise how their bodies feel during exercise of different intensity.	Describe how their bodies react to different types of exercise.	Know and describe the short-term effects of exercise on the body.	To understand why exercise is good for you.	To understand why exercise is good for fitness, health and well-being.
	Curricular Links		PSHE – Healthy Me Science -Superhuman	PSHE – Healthy Me Science – How are you? Nutrition	PSHE – Healthy Me Science – Healthy Hearts	PSHE – Healthy Me	PSHE – Healthy Me	PSHE – Healthy Me
		Communication						
		Respond to what they see using key vocabulary.	Observe and describe another child’s activity.	To observe, play and improve another person’s game.	To describe and evaluate the effectiveness of the performance.	To recognise what they do well and what needs improving.	To confidently evaluate performance and explain what needs improving.	To recognise strengths and weaknesses in their own and their teams performance and act on these appropriately.
		To use a bat and ball in a safe, coordinated and controlled manner in simple, limited activities.	To observe, copy and play games as an individual and in pairs	To describe their game and teach it to a partner.	To work co-operatively with others to develop their own small sided game.	To problem-solve co-operatively and make collective decisions as a team.	To work co-operatively with others to develop new skills relevant to specific invasion games to improve their performance.	To experience the unique characteristics of different games and develop the necessary skills under pressure.
	Games Vocabulary	coit, racket, ball, push, pull, forwards, backwards, sideways,	Target, partner, individual, team, beanbag, throw, catch, bounce, roll, kick, strike, active, select, shoot, skills, , hold, copy	Competition, win, lose, send, receive, net, score, dribble, overtake, field, record, repeat, link, control, combine, overarm, overarm	Evaluate, observe, improve strategies, tactics, spatial awareness, footwork, dribble, pass, receive, signal, possession, formation, attack, defend	Problem-solve, rules, transfer, decisions, creative, modify, opponent, dodge, mark, intercept, possession, communicate	Deliveries, control, pivot, mobility, angles, volley, position, fitness, react, agility, court, pitch, rally, advantage	Anticipate, deception, vision, outwit, stationary, advantage, rebound, overload

PE Progression (2022-2023)

