

Physical Education at Hursthead Infant School



Intention statement:

Hursthead Infant School believes that Physical Education experienced in a safe and supportive environment is a vital element in a pupil's physical and emotional development. High quality Physical Education also promotes pupil health and contributes to our whole school ethos. Physical Education is the only subject in the National Curriculum concerned with the physical well-being of the child and also contributes significantly to the personal, cognitive, creative and social child. As such, it is important that all children are given a broad and balanced Physical Education curriculum in school; access to a range of extra-curricular activities and competitive experiences and that pathways are provided into club and community settings for sustained engagement. We believe that Physical Education and School Sport can have a positive influence on the concentration, attitude and academic achievement of all our children.

National Curriculum

Early Years Foundation Stage - Early Learning Goals:

Gross Motor Skills:

Children at the expected level of development will:

- 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.

Fine Motor Skills:

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

National Curriculum Aims 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.

Our Curriculum

The curriculum is designed to provide equality of access and opportunity for each individual irrespective of ability, experience, cultural background, interests or gender. The Physical Education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves and problem solve successfully in a variety of situations.

A balance of individual, team, cooperative and competitive activities aim to cater for all individual needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavours to provide an appropriate, stimulating, challenging and enjoyable learning environment for all pupils.

As well as promoting an understanding of the benefits of exercise, Physical Education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions.

Aims:

- To aid our children's physical development and fitness, building stamina, suppleness and strength.
 - To promote a positive, enthusiastic and committed attitude to Physical Education through fun and enjoyable lessons and activities.
 - To develop the skills, knowledge and understanding children need to take part in sport successfully.
 - To encourage pupils to become willing participants and value the contribution that Physical Education and exercise can make towards their health, well-being and lifestyle.
 - To develop in each child an appreciation of physical and creative performances within and through movement.
 - To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules
 - To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement-based activities.
 - To assess and make judgements on their own and other's performances.
 - To develop communication skills, encouraging the use of correct terminology.
 - To provide opportunities for active learning through observation, demonstration and problem-solving.
 - To promote understating of safe practice in all activities.
 - To focus on individual success in order to build pupil's self-confidence and self-esteem.
 - To be able to take part effectively on their own, with partners and in groups both in competitive and cooperative situations.
 - To appreciate the importance of fair play and of abiding by the rules and codes of conduct in all activities.
 - To encourage involvement in extra-curricular activities and develop community and club links.
- To help our children develop physical competence and have the desire to improve their performance so they are able to make informed decisions about the value of exercise.



What does Physical Education teaching look like?

Throughout their time at Hursthead Infant School, children will develop the skills and knowledge to become confident sportspeople in a range of activities. Our curriculum offers pupils a broad and balanced programme using the Get Set 4 PE scheme of work. Currently we offer 120 minutes of PE each week at KS1. Qualified coaches support the delivery of some curriculum areas. This is supplemented by our 'Active Lunchtime' activities and a broad offer of active clubs beyond the school day, delivered by a range of community and club providers. Specialist coaches are provided to deliver high quality CPD for all staff. The school has access to further INSET through the Stockport Schools Health, Activity, PE and Sport Alliance (SHAPES).

In EYFS, physical education is seamlessly integrated into daily activities to support children's physical development. Through structured play and guided activities, children develop gross motor skills such as running, jumping and climbing, as well as fine motor skills through tasks like threading and manipulating small objects. Outdoor play and movement-based learning are key components, encouraging children to explore their environment and build coordination, balance and strength.

In KS1, children will develop a range of fundamental movement skills (FMS) to enhance their physical confidence and overall fitness. During PE lessons, children will master basic movements such as running, jumping, throwing and catching. They will learn to apply these skills in different activities and games. Children will also engage in balance, agility and coordination exercises to build body awareness and control. Additionally, children will take part in simple team games, building an understanding of the importance of teamwork. Our PE lessons are designed to inspire active, healthy lifestyles whilst fostering enjoyment and skill development.

