



Physical Education (PE) Policy



Ratified by Governors:	
Review date:	
Review date:	
Review date	

Statement of Intent

Cann Bridge School is dedicated to providing learners with a well-rounded education that includes physical activity and promotes a healthy lifestyle. Our commitment to physical education aligns with the National Curriculum and focuses on developing learners' physical skills, competence, and enjoyment of physical activity. We offer a variety of opportunities, including team sports and competitive play, to enhance learners' abilities and promote inclusivity.

Promoting sustained periods of physical activity contributes to learners' overall health and well-being, improving concentration, reducing stress, and enhancing mood. By engaging learners in competitive sports, we foster teamwork, resilience, and discipline, teaching valuable lessons about sportsmanship.

Our aim is to promote healthy, active lives by instilling healthy habits and educating learners about the long-term benefits of physical activity. We empower learners to make informed choices regarding their health, equipping them with the knowledge and skills to maintain a healthy lifestyle throughout their lives.

Implementation

At Cann Bridge School, PE is integrated into the curriculum through standalone lessons, continuous provision and physical development opportunities learners develop a passion for physical activity and sports beyond the school environment. We provide water confidence and swimming skill development and a range of personalised physical development opportunities including rebound, wake-up shake-up. By educating learners about the benefits of exercise and healthy habits, we empower them to prioritise their well-being.

Our PE curriculum follows progression guidance based on EYFS Characteristics of Effective Learning, DEYO, and National Curriculum outcomes. The PE Learning Progression document ensures personalised support, challenges, and consideration of individual needs, promoting personal growth. The curriculum rolling programme at Cann Bridge School ensures that learners' knowledge and skills in PE progress throughout their time here, providing continuity and structure. Teachers have flexibility in planning to meet the diverse needs of learners, tailoring instruction accordingly. The planning derived from the rolling programme informs both discrete teaching and continuous provision, reinforcing and extending learning in PE. A range of opportunities and provision for learners to apply their knowledge and skills, deepening their understanding of PE concepts.

Impact

Through our physical education programme, learners gain increased confidence, make informed choices about healthier lifestyles, and understand the importance of regular exercise. We assess learners' progress using data-driven systems, enabling tailored teaching, learning and support to meet individual needs. Assessment data also helps track the effectiveness of our PE program using B Squared.

Monitoring, Evaluation, and Review

We ensure equal and appropriate access to the PE curriculum through ongoing monitoring, evaluation, and review. The Curriculum Team Leader for Health and Wellbeing conducts

regular meetings with the Health and Wellbeing Team, monitoring learners' learning and progress. The PE Policy is reviewed yearly, and the action plan is updated accordingly.

PE in EYFS

In the Early Years Foundation Stage (EYFS), Physical Education (PE) is taught through continuous provision and standalone PE lessons. The focus is on developing fundamental skills and increasing awareness of movement within the EYFS framework for personal development, including gross motor skills. Weekly Diddi Dance sessions are also incorporated to introduce dance and explore movement to music with equipment.

PE in EYFS goes beyond skill development and movement awareness. It emphasises promoting physical fitness, healthy habits, and a love for physical activity. Activities like running, jumping, throwing, catching, balancing, and spatial awareness games are included. Children are given opportunities to experiment with different equipment and textures, such as balls, hoops, ribbons, and climbing frames.

The overall goal of PE in EYFS is to establish a strong foundation of physical skills, build confidence, and cultivate positive attitudes towards physical activity that will benefit children throughout their lives.

PE in KS1

In KS1, learners continue to develop their fundamental skills through specific PE lessons targeting skills such as ball skills, balance, movement, and agility. They also continue to access Diddi Dance sessions, which further develop their skills in moving their bodies to music, copying actions, sequencing movements, and building confidence.

Additionally, KS1 learners are introduced to team sports like football, tennis, and volleyball. They learn the basics of the game, including rules and positions, and focus on developing teamwork and communication skills.

Promoting healthy habits and physical activity remains an important aspect of KS1 PE. Learners are encouraged to lead an active lifestyle and participate in physical activities both inside and outside of school. They learn about the benefits of staying active and healthy and develop an appreciation for the importance of exercise.

PE in KS2 and KS3 at Cann Bridge School takes a subject-specific approach, offering a wide range of sporting and physical activities. Each term focuses on a different sport or physical activity, allowing learners to build upon their skills and work towards individual targets.

