

## Definition of Physical Activity, Physical Education and School Sport\*

*Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:*



**Physical Education** is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



**Physical Activity** is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.



**School Sport** is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



## PE Whole School Progression Map 2019-2020

	Nursery	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6	
<b>Developing the Whole Child – these themes will run through every aspect of the PE Curriculum</b>									
<b>Developing Self, Cooperation and Social Skills</b>  <b>LORIC</b>			<b>THE THINKING PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Decision maker</li> <li>• Analytical-deep understanding</li> <li>• Confident</li> <li>• Creative</li> </ul> <b>THE DOING PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Physically competent</li> <li>• Grows and develops</li> <li>• Physically active</li> <li>Competitive</li> </ul> <b>THE BEHAVIOURAL CHANGE PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Involved and engaged</li> <li>• Grows socially and emotionally</li> <li>• Builds character and values -</li> <li>• Leads a healthy active lifestyle</li> </ul> <b>Follow Schools LORIC Programme</b> Leadership, Organisation, Resilience, Initiative, Communication		<b>THE THINKING PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Able to make simple decisions and be aware of what they need to do to improve</li> <li>• Be creative when using and developing skills and tactics in simple sequences and activities</li> </ul> <b>THE DOING PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills</li> <li>• Become increasingly competent &amp; confident &amp; access a broad range of opportunities</li> <li>• Extend agility, balance &amp; coordination, individually &amp; with others</li> <li>• Engage in competitive (against self &amp; others) and cooperative physical activities in a range of increasingly challenging situations</li> </ul> <b>THE BEHAVIOURAL CHANGE PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Able to engage in competitive (against self &amp; others) &amp; cooperative physical activities in a range of increasingly challenging situations</li> <li>• Keen to participate in activities and clubs both in school and in the wider community</li> </ul>		<b>THE THINKING PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement</li> <li>• Should develop an understanding of how to improve in different physical activities and sports</li> <li>• Learn how to evaluate and recognise their own success</li> </ul> <b>THE DOING PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Should continue to apply and develop a broader range of skills</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> <b>THE BEHAVIOURAL CHANGE PHYSICAL BEING:</b> <ul style="list-style-type: none"> <li>• Should enjoy communicating, collaborating and competing with each other</li> <li>• Keen to continue participating in activities and clubs both in school and in the wider community</li> </ul>		
	<b>Evaluating and improving performance</b>			Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.	
<b>Knowledge and Understanding of Health and Fitness</b>			Can describe how their bodies feel when still and when exercising.	They can understand how to exercise and describe how their bodies feel during different activities	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing. Can talk about how to exercise safely.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.		
<b>Competition</b> Engage in competitive sports and activities  Succeed and excel (in competitive sport) and other physically demanding activities			A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. Engage in competitive physical activities both against self and against others Participate in team games  Take part in a range of increasingly challenging situations		Enjoy competing with each other  Play competitive games, modified where appropriate  Develop an understanding of how to improve in different physical activities and sports				

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Invasion Games - Autumn 1</b>								
<b>National Curriculum Skills</b>			<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>

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	Nursery	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Dance - Autumn 2</b>								
<b>National Curriculum Skills</b>			<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p>

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								Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics – Spring 1</b>								
<b>National Curriculum Skills</b>			<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>

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								Develops strength, technique and flexibility throughout performances.
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking and Fielding – Spring 2</b>								
			<p>Can explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Can pass and receive a ball in different ways with control and increased accuracy.</p> <p>Beginning to perform fielding techniques with increased control and co-ordination.</p>	<p>Can participate in team games.</p> <p>Can pass and receive a ball in different ways with control and increased accuracy and consistency.</p> <p>Perform fielding techniques with increased control and co-ordination.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p>	<p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games.</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p>
			<p>Be confident and safe in the spaces used to play games.</p>		<p>Recognise how specific activities affect their bodies.</p> <p>Understand the importance of keeping warm.</p>	<p>Recognise good performance and identify the parts of a performance that need improving.</p>	<p>Know how to warm up.</p> <p>Understand what to include in a warm up in order to improve performance.</p> <p>Understand why exercise is good for their fitness, health and well-being</p>	<p>Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</p>

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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics – Summer 1</b>								
			<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
	Nursery	Reception	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Outdoor and Adventurous Pursuits – Summer 2</b>								
					<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p>

PE Whole School Progression Map 2019-2020

					Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
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