

Indoor PE: Progression of Knowledge and Skills

Intent (Aims)	<p>We recognise and value the importance of Physical Education (PE), aiming to develop a fun, inclusive and high-quality curriculum that inspires all pupils to succeed, whilst attaining optimum physical, emotional and social development and well-being.</p> <p>By fully adhering to the aims of the national curriculum for physical education, we ensure that all pupils:</p> <ul style="list-style-type: none"> develop confidence 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 <p>Our curriculum, which is underpinned by our school's values, enables pupils to develop and embed a wide range of knowledge, skills and vocabulary. We are also passionate about the need to teach pupils how to co-operate and collaborate with others as part of a team, alongside understanding fairness and the resilience to persevere; these are all pivotal life-long values.</p>
Pedagogy (How?)	<p>At Fairlawn, the PE curriculum is taught through the use of different schemes of learning; all in-line with the National Curriculum and all constructed to maximise quality of learning and outcomes:</p> <p>EYFS and KS1 - I-Moves (Indoor PE)</p> <p>KS2 – I-Moves (Indoor PE)</p> <p>All lessons are progressive, and time is built in to the curriculum to allow key skills to be repeated, practised and refined as and when necessary. Every class has two hours of high-quality physical education every week. These are either taught by the class teacher and/or our resident sports coach. Our teachers are encouraged to be reflective practitioners and are provided with CPD opportunities to further enhance the quality of teaching. Our sports coach also provides weekly team-teaching support to our ECTs.</p> <p>PE lessons follow a very important structure: warm-up and stretch; introduction of skill; practise of skill; application of skill; warm-down. This enables us to ensure that there is quality and consistency of teaching across the school.</p>

Progression of Physical Education Skills

Curriculum (What?)	EYFS (All skills crossover)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	I can roll, travel, balance and jump in different ways.	I can roll, travel, balance, and jump in different ways with control.	I can roll, travel, balance and jump using specific movements with control.	I can roll, travel, balance, and jump using specific movements with increased control and precision.	I can roll, travel, balance and jump using specific movements with control and precision and change speed and direction.	I can roll, travel, balance, and jump using specific movements with control and precision, changing speed and direction, and include a range of shapes.	I can roll, travel, balance and jump using specific movements with control and precision, changing speed and direction and moving seamlessly between action, balance and shapes.
	I can copy sequences and repeat them.	I can plan and show a sequence of movements.	I can create a sequence of movements which follow a set of rules.	I can create some linking and transition movements to a specific theme, and work with a partner.	I can adapt sequences to suit different abilities within a partnership.	I can create more complex and extended sequences which include at least three phases.	I can link sequences and perform to specific timings, combining my own work with that of others.
	I can climb on and off the apparatus with support.	I can climb on and off the apparatus with increasing independence.	I can climb onto the apparatus and perform movements safely.	I can mount, dismount and perform movements on equipment safely.	I can mount, dismount and perform movements on equipment safely with increasing control and balance.	I can mount, dismount and perform more complex movements on equipment safely with control and balance.	I can mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance.

Dance	I can recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	I can recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	I can move in time to the music independently showing some control.	I can move in time to the music confidently using varying types of accompaniment, working towards precision of movement.	I can move in time to the music demonstrating an awareness of rhythm and phrasing, showing precision of movement.	I can move in time to the music demonstrating confidence with rhythm and phrasing, working towards varying movement types.	I can move in time to the music demonstrating confidence with more complex rhythm and phrasing, showing accurate movement types.
	I can link 2 movements together to begin a sequence.	I can link 2 or more movements together to begin a sequence.	I can link 2 or more movements together to form a sequence, remembering the movement order and performing the sequence.	I can link 3 or more movements together to form a sequence, remembering the movement order and performing the sequence.	I can link several movements together to form a sequence, remembering the movement order and performing the sequence.	I can create more than one sequence of movements and perform the sequences in a specific order.	I can create more than one sequence of movements and perform the sequences in a variety of orders.
	I can start to describe how a piece of music makes me feel and the kind of movements I want to do to that music.	I can describe how a piece of music makes me feel and the kind of movements I want to do to that music.	I can use descriptive words to explain how the music makes me feel and create suitable movements for those feelings.	I can create movements to express feelings or ideas that are suggested by the music.	I can create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	I can create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.	I can create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat.
Fitness (Boot Camp)					I can explain how to prepare my body for exercise.	I can explain how to prepare my body for different types of exercise.	I can explain how to prepare my body for exercise and offer advice to others.
					I can explain how my heart rate changes during exercise	I can compare changes in heart rate with others during exercise	I can monitor changes in my heart rate over a period of time.
					I can explain the link between fitness and healthy living.	I can identify that different fitness activities will affect different muscle groups in our body.	I can begin to talk about muscle groups when describing different fitness activities.
Multi-Skills	I can move forwards, backwards and sideways.	I can travel in different ways showing clear transitions between movements.	I can travel in different ways showing clear transitions between movements, changing speed and direction when advised.	I can demonstrate increased agility when travelling by being able to twist and turn and change direction.			
	I can aim a variety of balls and equipment with some accuracy.	I can aim a variety of balls and equipment accurately.	I can aim a variety of balls and equipment accurately using appropriate speed and strength.	I can aim a variety of balls and equipment accurately using appropriate speed and strength, whilst travelling.			
	I can hold simple balances with some support.	I can perform balances independently, using a number of different parts of the body.	I can explore static balancing and explain the importance of having a 'strong base'.	I can change my centre of balance to different parts of the body.			
Swimming					I can swim unaided for 10m using recognised arm and leg movements.	I can swim unaided for 25m using recognised arm and leg movements.	I can swim unaided for 25m using a range of strokes.
					I can enter the water safely and submerge whole face under water.	I can jump in from poolside, submerge and rise to the surface (1m minimum depth)	I can jump in from poolside, submerge and rise to the surface (1.5m minimum depth)
					I can tread water for 10 seconds using buoyancy aids.	I can tread water for 30 seconds without using buoyancy aids.	I can tread water for 60 seconds without using buoyancy aids.