



Horsington Church School
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

PE Intent

At Horsington Church School the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices.

PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

PE Progression

Unit: Games	
Children should be taught to:	
Year 1	Year 2
<ul style="list-style-type: none"> • Throw underarm • Hit a ball with a bat • Move and stop safely • Throw and catch with both hands • Throw and kick in different ways 	<ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game • Decide the best space to be in during a game • Use one tactic in a game • Follow rules
Year 3	Year 4
<ul style="list-style-type: none"> • Throw and catch with control • Aware of space and use it to support teammates and to cause problems for the opposition • Know and use rules fairly 	<ul style="list-style-type: none"> • Catch with one hand • Throw and catch accurately • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills depending on what is happening in a game
Year 5	Year 6
<ul style="list-style-type: none"> • Gain possession by working a team • Pass in different ways • Use forehand and backhand with a racket • Field • Choose a tactic for defending and attacking • Use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> • Play to agreed rules • Explain rules • Umpire • Make a team and communicate a plan • Lead others in a game situation
Unit: Gymnastics	
Year 1	Year 2
<ul style="list-style-type: none"> • Make their body curled, tense, stretched and relaxed • Control their body when travelling and balancing • Copy sequences and repeat them • Roll, curl, travel and balance in different ways 	<ul style="list-style-type: none"> • Plan and perform a sequence of movements • Improve sequence based on feedback • Think of more than one way to create a sequence which follows some “rules”

	<ul style="list-style-type: none"> • Work on own and with a partner
Year 3	Year 4
<ul style="list-style-type: none"> - adapt sequences to suit different types of apparatus and criteria - explain how strength and suppleness affect performance - compare and contrast gymnastic sequences 	<ul style="list-style-type: none"> - work in a controlled way - include a change of speed and direction - include a range of shapes - work with a partner to create, repeat and improve a sequence with at least 3 phases
Year 5	Year 6
<ul style="list-style-type: none"> - make complex extended sequences - combine action, balance and shape - perform consistently to different audiences 	<ul style="list-style-type: none"> - combine own work with that of others - link sequences to specific timings
Unit: Dance	
Year 1	Year 2
<ul style="list-style-type: none"> - move to music - copy dance moves - perform own dance moves - make up a short dance - move safely in a space 	<ul style="list-style-type: none"> - change rhythm, speed, level and direction in my dance - dance with control and coordination - make a sequence by linking sections together - use dance to show a mood or a feeling
Year 3	Year 4
<ul style="list-style-type: none"> - improvise freely and translate ideas from a stimulus into movement - share and create phases with a partner and small group - repeat, remember and perform phases 	<ul style="list-style-type: none"> - take the lead when working with a partner or group - use dance to communicate an idea
Year 5	Year 6
<ul style="list-style-type: none"> - compose own dances in a creative way - perform to an accompaniment - show clarity, fluency, accuracy and consistency in a dance 	<ul style="list-style-type: none"> - develop sequences in a specific style - choose own music and style

Subject Specific Progression

Unit: General	
Year 1	Year 2
<ul style="list-style-type: none"> • Copy actions • Repeat actions and skills • Move with control and care • Use equipment safely 	<ul style="list-style-type: none"> • Copy and remember actions • Talk about what is different from what I did and what someone else did
Unit: Athletics	
Year 3	Year 4
<ul style="list-style-type: none"> • Run at slow, medium, and fast speeds; Changing speed and direction • Take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> • Run over a long distance • Sprint over a short distance • Throw in different ways • Hit a target • Jump in different ways
Year 5	Year 6
<ul style="list-style-type: none"> - be controlled when taking off and landing Throw with accuracy Combine running and jumping 	<ul style="list-style-type: none"> • Demonstrate stamina
Unit: Outdoor and Adventurous	
Year 3	Year 4
<ul style="list-style-type: none"> • Follow a map in a familiar context • Use clues to follow a route • Follow a route safely 	<ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context • Follow a route within a time limit
Year 5	Year 6
<ul style="list-style-type: none"> - follow a map in an unknown location - use clues and a compass to navigate a route - change my route to overcome a problem - use new information to change my route 	<ul style="list-style-type: none"> - plan a route and a series of clues for someone else - plan with others taking account of danger and safety