Health and Safety

- Teachers establish codes of practise and rules in line with Stockport Council guidance.
- All children must be suitably dressed
 - **Earrings removed and no other jewellery worn.** *For safety reasons, pupils are not permitted to wear earrings in school. If your child has recently had their ears pierced and cannot remove the studs, they must cover them completely with tape, front and back, for the first six weeks. Please note that taping is not a suitable protection for all activities. Pupils may only participate, with suitably taped earrings, in activities where individuals are required to work within their own personal space. It is your responsibility as a parent to ensure your child's ears are taped securely. School staff will not tape or remove earrings. After the six-week healing period, all earrings must be removed before coming to school. While some students may use clear retainers, they are not permitted in school due to the risk of injury.*
 - **Long hair to be tied back.**
- It is essential to ensure that pupils have the necessary strength and skills to undertake tasks.
- Fixed and portable equipment is inspected annually by the PE coordinator and Headteacher, and if appropriate, an outside approved agency.
- Apparatus should be properly set up, stable, well-spaced and checked by teachers before use.
- Pupils need to be taught to handle equipment safely when lifting, carrying and placing it

PE Kits

All items of clothing should be clearly marked with the child's name and kept in a clearly marked pump bag. The PE kit should consist of:

- White round neck T shirt
- Pair of black shorts
- Sweatshirt
- Jogging bottoms
- Pair of Velcro trainers

The children work in Gymnastics and Dance lessons with bare feet for safety, but trainers are worn for outdoor games. The children will not wear earrings. Watches will be removed and glasses will be removed on parental advice. Long hair must be tied back.

Wider Opportunities

At Hursthead Infant School, we offer a broad range of opportunities for children to engage with physical education, ensuring every child can discover and enjoy different sports and activities. Throughout the year, we hold trial sport days, introducing the children to unique experiences such as cricket, archery, dance and Druhm fitness. Additionally, children are encouraged to take part in friendly competitions like golf and cross-country races with schools across Stockport, these competitions promote teamwork, resilience and a sense of achievement. These varied opportunities aim to nurture a lifelong love of physical activity and healthy living.



Extra-Curricular Activities

Our school offers a wide variety of after-school clubs to cater to the diverse interests of our pupils. All of our clubs are run by specialist coaches and children can enjoy activities such as football, basketball, tri-golf, boxercise and multi-skills providing opportunities to develop physical skills, teamwork and fitness in a fun and supportive environment. For children with a creative side dance club allows children to express themselves through movement, while construction club encourages problem-solving and imagination through hands-on building activities. These clubs enrich the school experience, helping children explore new interests and develop valuable skills outside the classroom.

Trips

Children in Year 1 have the exciting opportunity to visit Manchester City's training academy. During the trip, the children get to experience the state-of-the-art facilities and engage in activities led by expert coaches. In Year 2, our children enjoy an enriching trip to Bramhall Park to participate in the Legacy Trial. This is an exciting experience that allows the children to explore the park's beauty whilst engaging in different physical activities throughout the park.

Mini Olympics

During the Summer term, we host a fun and exciting Mini Olympics Sports Day bringing the whole school together for a morning of fun, teamwork and physical activity. Pupils take part in a range of classic sports day events including the egg and spoon race, javelin, running relays and target throws. This inclusive event celebrates effort and sportsmanship, with children supporting each other as they test their skills and build confidence. The Mini Olympics is a great way to end the school year, inviting family members in to support their children and create lasting memories for everyone involved.

Active Playtimes

Children in Year 2 will have the opportunity to train as Sport Captains and organise games activities for younger pupils during lunchtime. They will work with sports coaches to create a plan for activities and games to organise on the playground during playtimes. The Sports Captains then set up equipment each playtime and encourage their peers to engage with the activities that have been set up.