This approach is beneficial as it helps learners develop confidence and skills in various sports and physical activities while building upon the fundamental skills acquired in earlier stages. The topics covered include gymnastics, dance, football, yoga, hockey, athletics, and rounders, providing exposure to a diverse range of physical activities.

Activities such as gymnastics and dance improve balance, coordination, flexibility, and body awareness. They also encourage creativity, expression, and artistic appreciation.

Engagement in team sports like football, hockey, and rounders fosters teamwork, communication, and strategic thinking. Learners develop cooperation, collaboration, and fair play while enhancing their motor skills and physical fitness.

Yoga promotes mindfulness, relaxation, and body awareness, contributing to both physical and mental well-being.

Athletics focuses on developing skills related to running, jumping, and throwing, which improves physical fitness, speed, agility, and coordination.

Participating in team activities and cooperative exercises supports the development of communication and social skills, allowing learners to interact and collaborate effectively with their peers.

PE in KS4

In KS4, learners at Cann Bridge School continue their individualised progression in PE, applying their acquired knowledge and skills. This stage focuses on tackling complex and demanding physical activities while promoting an active and healthy lifestyle.

The curriculum aims to develop personal fitness and encourage an active lifestyle through a wide range of activities. Learners are encouraged to engage in challenging activities that foster resilience, perseverance, and determination.

KS4 learners learn tactics, strategies, and teamwork in both team and individual games like badminton, basketball, football, hockey, rounders, and tennis. They strive to improve their tactical understanding, decision-making skills, and teamwork.

Competitive sports like athletics and gymnastics provide opportunities for learners to refine their techniques, work on their form and execution, and strive for personal improvement.

Outdoor and adventurous activities present intellectual and physical challenges, promoting teamwork, trust-building, problem-solving, and decision-making skills. Learners develop their ability to collaborate and communicate effectively.

PE in KS5

In KS5, PE continues to play a vital role in fostering learners' physical growth and overall well-being. Regular physical activity aids in building strength, coordination, and motor skills, which are important during this stage of rapid changes.

The alarming rise in obesity rates among young people makes PE in KS5 even more crucial. By providing opportunities for exercise and promoting healthy habits, PE helps combat this growing issue and encourages learners to lead active lifestyles.

PE in KS5 equips learners with the skills and knowledge to apply and transfer their physical development into the wider community, preparing them for adulthood. It builds upon the foundation of skills and knowledge developed in earlier stages, enabling learners to refine their abilities and deepen their understanding of physical education concepts.

KS5 learners also have the opportunity to further develop their skills and apply them through programmes such as the Duke of Edinburgh Award and Ten Tors.

Swimming

At Cann Bridge School, we prioritise the importance of swimming and ensure that learners have access to swimming lessons at various stages of their education. By emphasising swimming as a crucial life skill and promoting water safety, we provide valuable opportunities for learners to develop their skills and confidence in the water. Our commitment to swimming instruction aims to ensure the safety, skill development, and water confidence of all our learners.

In Year 5, all learners are provided with swimming lessons funded by the school. This ensures that every learner has the opportunity to learn and develop swimming skills, which are valuable for water safety, building confidence in the water, and improving swimming ability.

For Year 6 learners who are unable to swim 25 meters, additional support is offered through top-up sessions funded by the Sports Premium. This targeted intervention aims to help these learners reach the required swimming distance and further enhance their swimming skills.

In KS3, all learners have the opportunity to access swimming lessons. Parents or carers cover the funding for these lessons, while the school takes care of the transport costs. This arrangement ensures that learners continue to have access to swimming instruction, furthering their swimming skills and water confidence.

The swimming lessons at Cann Bridge School are conducted at the Plymouth Life Centre. Trained swim instructors, along with lifeguards present at the pool, ensure a safe and supportive environment for learners. These instructors have the necessary expertise to deliver effective swimming instruction, helping learners develop proper techniques and improve their swimming ability.

Cann Bridge Warm Pool

At Cann Bridge School, we prioritise the use of the pool for learners with physiotherapy and sensory needs, providing them with a weekly session as recommended. This recognition of the therapeutic benefits of aquatic activities ensures that these learners' specific needs are addressed and catered to effectively.