	EYFS LINKS	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	DANCE EYFS	DANCE VAL SABIN UNITS (2, 3 and 4)	DANCE VAL SABIN UNITS (2, 3 and 4)	DANCE VAL SABIN UNITS (1, 2 and 3)	DANCE VAL SABIN UNITS (1, 2 and 4)	DANCE VAL SABIN UNITS (1, 2 and 4)	DANCE VAL SABIN UNITS (1, 3 and 4)	DANCE VAL SABIN UNITS (3 and 4)
	ELG Physical Development Links	Motor Competence						
	ELG: Gross Motor Skills	Travel safely in a variety of ways on different parts of the body. <i>Hands and feet.</i>	Perform simple rhythmic patterns and in different formations using different levels and speeds. <i>Hopping, skipping, high and low, fast and slow.</i>	Perform an idea using levels, directions and speeds. <i>Stretch up high slowly, perform a spiky shape into a zigzag gallop.</i>	Perform basic actions and dances clearly and fluently with a sense of rhythm. Copy and perform four or more set steps. <i>Body shape extension, balance and footwork.</i>	Perform a dance with two sections clearly, fluently and with coordination and an awareness of dynamics. <i>Section 1 – individual motif (shape motif, travel development) leading to partner work.</i>	Use props as an integral part of a dance. Perform competently and accurately with expression to convey a variety of moods and feelings. <i>Bin bags, paper bags, plastic bags – recycling focus.</i>	Perform with expression and control and show a clear understanding of the dance. Perform phrases in different combinations to increase complexity. <i>Show the struggle of refugees through movement and expression.</i>
	Negotiate space and obstacles safely, with consideration for themselves and others;	Listen to stimuli in order to share ideas and initial movement responses.	Can move to a range of stimuli including percussion and music	Respond to different type of stimuli eg flash cards.	Improvise freely, translating ideas from a stimulus into movement.	Respond imaginatively to a range of stimuli.	Use a visual stimuli as a starting point for a dance.	Explore, improvise and combine movement ideas fluently and effectively.
	Demonstrate strength, balance and coordination when playing;							
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Rules, Strategies and Tactics						
	ELG: Expressive Arts and Design	Recognise and make simple shapes with their bodies. <i>Spiky, stretched, curled</i>	Work co-operatively in small groups to select three or more movements from those they practise to create a dance. <i>March on the spot for eight, march forwards for eight, march backwards for eight.</i>	Use their understanding of the basic dance skills to select appropriate ones for a dance idea in small groups. <i>Turning, jumping, travelling, gesture, shape and stillness.</i>	Create and link dance phrases using a simple dance structure. <i>With a partner, no.1 move slowly leading into marching to meet no.2, begin mirrored work as a machine.</i>	Repeat and remember dance phrases with a partner linking them together in a logical sequence. <i>Shapes on the spot (4 x 8), shapes travelling (4 x 8 counts)</i>	Maintain concentration to explore, improve and practice dance in order to refine quality. <i>8 x 8 counts</i>	Create and structure motifs, phrases and whole dances. <i>Section 1 – working/playing actions, freeze, run away, walk away eerily move, negotiate obstacles. Section 2 – trios meet and work together, unison sequence, travelling phrase – developing complexity.</i>
	Being Imaginative and Expressive	Healthy Participation						
	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Recognise how their bodies feel in different activities.	Describe what their bodies feel like during different activities.	Recognise how their bodies feel during exercise of different intensity.	Describe how their bodies react to different types of exercise.	Know and describe the short-term effects of exercise on the body.	To understand why exercise is good for you.	To understand why exercise is good for fitness, health and well-being.
	Curricular links		PSHE – Healthy Me Science –Superhuman Music Curriculum	PSHE – Healthy Me Science – How are you? Nutrition Music Curriculum	PSHE – Healthy Me Science – Healthy Hearts Music Curriculum	PSHE – Healthy Me Music Curriculum	PSHE – Healthy Me Music Curriculum	PSHE – Healthy Me Music Curriculum
		Communication						
		Respond to what they see using key vocabulary.	Talk about how they feel after dancing. Talk about dance and why liked them.	Look critically at their own and others’ work to recognise what is good and what could be improved.	Evaluate their own and others’ performances.	Describe and interpret dance using appropriate vocabulary. Evaluate dance following a specific criteria.	Comment on work in order to improve skills and performance.	Evaluate, refine and develop their own and others’ work. Show confidence in including personal responses in relation to observation.
	Dance Vocabulary	Shape, spin, slide, skip, spiky, up, down, high, low, follow, partner, tip-toe, hop, copy	March, stamp, gallop, travel, repeat, stretch, pattern, direction, speed turn, round, wide, thin, stimuli, perform, heavy, light	Rehearse, contrasts, actions, respond, expression, describe, dodge, pounce, pause, mirror, rhythm, creep, culture, gesture	Improvise, phrases, observe, communicate, imaginatively, reflect, interpret, extend, footwork, position	Dynamics, evaluate, improve, control, motif, unison, mirroring, convey, formation	Mood, props, precise, relationships, abstract, refine, narrative, symbolise, explode, engulf, solidify, recoil	Recreate, revolve, fluency, contribution, intention, steady, relationships, clarity, retreat, elegance, hesitate, slow motion