PE Units of Work

Topic overview	Autumn	Spring	Summer
EYFS	Introduction to PE Dance	Fundamentals Gymnastics	Ball Skills Games
Year 1	Fundamentals Dance Orienteering	Ball Skills Sending and Receiving Gymnastics	Team Building Invasion Games Athletics Target Games
Year 2	Fundamentals Gymnastics	Ball Skills Dance Orienteering	Net and Wall Games Athletics Sending and Receiving Yoga

PE progression at Hursthead Infant School

At Hursthead Infant School, our PE lessons are designed to progress seamlessly from the Early Years through Key Stage 1 and into Key stage 2. In EYFS, the focus is developing gross and fine motor skills through play-based activities encouraging children to build coordination, balance and confidence. As children move into Key Stage 1, they build on these foundations by mastering basic movements such as running, jumping, throwing and catching. By Year 3, children will further refine these skills, applying them in more structured games, sports and performance based activities.

Progression of PE skills and knowledge:

Dance: Perform dances using simple movement patterns.

EYFS	1	2	3
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and and expressive qualities to a range of ideas.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.

Skills		Dance Progression Ladder		Knowledge
Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.		Year 3		Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.
Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.		Year 2		Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance, my performance will improve.
Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.		Year 1		Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly.
Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.		EYFS		Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.

Fundamentals, Fitness and Athletics: Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

EYFS	1	2	3
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.



Skills

Running: develop the sprinting technique and apply it to relay events.
Jumping: develop technique when jumping for distance in a range of approaches and take off positions.
Throwing: explore the technique for a pull throw.

Athletics Progression Ladder

Year 3	 
Year 2	
Year 1	
EYFS	

Games Unit 1 & 2 Fundamentals Unit 1 & 2 Ball Skills Unit 1 & 2

Knowledge

Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.
Jumping: know that if I jump and land quickly it will help me to jump further.
Throwing: understand that the speed of the movement helps to create power.
Rules: know the rules of the event and begin to apply them.

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.
Jumping: know that swinging my arms forwards will help me to jump further.
Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.
Rules: know how to follow simple rules when working with others.

Running: understand that if I swing my arms, it will help me to run faster.
Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further.
Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.
Rules: know that rules help us to play fairly.

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.
Jumping: know that bending my knees will help me to land safely.
Throwing: understand that bigger targets are easier to hit.
Rules: know that rules help us to stay safe.





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Games: Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

EYFS	1	2	3
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.
Move a ball with feet.	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.

 Skills Target Games Progression Ladder (target games, golf and dodgeball)		Knowledge Get Set 4 Education	
 Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance. Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency. Sending and Receiving Unit Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target. Sending and Receiving Unit Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment. Fundamentals Unit 1 & 2 Games Unit 1 & 2 Ball Skills Unit 1 & 2	Year 3	Throwing: know to throw slightly ahead of a moving target. Catching (dodgeball): know that beginning in a ready position will help me to react to the ball. Striking: know that using a bigger swing will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them.	
	Year 2	Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.	
	Year 1	Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	
	EYFS	Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	



Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tag rugby and hockey)			
Skills			Knowledge
		Year 3	Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team, we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.
		Year 2	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.
		Year 1	Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.
		EYFS	Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.
Ball Skills Unit 1 & 2		Games Unit 1 & 2	  Copyright Get Set 4 Education Ltd.