In addition to supporting learners with physiotherapy and sensory needs, the pool is also utilised in the EYFS and KS1 to help develop learners' water confidence. These sessions aim to familiarise learners with the water, building their comfort and safety.

To ensure the safety and well-being of learners during pool sessions, specific staffing arrangements are in place. There is a minimum of one adult actively supervising and supporting the learners in the pool, while another adult remains poolside. This two-adult presence provides an additional layer of safety and supervision, creating a secure environment for learners. Furthermore, we ensure that at least one adult present during the

pool sessions has first aid training. This is crucial for promptly addressing any potential emergencies or injuries that may arise.

Accreditation and Assessment

At Cann Bridge School, we use B Squared Assessment Frameworks to track pupil progress across the school, including in Physical Education (PE). Our assessment policy provides detailed information on our approach to tracking and evaluating learners' progress.

Using B Squared allows us to effectively monitor and assess learners' PE development, identifying any gaps in their learning and fundamental skills. This tracking system informs our planning process, enabling teachers to deliver appropriate lessons and provide learners with opportunities for development.

By regularly assessing learners' progress in PE, we ensure that our teaching aligns with their individual needs and enables them to make continuous improvements. This approach supports a comprehensive and tailored PE programme that promotes skill development and overall well-being.

In Key Stage 4 and Key Stage 5, some of our learners will have the opportunity to take part in the Duke of Edinburgh Award, and the Ten Tors Jubilee Challenge.

The Duke of Edinburgh's Award is a well-known and highly regarded program that encourages young people aged 14-24 to participate in a range of activities that develop their skills, physical fitness, volunteering efforts, and expeditions. The award has different levels: Bronze, Silver, and Gold, each with increasing requirements and challenges. Participants have the chance to engage in activities such as hiking, community service, learning new skills, and taking part in a challenging expedition. The DofE is recognized by employers and educational institutions for the skills and experiences it fosters.

The Ten Tors Jubilee Challenge is a challenging event organized by the British Army and held annually on Dartmoor, Devon. It aims to test the navigational and endurance skills of teams of young people aged 14-20. Participants must plan and complete a hike of 35, 45, or 55 miles, depending on their age and ability. The event promotes teamwork, resilience, and self-reliance while providing an opportunity to explore the beautiful Dartmoor National Park.

Both the DofE and the Ten Tors Jubilee Challenge offer young learners a chance to develop their leadership abilities, outdoor skills, and teamwork, while also promoting physical fitness and mental resilience. These experiences can be highly rewarding and provide valuable life lessons that extend beyond the classroom.

Through Rebound therapy, we offer working towards the Winstrada Trampoline Grading Scheme. This is an accreditation program that provides a structured framework for assessing and recognising progress in trampolining skills. By participating in the scheme and working towards Grades 1-3, learners can demonstrate their achievements and receive formal recognition for their efforts. This can be a motivating factor for learners, giving them a sense of accomplishment and encouraging them to continue their progress in Rebound Therapy.

Swimming is a fantastic activity that offers numerous physical and mental benefits, and it's great that younger learners at Cann Bridge have the opportunity to access swimming awards.

The Ducklings awards are a series of swimming awards designed specifically for young children. These awards help them develop water confidence, basic swimming skills, and water safety awareness. They provide a structured progression for learners and help them build a strong foundation in swimming.

For Key Stage 2, 3, 4, and 5 learners, working towards swimming awards with Plymouth Life Centre offers them the opportunity to further develop their swimming skills and achieve recognition for their progress. The Alpha Step Awards, in particular, are designed to encourage individuals with special educational needs and/or disabilities (SEND) to progress through the Learn to Swim Framework.

The flexibility of the awards is a great aspect of the program. It recognises that learners may have different abilities and allows them to achieve the awards at their own pace. For example, learners are not required to achieve all the outcomes to receive an award. This flexibility ensures that learners with diverse abilities can still be recognised for their achievements and continue to progress within the swimming program.

Overall, the swimming awards provided by Plymouth Life Centre offer a structured and inclusive framework for learners to develop their swimming abilities, gain confidence in the water, and achieve recognition for their accomplishments. It's a wonderful opportunity for learners at Cann Bridge to enhance their swimming skills and enjoy the numerous benefits that swimming provides.