PE Progression (2022-2023)								
	EYFS	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS
	ELG Physical Development Links	VAL SABIN UNITS (A and C)	VAL SABIN UNITS (D, E and G)	VAL SABIN UNITS (I, J and K)	VAL SABIN UNITS (L, N and O)	VAL SABIN UNITS (P, Q and S))	VAL SABIN UNITS (U and W)	VAL SABIN UNITS (X and Z)
	ELG: Gross Motor Skills 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.	Motor Competence						
		Can travel in a variety of ways with changes of speed. <i>Hop, skip, jump.</i>	Can travel, balance and jump confidently showing a variety of body shapes. <i>Stretched, curved, wide, tall, narrow.</i>	Can travel confidently and competently in different ways on different body parts in a variety of directions. <i>To travel close to the ground on hands and feet in a zigzag direction.</i>	Can travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. <i>Stretch jump into a balance, land and sink down to roll into a curved position.</i>	Can travel and move into and from a range of skills purposefully with control and accuracy. <i>To rotate and roll on different body parts – teddy bear roll into back roll.</i>	Can sustain concentration and practice to improve the precision and fluency of their travel and movements. <i>Spinning and turning around different axes moving from floor to apparatus.</i>	Can travel with a partner / group imaginatively and harness a variation of skills with fluency and purpose. <i>Construct a sequence showing four different ways of passing over and under artistically.</i>
		Begin to link simple movements together. <i>Hop, skip, jump.</i>	Link together three different movements. <i>Jump, travel, balance.</i>	Select and link together three different movements smoothly showing contrasts in speed and level.	To construct sequences which use planned variation in speed, level and pathways.	Can create a sequence using a variety of linking movements – showing contracts in shape, speed and level.	Can adapt, refine and improve specific skills and routines.	Can adapt and transfer skills and sequences to apparatus and evaluate its effectiveness.
	ELG: Expressive Arts and Design	Rules, Strategies, Tactics						
	Being Imaginative and Expressive	To know, understand and show safe use of floor space and apparatus. <i>Benches, vaults, mats.</i>	Can move different parts of the body in a controlled way when stationary on the floor. <i>Arms, legs, shoulders.</i>	Can adapt work safely from floor to apparatus. <i>Benches, vaults</i>	To adapt and transfer skills safely onto more complex apparatus at every stage of learning. <i>Benches of different lengths, vaults of different heights.</i>	Can create a sequence with a partner on floor and apparatus. <i>Using more than three skills (jumps, leaps, rolls) on benches are/or vaults.</i>	Can transfer flight safely and fluently onto apparatus.	Works co-operatively and creatively with a partner; to balance, to match/ mirror/contrast, to travel over/under/around and to move in synchronization on floor and apparatus.
	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Healthy Participation						
		Recognise how their bodies feel in different activities.	Describe what their bodies feel like during different activities.	Recognise how their bodies feel during exercise of different intensity.	Describe how their bodies react to different types of exercise.	Know and describe the short-term effects of exercise on the body.	To understand why exercise is good for you.	To understand why exercise is good for fitness, health and well-being.
	Curricular Links		PSHE – Healthy Me Science -Superhuman	PSHE – Healthy Me Science – How are you? Nutrition	PSHE – Healthy Me Science – Healthy Hearts	PSHE – Healthy Me	PSHE – Healthy Me	PSHE – Healthy Me
		Communication						
		Begin to describe what they see.	To describe what they see using appropriate vocabulary.	To observe, copy and describe what others are doing.	To identify how the overall performance of a sequence can be improved.	To observe the work of others and make a judgement against a given criteria.	To observe and analyse a sequence and evaluate it using appropriate terminology.	To analyse and comment on skills and techniques and how these are applied in their own and others' work.
	Gymnastics Vocabulary	Hop, skip, jump, forwards, backwards, sideways, still, under, over, big, small, run, walk, roll, turn	Bounce, jump, land, travel flight, pattern, balance, perform, levels, speeds, stretched, curved, thin, wide, narrow	Control, practise, contrast, transfer, improve, directions, weight, tension, bridge, arch, pathways, link, observe	Fluency, demonstrate, sequence, transfer, adapt, transition, symmetry, asymmetry, plan, variation	Combine, stability, extend, surface, compose, collaborate, accuracy, repetition, rotate	Evaluate, composition, rhythmical pattern, identify, transfer, axis, refine,	Simultaneously, dynamic, progression, synchronise, gesture, canon, reflection,

EYFS PE CURRICULUM			
Early Learning Goals/ national Curriculum - Personal, Social and Emotional Development: Making relationships - Physical Development: Health and self-care	• EYFS, Y1,2 PHYSICAL EDUCATION General PE Developing balance, agility and co-ordination, and begin to apply these in a range of activities. • EYFS, Y1, 2 PHYSICAL EDUCATION General PE Perform dances using simple movement patterns. • ELGs - 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.		
RUNNING, JUMPING, THROWING, CATCHING	AGILITY, BALANCE AND COORDINATION	TEAM GAMES	DANCE AND MOVEMENT
* Can travel with control in a variety of ways * Can travel with changes of speed. *	* Shows an awareness of personal and general space. * Starts and stops on a given signal. * Can move different parts of the body in a controlled way when stationary	* Develops positive attitudes towards a healthy lifestyle by playing games * Follows the rules of a game.	* Can use a range of small equipment and apparatus with increasing control and accuracy. * Can move / respond to a range of stimuli including percussion and music * Can use a range of equipment to move with, on/off, over, under, along and through .
COMMUNICATION PROGRESSION OF SKILLS 		* Takes turns with equipment. * Shares space and equipment safely with others'. * Can dress and undress independently *	