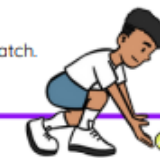
Ball Skills Progression Ladder			Knowledge		
Skills					
	Sending: send a ball with accuracy and increasing consistency to a target.		Year 3	Sending: know that pointing my hand/foot to my target on release will help me to send a ball accurately.	
	Catching: catch a range of objects with increasing consistency.			Catching: know to move my feet to the ball.	
	Tracking: track a ball not sent directly.			Tracking: know that using a ready position will help me to react to the ball.	
	Dribbling: dribble a ball with hands and feet with control.			Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	
	Sending: roll, throw and kick a ball to hit a target.		Year 2	Sending: know that stepping with opposite foot to throwing arm will help me to balance.	
	Catching: develop catching a range of objects with two hands. Catch with and without a bounce.			Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.	
	Tracking: consistently track and collect a ball being sent directly.			Tracking: know that it is easier to move towards a ball to track it than chase it.	
	Dribbling: explore dribbling with hands and feet with increasing control on the move.			Dribbling: know to keep my head up when dribbling to see space/opponents.	
	Sending: roll and throw with some accuracy towards a target.		Year 1	Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.	
	Catching: begin to catch with two hands. Catch after a bounce.			Catching: know to watch the ball as it comes towards me.	
	Tracking: track a ball being sent directly.			Tracking: know to move my feet to get in the line with the ball.	
	Dribbling: explore dribbling with hands and feet.			Dribbling: know that moving with a ball is called dribbling.	
	Sending: explore sending an object with hands and feet.		EYFS	Sending: know to look at the target when sending a ball.	
	Catching: explore catching to self and with a partner.			Catching: know to have hands out ready to catch.	
	Tracking: explore stopping a ball with hands and feet.			Tracking: know to watch the ball as it comes towards me and scoop it with two hands.	
	Dribbling: explore dropping and catching with two hands and moving a ball with feet.			Dribbling: know that keeping the ball close will help with control.	
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	Net and Wall Games Progression Ladder (net and wall, tennis, volleyball and badminton)	
Skills	Knowledge	
Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.	Year 3	Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them.
Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball. Sending and Receiving Unit	Year 2	Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.
Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball. Sending and Receiving Unit	Year 1	Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly.
Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping. Ball Skills Unit 1 & 2 Games Unit 1 & 2	EYFS	Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.



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	Striking and Fielding Progression Ladder (striking and fielding, cricket and rounders)	
Skills	Knowledge	
Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.	Year 3	Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.
Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique. Sending and Receiving Unit	Year 2	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.
Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching. Sending and Receiving Unit	Year 1	Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.
Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment. Games Unit 1 & 2 Ball Skills Unit 1 & 2	EYFS	Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.



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Tram Building and Orienteering: Participate in team games and develop simple tactics.

EYFS	1	2	3
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.
Follow a path.			
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Skills		OAA Progression Ladder		Knowledge	
Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.		Year 3		Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other. Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe.	
Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.		Year 2		Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.	
Team Building Unit Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.		Year 1		Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.	
Team Building Unit Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.		EYFS		Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.	
Intro to PE Unit 1 & 2		Games Unit 1 & 2			

Body Management: Master basic movements ad well as developing balance, agility and co-ordination.

				Yoga Progression Ladder			
				Skills		Knowledge	
EYFS	1	2	3	Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breath. Strength: explore balances showing some stability. Strategy: develop my ability to stay still and keep my focus.	Year 3	Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out, I can stretch a little bit further. Strength: understand that I need to use different body parts and muscles for different poses. Strategy: know that I can use my breath to focus.	
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Strategy: explore controlling my focus and sense of calm.	Year 2	Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Strategy: understand that I can use yoga to make me feel calm.	
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Strategy: recognise my own feelings in response to a task or activity.	Year 1	Balance: know that if I focus on something still, it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Strategy: understand that yoga can make me feel happy.	
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Strategy: explore my own feelings in response to an activity or task.	EYFS	Balance: know that it is easier to balance using more parts of my body than fewer parts. Flexibility: know that I can make my body longer by reaching out with my arms and legs. Strength: understand that I can hold my weight on different parts of my body. Strategy: understand how movement makes me feel.	
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Fundamentals Unit 1 & 2 Gymnastics Unit 1 & 2			© Copyright Get Set 4 Education Ltd.

				Gymnastics Progression Ladder			
				Skills		Knowledge	
				Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.	Year 3	Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.	
				Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	Year 2	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together, it will help my sequence to flow.	
				Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off low apparatus.	Year 1	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	
				Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	EYFS	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.	
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Social, Emotional and Thinking:

Progression Journey: SET

	EYFS	12	34
SOCIAL	Take turns. Learn to share equipment with others. Share their ideas with others.	Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.	Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self manage games.
EMOTIONAL	Try again if they do not succeed. Practise skills independently. Confident to try new tasks and challenges.	Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others.	Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel.
THINKING	Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping. Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.	Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.