Staff Training and Continued Professional Development

Cann Bridge School recognises the importance of staff training and continued professional development (CPD) in delivering high-quality Physical Education (PE) teaching and learning. To ensure ongoing improvement, the school conducts an annual audit to assess staff knowledge and confidence in PE.

The audit results serve as a foundation for developing a structured CPD framework tailored to address staff strengths and areas for improvement in delivering the PE curriculum effectively. By allocating termly training sessions focused on enhancing PE skills and knowledge, the school takes a proactive approach to professional growth and improvement among its teachers.

This commitment to CPD demonstrates the school's dedication to staying current with the latest pedagogical approaches, instructional strategies, and best practices in physical education. By investing in the professional development of its teachers, Cann Bridge School ensures that they are well-equipped to provide high-quality PE instruction.

A valuable resource in supporting CPD efforts is the partnership with the Plymouth School Sports Partnership (PSSP). Leveraging the PSSP's expertise and resources, Cann Bridge School gains access to a wealth of knowledge and training opportunities. This external

partnership enhances the professional development opportunities available to teachers, further strengthening their skills in delivering the PE curriculum. This commitment benefits both teachers and learners, as teachers acquire the necessary knowledge and skills to deliver exceptional physical education, resulting in improved learning experiences and outcomes for learners.

Wake-Up Shake-Up Rationale

At Cann Bridge School, we offer Wake-Up Shake-Up sessions as part of our commitment to enhancing physical activity, motivation, and enthusiasm among our learners. These sessions are designed to provide energetic and engaging breaks throughout the day, benefiting learners in various ways.

We facilitate a whole-school weekly Wake-Up Shake-Up session, and individual classes also incorporate these sessions throughout the week. By incorporating physical activity breaks into our learners' routines, we aim to foster their self-confidence, reduce anxiety, and improve their overall self-esteem. These active breaks contribute to the learners' well-being by providing them with a refreshing burst of physical activity, which has positive effects on both their physical and mental health.

Furthermore, our Wake-Up Shake-Up sessions play a significant role in promoting a positive and inclusive school culture. During these sessions, learners are encouraged to support and motivate one another, fostering strong relationships and a sense of community. By working together and participating in these sessions, learners develop social skills and a spirit of cooperation, which are essential for building a supportive and inclusive learning environment.

Parachute Games Rationale

At Cann Bridge School, we are delighted to offer parachute game sessions as a means to enhance physical activity, motivation, and enthusiasm among our learners while further developing their fundamental and social skills. We have implemented both whole-school weekly parachute game sessions and individual class sessions throughout the week, ensuring that learners have ample opportunities to engage in this enjoyable and beneficial activity.

Parachute games provide learners with brief bursts of physical activity throughout the day, offering them a chance to develop their fundamental skills, such as coordination and movement. Moreover, these games foster the development of social skills, including cooperation and turn-taking. Learners also have the opportunity to enhance their rhythm, listening, communication, and visual-auditory skills through participation in parachute games.

Additionally, parachute games are exceptional for promoting team building and problem-solving skills, as learners collaborate towards a common goal. These activities embrace inclusion, ensuring that every learner can participate and no one is left out. Not only do parachute games bring joy to the learners, but they also create a positive, energetic, and active atmosphere for both learners and staff alike. The use of parachute games serves as a refreshing break from traditional classroom activities, providing a welcome change for learners and teachers.

Yoga Rationale

At Cann Bridge School, we recognise the immense value of incorporating yoga into our learners' daily routines, both as part of individual class timetables and within the PE curriculum. The benefits of yoga extend to both the physical and mental well-being of our learners.

Physically, yoga promotes flexibility, balance, coordination, and improved sleep patterns. By engaging in yoga practices, our learners develop a better understanding of their bodies and how to care for them. Furthermore, yoga has a profound impact on overall well-being, fostering resilience, focus, and emotional self-regulation. These positive effects translate into improved mood, concentration, and memory, which are vital for academic success.

At Cann Bridge School, we adapt yoga to suit the unique needs and abilities of each learner. Our classes feature gentle yoga poses, breathing exercises, and relaxation techniques. By incorporating yoga into the school curriculum, we provide learners with the opportunity to cultivate physical and mental well-being, which positively influences their academic progress and personal growth.