THE VALLEY PE CURRICULUM PROGRESSIVE ASSESSMENT STRANDS



YEAR 1 PE CURRICULUM			
NATIONAL CURRICULUM	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.		
	SWIMMING AND WATER SAFETY - At The Valley School Selected KS1 SEN children will go swimming to promote physical/social/cognitive development - Where appropriate National Curriculum Outcomes can be achieved by some children at KS1; - Swim competently, confidently and proficiently over a distance of at least 25 meters. - Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
RUNNING, JUMPING, THROWING, CATCHING	AGILITY, BALANCE AND COORDINATION	TEAM GAMES	DANCE AND MOVEMENT
- Can run with changes of direction. - To be able to run at different speeds. - Can throw and catch as an individual - a beanbag	- Can travel with control in a variety of ways. - Can move different parts of the body in a controlled way when stationary. - Is actively aware of different body parts and can balance on large or small body parts or a combination of both - Can travel safely in different directions: - Forwards - Backwards - sideways - Can take weight confidently on hands.	- Can aim to hit a target by - rolling a ball - Can catch from a partner - a beanbag - Can perform a controlled hit with bat and ball.	- Uses space well and is aware of others within the space. - Can improvise to an idea. - Can respond to stimuli. - Can change and vary size and shape of actions – - large/small curled/stretched spiky/twisted
COMMUNICATION PROGRESSION OF SKILLS 		- Can choose appropriate movements or skills they have learned and link them creatively. - Can observe and copy the movements of others. - To be able to describe their own work. - Can recognise and describe how their bodies feel when fully extended.	



THE VALLEY PE CURRICULUM PROGRESSIVE ASSESSMENT STRANDS



YEAR 2 PE CURRICULUM			
NATIONAL CURRICULUM	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.		
	SWIMMING AND WATER SAFETY - At The Valley School Selected KS1 SEN children will go swimming to promote physical/social/cognitive development - Where appropriate National Curriculum Outcomes can be achieved by some children at KS1; - Swim competently, confidently and proficiently over a distance of at least 25 meters. - Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
RUNNING, JUMPING, THROWING, CATCHING	AGILITY, BALANCE AND COORDINATION	TEAM GAMES	DANCE AND MOVEMENT
- Can throw and catch as an individual - a quoit - a ball - Can bounce a ball and catch it - Can bounce a ball continuously - with a hand - with a bat - Can control and dribble a ball with - the inside of the foot - a bat	- Can skip without a rope - Can travel along specific pathways: - Straight - zig-zag - curving - Can demonstrate difference in: - Levels - Speeds - shapes - Can land safely when jumping : - on the floor - from low apparatus	- Can catch from a partner - a quoit - a ball - Can aim to hit a target by - rolling a ball - throwing apparatus - kicking a ball	- Can perform basic dance actions with some understanding of mood and feeling in relation to the dance idea, i.e. travelling in a hurry, turning away from, jumping for joy, stillness - waiting for something. - Can change and vary levels of activities - high - medium - low. - Is active throughout the lesson and willing to practise to improve
COMMUNICATION PROGRESSION OF SKILLS 		- Can choose appropriate movements or skills they have learned and link them creatively. - To be able to suggest improvements in others' work. - To be able to suggest improvements in their own work.	



THE VALLEY PE CURRICULUM PROGRESSIVE ASSESSMENT STRANDS



YEAR 3 PE CURRICULUM			
NATIONAL CURRICULUM	- 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 - Swim competently, confidently and proficiently over a distance of at least 25 meters. - Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) - Perform safe self-rescue in different water-based situations.		
RUNNING, JUMPING, THROWING, CATCHING	AGILITY, BALANCE AND COORDINATION	GAMES	DANCE AND MOVEMENT
- Can run on the balls of the feet and make a controlled stop - Can change direction and dodge - Can throw accurately - chest pass, bounce pass, overhead pass, 2 handed underarm pass - Can dribble with the feet in a controlled manner - Can pass the ball confidently with - the inside of the foot, the front of the foot and the outside of the foot - Can throw accurately with a small ball - underarm and overarm	- Shows an awareness of body shape. - Can use different parts of the body to support weight. - Understands and demonstrates the five basic jumps	- Can mark an opponent - Can receive a pass with the feet and control it - stationary and on the move - Can pass to a moving target - Can hit a ball with a large headed bat and racquet - Can work co-operatively in a pair and in a group - Accepts advice and uses it to improve the quality of teamwork	- Responds to a range of stimuli. - Performs basic dance actions with greater control, fluency and co-ordination. - Performs simple dances which have a clear beginning, middle and end. - Develops a movement using: Repetition/directions/levels/pathways changing speeds. - Uses a range of descriptive language to identify and describe.
COMMUNICATION PROGRESSION OF SKILLS 		- Knows that dance will help develop their stamina. - Can sustain concentration and practise to improve. - Knows the principles of safe siting of apparatus - Observe and describe the movement of others using the correct terminology - Knows how to warm-up and cool-down, and the reason for doing them	