Inclusive Practice

- S**pace – making the space bigger or smaller
- T**ask – different tasks differentiated to the individuals needs
- E**quipment – different/modified equipment to help all students experience success
- P**eople – how you group pupils for activities or games

PE Graduated
Response for
SEND and
children not
working at ARE.

Individualised

Pre-teach and repeating of key vocabulary, consider physical barriers if there are motor difficulties- support from an adult/adult and peer encouragement, size of gymnastics tables, mats, consider length of an activity for individuals and aim to 'keep them active' even if they are no longer taking part in group activities- consider alternative ways of being involved- referring, recording scores, consider sensory breaks for children who just need some space/time away from all the equipment, use of headphones, calm box, designated quiet space to sit during lesson.

Targeted

Use of new vocabulary word mats with pictures for individuals, pre teach opportunities to complete group word maps to explore and embed vocabulary, give children extra processing time to answer a question (more than 3 seconds), Tell children the question you want them to answer before you give the information, so they are listening out for it, activity and game instructions to be given one at a time and modelled by an adult/a peer (mixed ability grouping), My turn, Your turn (adults modelling skill), structured, consistent routines in getting changed to and from PE and the structure of each lesson, consider working memory of instructions given in the classroom during IWB input to then repeating them again outside, consider length of an activity for individuals and aim to 'keep them active' even if they are no longer taking part in group activities consider alternative ways of being involved- referring, recording scores.

Universal

Use of visuals when learning new vocabulary as a whole class on the IWB, focus on core vocabulary and make sure there are lots of opportunities for oral application, my Turn, your turn to practice core vocabulary, explicitly making links between previous learning and existing knowledge, - What did we do in last week's PE lesson? What skill did we practice and with what equipment? Ensure equipment is fully accessible and adapted for individuals as needed-different sized rackets, balls, hockey sticks etc, give pupils up to 3 seconds to answer a question, referral to Zones of Regulation in all lessons and adults orally modelling for children how people might feel in discussed scenarios- e.g. if a goal is let in, they miss a ball etc different ways of engaging pupils from adults reading information, paired reading, my turn your turn, animations on screen with audio and video explanations, flexible grouping to be sensitive to children with autism and less confident pupils- paired and or small groups.

Examples of planning at Hursthead Infant School

Learning Objective

To develop rolling a ball to hit a target.

Success Criteria

- Bend down low and place your opposite foot to rolling arm forward.
- Let go of the ball when your hand is pointing at the target.

Whole Child Objectives

Social: To include all members of my group.

Emotional: To work independently.

Thinking: To recognise changes in my body when I exercise.

Equipment



CONES
x 30



PLAYGROUND BALL
x 30



ROLLING
Video

Open

Download

10
Mins

Warm Up and Introduction

Safe space:

Pupils stand in their own space. Pupils jog around the area, moving in and out of each other.

Change the movement e.g. skipping, jumping and side-stepping. Praise pupils who are showing the correct technique for these skills and ask them to demonstrate.

Move with good control and technique. Move into space away from others to stay safe.

Make this harder by moving in a smaller space this will challenge the pupils to negotiate space.

Traffic:

Pupils jog around the space and respond to the following instructions as they are gradually introduced by the teacher:

- green: jog
Look for space and avoid others.
- red: freeze
- amber: jump
- traffic jam: walk

Q: How does your body feel now you have warmed up? Can you recognise changes since before the warm up? *Heart beating faster, this moves blood around the body. Breathing faster, this means you are taking in more oxygen.*

30

Mins

Skill Development

Ball handling skills:

Give each pupil a ball and a cone. Ask them to find a space and sit next to their cone.