Moreover, research has consistently demonstrated that yoga reduces stress and anxiety levels, which is particularly beneficial for learners facing these challenges. The breathing techniques taught in yoga practice help regulate the nervous system, enabling learners to enhance their focus and concentration. At Cann Bridge School, learners are exposed to a variety of yoga poses and techniques, all carefully designed to improve their physical health and mental well-being. Additionally, they are taught relaxation techniques, including meditation, as a means to cultivate a calm and focused mind.

After-School Club Rationale

At Cann Bridge School, we take great pride in offering an enriching after-school club program to our learners. These clubs provide a unique opportunity for learners to engage in a variety of activities, fostering their exploration of hobbies and leisure pursuits that can continue into adulthood. Additionally, our clubs contribute to the ongoing development of physical skills, confidence, well-being, and social skills among our learners.

We collaborate with a diverse range of coaches and professionals, including organisations such as Plymouth Argyle and Plymouth Patriots, as well as our skilled staff members. This enables us to offer a wide array of activities, including bowling, Supertramp, and more. By exposing our learners to different experiences and interests, we aim to broaden their horizons and cultivate their passions.

We firmly believe that extracurricular activities are an essential component of a well-rounded education. Our after-school club complements our curriculum, providing learners with valuable opportunities for growth and development. We encourage all learners to participate, ensuring that there is something to suit every interest and ability.

At Cann Bridge School, our commitment extends beyond the classroom. We strive to create a supportive and nurturing environment that fosters holistic development in our learners.

The after-school clubs are an integral part of this commitment, offering a platform for our learners to flourish and realise their full potential.

Rebound Therapy Rationale

Rebound therapy is a valuable therapeutic approach that we embrace at Cann Bridge School. It provides our learners with an opportunity to address physical and sensory needs, support mental health, and engage in enjoyable movement and interaction.

The benefits of rebound therapy are extensive. It aids in the development of movement, balance, and muscle tone, while promoting relaxation, sensory integration, fitness, exercise tolerance, and communication skills. Our dedicated team of trained staff members ensures that rebound therapy is available to individuals identified with specific needs, as well as whole classes based on their level of need. Through participation in the Winstrada Trampoline Grading Scheme, learners can also earn awards for their progression, fostering a sense of achievement.

Moreover, rebound therapy offers numerous advantages for individuals with conditions such as autism, cerebral palsy, and Down Syndrome. It facilitates improved social interactions, fosters independence, and enhances overall quality of life.

School PE Kit

At Cann Bridge School, the promotion of wearing a PE kit serves multiple purposes, fostering learners' personal development, independence, and inclusion. Additionally, staff members wearing PE kit play a crucial role in promoting and modelling appropriate attire for sports.

Encouraging learners to wear a designated PE kit during physical education activities allows them to develop a sense of personal responsibility and independence. It helps them understand the importance of appropriate attire for physical activities, promoting a mindset of readiness and engagement. By taking ownership of their PE kit, learners learn organisational skills, including managing and preparing their clothing and equipment.

Furthermore, wearing a PE kit promotes inclusion within the school community. When learners wear similar attire, it minimises differences in clothing and encourages a sense of equality and unity during PE lessons. This can help create a positive and inclusive environment where learners feel comfortable and accepted.

The participation of staff members in wearing PE kit is crucial in modelling appropriate dress for sports. By aligning with learners and wearing the designated attire, staff demonstrate the importance of following guidelines and show their commitment to physical activity. This modelling not only helps learners understand the expectations but also fosters a positive culture of active engagement and involvement.

Details of our PE Kit is available on our website.

Safeguarding and Changing in PE

Safeguarding is of utmost importance in physical education (PE) and any educational setting. Safeguarding involves creating a safe and secure environment where learners can participate in physical activities without facing harm, abuse, or neglect.

In the context of PE, it is crucial to have robust safeguarding policies and procedures in place to protect the well-being of all learners. Here are some key aspects of safeguarding in PE:

1. **Staff Training:** All staff involved in delivering PE should receive proper training on safeguarding, including recognizing signs of abuse, knowing how to respond to disclosures, and understanding reporting procedures. Regular training updates are essential to stay informed about best practices.
2. **Risk Assessment:** Conducting thorough risk assessments for all physical activities is vital to identify and minimize potential hazards and ensure the safety of learners. This includes assessing equipment, facilities, and the suitability of activities for different age groups and abilities.
3. **Supervision:** Adequate supervision during PE sessions is crucial to ensure the safety of learners. There should be an appropriate staff-to-student ratio to effectively monitor and intervene if necessary.
4. **Inclusive Practice:** Promote an inclusive environment in PE by adapting activities and providing support to meet the diverse needs of all learners. This includes considering any specific medical conditions, disabilities, or individual requirements that may impact their participation or safety.
5. **Communication and Reporting:** Establish clear channels of communication for learners to raise concerns or report any incidents of abuse or unsafe practices. Staff should be familiar with reporting procedures and ensure that any concerns are promptly addressed and appropriately documented.
6. **Collaboration with Parents/Guardians:** Maintain open lines of communication with parents/guardians, providing them with information about PE activities and any specific requirements or risks involved. Seek their consent and involvement when necessary.

By prioritising safeguarding in PE, educational institutions can create a safe and supportive environment where learners can fully engage in physical activities, promoting their physical and emotional well-being.

Using separate boys and girls changing rooms in the Tor Bridge High Sports Hall for Key Stage 3, 4 and 5 PE lessons is a common practice in many schools. The aim is to provide learners with a comfortable and safe environment that respects their privacy and promotes their independence.

By providing separate boys and girls changing rooms for PE lessons, Tor Bridge High Sports Hall is supporting students' autonomy, privacy, and independence while fostering a positive and inclusive environment for physical education.

Plymouth Schools Sports Partnership

Partnering with Plymouth School Sports Partnership provides Cann Bridge with valuable support and opportunities to engage in inclusive sports and events with other schools in Plymouth.

Collaborating with a sports partnership allows for a broader range of activities and events that cater to diverse abilities and needs. Inclusion events specifically focus on providing opportunities for students with special educational needs and disabilities (SEND) to participate in sports and physical activities alongside their peers. These events foster inclusivity, promote teamwork, and celebrate the achievements of all participants.

By participating in inclusion events and competing with different schools in Plymouth, learners at Cann Bridge have the chance to showcase their skills, engage in friendly competition, and experience the joy of sports and physical activity. Such events not only provide opportunities for physical development but also promote social interaction, self-confidence, and teamwork.

The support and resources provided by Plymouth School Sports Partnership can enhance the quality of physical education and sports programs at Cann Bridge. It allows learners to access a wider range of activities, benefit from specialised coaching or training, and participate in organised competitions and events. This partnership ultimately helps create a more inclusive and engaging environment for learners to thrive and enjoy the benefits of sports and physical activities.

Overall, the partnership with Plymouth School Sports Partnership opens up a wealth of opportunities for learners at Cann Bridge, providing them with access to inclusive events and enabling them to compete with other schools in Plymouth. It's a wonderful initiative that promotes inclusivity, teamwork, and the enjoyment of sports for all students.

PE Rolling Programme

Year group	Termly Topic					
	Autumn		Spring		Summer	
EYFS	Fundamental movement Diddi Dance					
KS1 Year 1	Throwing and catching	Gymnastics balance	Striking skills tennis	Dance body pattern	Invasion games football	Athletics running
KS1 Year 2	Target throwing	Gymnastics – movement travelling	Yoga	Obstacle courses	Invasion games seated volley ball	Athletics jumping
KS2 Year 1	New age kurling	Dance	Gymnastics balance	Multiskills	Sensory circuits	Frisbee golf
KS2 Year 2	Football	Gymnastics shape	Dance	Boccia	Yoga	athletics
KS2 Year 3	Dance movement	Basketball	Gymnastics travelling and moving	Multi skills	Bench ball	Rounders
KS2 Year 4	Football	Gymnastics balance	Boccia	Dance	Tennis	Athletics
KS3 Year 1	Boccia	Gymnastics performing	Dance expressive	Rugby	Badminton	Athletics
KS3 Year 2	Hockey	Gymnastics sequences	Football	Dance performing	Yoga	Frisbee golf
KS4 Year 1	Orienteering	Dance Performing and reflecting	Gymnastics Performing	Football	Badminton	Fitness/circuits
KS4 Year 2	Walking/Hiking	Gymnastics Performing and reflecting	Basketball	Dance Performing	Fitness/circuits	Rounders
KS4 Year 3	Bikeability	Dance	Gymnastics	Hockey	tennis	athletics
KS5 Year 1	Football		Dance		Badminton	
KS5 Year 2	Tennis		Yoga		Walking/hiking	

Progression Guidance for PE

Progression guidance is to be used to support with planning and assessment.