THE VALLEY PE CURRICULUM PROGRESSIVE ASSESSMENT STRANDS



YEAR 4 PE CURRICULUM				
NATIONAL CURRICULUM	• 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 • Swim competently, confidently and proficiently over a distance of at least 25 meters. • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations.			
RUNNING, JUMPING, THROWING, CATCHING	COMPETITIVE GAMES	FLEXIBILITY AND STRENGTH (GYM)		DANCE AND MOVEMENT
• Can throw to a moving target • Can catch a pass from a partner – stationary and on the move • Pass and receive using various techniques e.g. high, low, fast, slow. • Change direction and speed when travelling with or dribbling the ball. • Show increasing control and consistency in games. • Play with greater flow and increased speed of passing.	• Can use pivoting in a game situation • Can field a rolling ball - from directly in front, to either side and chasing after the ball • Create their own games and develop and adjust their own rules. • Know and understand a range of simple tactics e.g. how to retain possession, make progress towards a goal, make it difficult for an opponent to get the ball or how to get into position to shoot or score.	• Can adapt and transfer work from floor to apparatus • Can use space and apparatus safely in two's and small groups. • Understands that a sequence contains elements of all categories of movement i.e. travel, jump, turn and balance.		• Links movements together in a logical sequence. • Performs with expression and rhythm • Understands and demonstrates the use of appropriate dynamics. • Demonstrates the ability to use simple compositional devices: unison, canon and repetition. • Understands how dance communicates moods, ideas and feelings.
COMMUNICATION PROGRESSION OF SKILLS 		• Knows how to warm-up and cool down and the reasons for doing them. • Knows that skills should be learned and practised in a progressive way. • Works co-operatively in a group when lifting and carrying apparatus. • Knows that skills should be learned and practised in a progressive way		



THE VALLEY PE CURRICULUM PROGRESSIVE ASSESSMENT STRANDS



YEAR 5 PE CURRICULUM			
NATIONAL CURRICULUM	• 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 • Swim competently, confidently and proficiently over a distance of at least 25 meters. • Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations.		
RUNNING, JUMPING, THROWING, CATCHING	COMPETITIVE GAMES	FLEXIBILITY AND STRENGTH (GYM)	DANCE AND MOVEMENT
• Use different ways of bowling and bowl underarm accurately. • Vary how they bowl e.g. different speeds and levels. • Bat effectively striking the ball in different ways . • Use a range of different techniques for passing, controlling, dribbling and shooting in games •	• Play small invasion games with reasonable fluency • Choose when to pass or dribble so they maintain possession. • Apply basic principles of team play to keep possession of the ball and make progress towards the goal. • Use marking, tackling and/or interception to improve their defence .	• Can confidently take weight on hands in a variety of skills. • Shows an awareness of changes in speed and level • Can design an imaginative sequence of movements on the floor and on more challenging apparatus	• Performs basic dance actions with increased: control, fluency, co-ordination and accuracy. • Refines movements to improve performance. • Performs skills in different combinations to increase complexity.
COMMUNICATION PROGRESSION OF SKILLS 		• Observes and describes the movements of others using correct terminology. • Can compare and comment on skills and how they are applied in my own and others' work and use this to improve my performance. • Works collaboratively in pairs and small groups.	



THE VALLEY PE CURRICULUM PROGRESSIVE ASSESSMENT STRANDS



YEAR 6 PE CURRICULUM			
NATIONAL CURRICULUM	- 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 - Swim competently, confidently and proficiently over a distance of at least 25 meters. - Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) - Perform safe self-rescue in different water-based situations.		
RUNNING, JUMPING, THROWING, CATCHING	COMPETITIVE GAMES	FLEXIBILITY AND STRENGTH (GYM)	DANCE AND MOVEMENT
- Use forehand, backhand and overhead shots increasingly well in the games they play. - Hit the ball from either side of the body. - Control the hit and direct the ball away from fielders using various angles and speeds - Adapt the skills to meet the needs of the situation or game and perform the skills at greater speeds.	- Mark a player or space, intercept and pass and tackle safely. - Shoot from a distance and from close range. - Know what position they are playing and contribute appropriately in game situations. - Choose and use different formations to help the team be more attacking or defensive and understand how to use I adapt the formations across different types of invasion games.	- Understands and demonstrates rotation around two different axes - Shows fluency and control when performing. - Shows an awareness of changes in; Direction and Pathways - Works co-operatively and creatively with a partner; to balance, to match/mirror/contrast, to travel over/under/around and to move in synchronisation	- Develops motifs by: adding different actions, varying the space, varying dynamics, varying relationships. - Remembers and performs complete dances. - Uses appropriate language to describe, evaluate and improve.
COMMUNICATION PROGRESSION OF SKILLS 		- Accepts advice and uses it to improve the quality of their work. - To be able to analyse and comment on skills and techniques and how these are applied in their own and others' work. - Understands and shows variety in group organization - Observes themselves and each other and comments on compositional work.	