- A
- Pupils push the ball around their cone using both hands. Can they use one hand and then the other hand?

Use your fingertips to push the ball. Use soft touches to keep good control.

Make this easier by using a bigger ball.

- B
- Pupils push the ball along the floor with their hands. When they get to a cone they push the ball around the cone using their fingertips before moving on.

Keep fingers touching the ball to keep control.

Make this easier by using a bigger ball.

Target cone:

Pupils begin standing next to their cone. They choose another cone in the area as their target. Pupils roll their ball to try and hit their target.

If successful they win a point. They collect their ball and start again from the cone they just aimed at, selecting a new target each time.

Q: Which cones are easier to hit? *Cones that are closer should be easier to hit.*

Hold the ball in one hand. Step forward with the opposite foot to throwing hand. Swing your arm and let go of the ball when your hand is pointing to the target.

Make this easier by using a bigger ball. Make this harder by increasing the distance between the cones.



Gates:

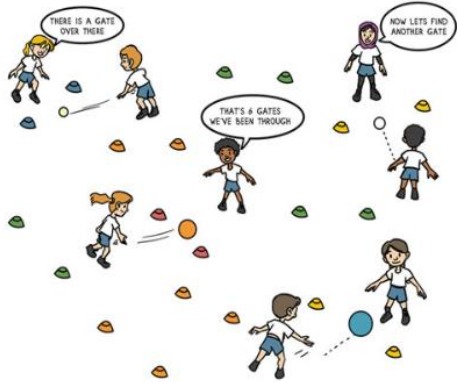
In pairs, pupils have one ball and two cones.

- A
- Pupils stand 4m apart with a gate (two cones) between them. They practise rolling the ball to each other through the gate.

Release the ball when your hand is pointing at your target. Use a smooth controlled underarm action to roll. Use two hands to stop the ball.

Make this harder by standing further apart. Make this easier by making the gate bigger.

- B
- Pupils travel around the area rolling the ball to each other through any of the gates. See how many gates they can roll the ball through to their partner in 30 seconds. Then repeat the game asking the pupils to try and beat their score.



Jackpot:

In groups of six with two balls. Pupils stand in a circle. Select one pupil to stand in the middle of the circle, they are the 'jackpot.'

- The pupils standing in a circle roll the balls to try to hit the jackpot's feet, whilst the jackpot moves around trying to avoid being hit.
- The jackpot must stay in the circle and the ball cannot leave the floor.
- The pupil who hits the jackpot with the ball becomes the new jackpot (or rotate after a few minutes).

Look at your target. As it is a moving target, roll the ball slightly ahead of where the target is moving to. Ensure everyone in the circle gets a chance to try to hit the jackpot.

Make this easier by specifying that the jackpot is only allowed to walk.

5

Mins

Plenary

Pupils hold one cone each. They are going to give an award (their cone) to one other pupil who was in their group. They need to think of why they are giving their award to that person. One of the following may form their reasoning:

- they tried their best
- they were kind to others
- they were good at hitting the target

Invite pupils to give their award and tell the person the reason for the award.

Examples of PE lessons:



Year 2 – Gymnastics



Year 1 - Gymnastics



Reception- physical development

Wider experiences:



Whole School
World Book Day Dance Workshop



Year 1
Manchester City Trial Day



Year 2 Bramhall Park
Legacy Trail

Pupil Voice

“PE helps us to stay healthy and get stronger!”

“We have learned how to do bunny hops, forward rolls and jumping.”

“If I find something tricky I ask my teachers or my friends to help.”

“I know that when we do exercise our blood pumps around our bodies and our faces go red and we get sweaty!”



CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, PE specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

Specialist coaches come into school throughout the year to provide staff with CPD. A staff survey will be sent round at the end of each year to identify which areas staff would like to receive this CPD.



GetSet4PE CPD

<https://pe.getset4education.co.uk/ResourceBank/ResourceCategory/1124>