

## Outdoor PE: Progression of Knowledge and Skills

<b>Intent (Aims)</b>	<p><b>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.</b></p> <p><b>By fully adhering to the aims of the national curriculum for physical education, we ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>develop confidence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives</li> </ul> <p><b>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.</b></p>
<b>Pedagogy (How?)</b>	<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><b>EYFS and KS1</b> – Rising Stars (Outdoor PE)                      <b>KS2</b> – PE Hub (Outdoor 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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking and Fielding</b>		I can throw a ball underarm with increasing accuracy.	I can throw a ball underarm with accuracy.				
		I can throw a ball overarm for longer distances.	I can throw a ball overarm and know when to do so.				
		I can catch a large ball with increased accuracy	I can catch a variety of balls with increased accuracy.				
		I can strike a ball with increasing accuracy.	I can strike a ball with accuracy.				
		I can play a game in a fair and sporting manner.	I can play a game in a fair manner using some tactics.				
<b>Striking and Fielding: rounders</b>				I can get into the best body position to field a ball.	I can play role of backstop in a game.	I can play the backw ards hit tactically as backstop.	I can apply tactical bowling / fielding to restrict scoring.
				I can bowl with some consistency in a game.	I can bowl consistently abiding by the rules.	I can bowl with varying degrees of pace.	I can use fast bowling to deceive an opponent.
				I can hit a moving ball with one hand.	I can hit a moving ball in different directions.	I can hit the ball into gaps to maximise scoring.	I can apply tactics when running around bases.
				I can stop a moving ball with the long barrier technique.	I can intercept the ball using one hand.	I can follow the path of the ball to field effectively.	I can track and catch a high ball.
				I can throw longer distances with some accuracy.	I can throw long distances with good accuracy.	I can throw short distances with power and accuracy.	I can throw longer distances with power and accuracy.
				I can select and apply new skills in competition.	I can understand the scoring system in a game.	I can set fields in a game to limit the batter's scoring.	I can work in pairs in the field to restrict scoring.

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Invasion Games		I can catch a ball on one bounce.	I can catch a variety of balls accurately.				
		I can throw a ball to a partner accurately.	I can throw a variety of balls to a partner accurately.				
		I can roll a ball to a partner accurately.	I can move with the ball using my hands.				
		I can stop a moving ball with my foot.	I can stop a moving ball with my hands and feet.				
		I can make a simple pass of a ball with my feet.	I can pass and dribble a ball with my feet.				
		I can play small games in teams following basic rules.	I can apply my skills to competitive play.				
Invasion Games: handball				I can move the ball using the three-step rule.	I can perform a 7m throw with power and accuracy.	I can perform a picot to create space to shoot.	I can show patience with the ball under pressure.
				I can block and intercept when defending the ball.	I can protect the ball from an opponent.	I can begin to understand and the double-fault rule.	I can abide by the double dribble rule in a game.
				I can use the ready position to catch effectively.	I can perform turns on the move to defend.	I can goal keep by closing the attacker's angles.	I can use screening as a strategy to defend.
				I can use quick and effective passes to attack as a team.	I can build a team attack using a 3-man weave.	I can begin to use set plays as a form of attack.	I can counterattack into space with speed.
				I can pass accurately and move into space.	I can develop an overarm shooting technique	I can develop the jump shot with some accuracy.	I can show patience around the 'D' before shooting.
Invasion Games: football				I can use the inside of the foot to pass the ball.	I can perform a standing tackle to win the ball.	I can perform a stepover to beat a defender.	I can perform a penalty kick with power and accuracy.
				I can trap a moving ball with control.	I can run onto the ball to receive it.	I can travel quickly and effectively with the ball.	I can restrict space when defending with a partner.
				I can pass the ball accurately over shorter distances.	I can begin to pass the ball over longer distances.	I can control a bouncing ball, keeping it close to me.	I can use close control to shield the ball.
				I can move into space to receive the ball.	I can perform passing and moving with a teammate.	I can create my own space when attacking.	I can set up a shooting opportunity for a teammate.
				I can use the outside of the foot to help control the ball.	I can dribble forward with some control.	I can perform a turn with the ball.	I can attack and shoot with a partner.

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				I can keep possession of the ball when dribbling.	I can change direction quickly when dribbling.	I can create space when gathering rebounds.	I can drive to the basket using strength/coordination.
				I can compete in a jump ball to restart a game.	I can mark closely to put pressure on the opposition.	I can use blocking to stop the opposition shooting.	I can understand when to use the 3-point shot.
				I can move into space effectively to receive the ball.	I can perform a bounce pass to outwit others.	I can perform a one-handed push pass under pressure.	I can maintain effective dribble under pressure.
				I can work with a partner to move forward and attack.	I can perform passing and moving with a teammate.	I can use forward passing to create quick attacks.	I can use speed and agility to avoid defenders.
Invasion Games: hockey				I can keep control of the ball using flat side of the stick	I can turn with the ball to keep it under control.	I can perform a block tackle to stop an opponent.	I can use a long corner routine as part of a team.
				I can control the ball and pass it into space.	I can perform a push pass with some accuracy.	I can use accurate passing to create scoring chances.	I can shoot under pressure from close range.
				I can stop a moving ball with some control.	I can use the reverse stick to control the ball.	I can move the ball quickly from left to right.	I can move the ball quickly in game situations.
				I can avoid contact between ball and the feet.	I can perform a straight dribble to keep possession.	I can mark an opponent closely and fairly.	I can use goal-side marking to prevent scoring.
				I can understand the idea of a defensive body position.	I can use a slap pass for longer distances.	I can use a 'sweep hit' to pass quickly.	I can successfully restart a game with a 'hit-out'.
Athletics:		I can run using different speeds.	I can run with agility using different speeds.	I can run in different speeds and directions with control.	I can show good running techniques in competition.	I can use correct techniques when running at speed.	I can run using the correct arms and legs techniques.
		I can begin to throw using overarm and underarm techniques.	I can throw with increased accuracy using overarm and underarm techniques.	I can combine my legs and arms to improve my throwing technique.	I can practise different throws with power and accuracy.	I can use the push technique to achieve throwing power and accuracy.	I can use the pull technique to achieve throwing power and accuracy.
		I can run a short distance with balance and coordination.	I can begin to run longer distances effectively.	I can use different techniques for different running distances.	I can select the right pace for different distances.	I can use correct techniques when running distances.	I can apply accurate running to different hurdles.
		I can jump and land safely from two feet to two feet.	I can use my arms to help to travel further when jumping.	I can perform a standing long jump accurately.	I can explore footwork patterns for jumping.	I can use effective footwork patterns when jumping.	I can perform a standing broad jump accurately.
		I can travel by hopping using alternating feet.	I can hurdle a small obstacle safely.	I can pass a baton and work as a team when running.	I can make a running start before receiving a baton.	I can identify and apply techniques of relay running.	I can take on different roles in a relay team.
		I can apply throwing, jumping and running skills to a course.	I can complete an obstacle course with control / agility.	I can improve my own scores in small competitions.	I can set personal targets in small competitions.	I can compete against others and set targets.	I can compete against others with good results.
Outdoor Adventurous Activities (OAA):		I can follow simple instructions to complete a trail.	I can use problem-solving skills to complete a treasure hunt.	I can work as a team to complete a task.	I can complete a task calmly under time pressure.	I can follow a route at maximum speed safely.	I can work with others to orient and follow a map.
		I can find and recognise matching symbols.	I can use and create keys on a map.	I can draw and create routes on maps for others to follow.	I can recognise symbols and compass points.	I can use memory methods to recall different objects.	I can identify described objects for scavenger hunts.
		I can complete hoop challenges.	I can copy, repeat and create movement patterns.	I can use communication, strength and flexibility in tasks.	I can work in pairs to use a map to follow a course.	I can communicate to create memorised shapes.	I can create challenging games for others to play.
		I can use decision-making skills to hide equipment.	I can give clues to guide a blindfolded person to safety.	I can safely take part in a range of trust-based activities.	I can work with others to create shapes blindfolded.	I can communicate in different ways blindfolded.	I can safely perform a pyramid balance in groups.