- **Swimming**
- **Bike riding**
- **Athletics**
- **Games**
- **Dance (yoga)**
- **Gymnastics**
- **Physical development**
- **Outdoor Ed**
- **Rebound Therapy**

Swimming Progression

Fundamental swimming skills framework – ALL Learners /learners will work towards developing/ obtaining the fundamental skills of swimming/ water safety	
ASA Learn to Swim Pathway	National Curriculum 'end points' Key Stage 1/ 2:
<ul style="list-style-type: none"> I can enter the water safely I can jump in I can float on my front I can float on my back I can roll over I can blow bubbles I can swim I can enter turn return I can exit safely 	<ul style="list-style-type: none"> swim competently, confidently & proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke & breaststroke] perform safe self-rescue in different water-based situations

There are no National Curriculum expectations and end points in Key Stage 3, Key Stage 4 and Key Stage 5

Water Skills Level 1	Water Skills Level 2	Water Skills Level 3
<ul style="list-style-type: none"> Enter the water safely (<i>ladders, steps, swivel, lower, hoist, requests TA support</i>) Scoop the water & wash face Walks/ move forward for a distance of 5 metres (<i>with/ without aids/ support walk/ paddle</i>) Walks/ move backwards for a distance of 5 metres (<i>with/ without equipment/ support</i>) Walks/ move sideways for a distance of 5 metres (<i>with/ without aids/ support walk/ paddle</i>) Be at ease with water showered from overhead Blows bubbles at the water surface Float on the back with full adult support behind the head, shoulders & hips Move into a stretched floating position (<i>using aids, equipment, support</i>) Regain an upright position from on their own back, with support Regain an upright position from on their front with support Push & glide in a horizontal position to or from a wall (<i>towards or away from a wall</i>) 	<ul style="list-style-type: none"> Jump in from poolside safely - <i>Start with toes over edge of pool, jump upwards & forwards whilst eyes look forward throughout; lands feet first into the water (this may be performed with or without submerging)</i> Jump or step into the water from poolside, with hand support from a swimming teacher or assistant Blow bubbles a minimum of three times rhythmically with nose & mouth submerged - (<i>with/without goggles</i>) - <i>may perform this whilst holding a wall, standing or with support of aids, equipment or support/teacher must be able to see bubbles being blown</i> Submerge completely Float on the front with aids & adult support Float on back or front (<i>without adult support</i>) Roll from front to back, looking at the ceiling Regain upright position from the back without support - <i>travel may be with or without aids, equipment, or support, walking or paddle, in deep or shallow water</i> Regain an upright position from the front without support - <i>participant must start the movement from face in the water (can make use of floats or aids but no use of support teacher or wall). Finishing position is for the participant to be in a vertical</i> 	<ul style="list-style-type: none"> Jump in from poolside & submerge (min depth. 0.9 metres) - <i>Toes over edge of pool, jump upwards & forwards whilst eyes are looking forward throughout, land feet first in the water & allow body to fully submerge</i> Jump in, step in from poolside, tread water, turn & swim back to poolside Sink push away from wall on side achieving/maintaining a streamlined position - <i>Swimmer starts by positioning him/herself side-on to the wall. Push using two feet on the wall (parallel to surface of water). Ensure that hands are one on top of the other, arms extended over ears & legs are together with toes pointed after pushing off</i> Push & glide on the front with arms extended & log roll onto the back - <i>Push & glide on front, hands one on top of the others, arms extended & covering ears. Log roll/rotate after the push onto the back maintaining body alignment</i> Push & glide on the back with arms extended & log roll onto the front - <i>Push & glide from</i>

<ul style="list-style-type: none"> • Reach & catch toys on top of & under surface of the water • Perform a star floating position on front or back (<i>Prone/ supine – Look upwards – supine, chin on water – prone</i>) • Blow a small object across the pool for 2 metres (<i>Blow through mouth to move object</i>) • Take part in teacher-led partner orientated game • Demonstrate an understanding of pool rules • Exit the water safely (<i>ladders, steps, climbing or TA support</i>) • Show an understanding of pool safety (<i>Follow lesson rules</i>) 	<p><i>position (floating or standing depending on the depth of the water)</i></p> <ul style="list-style-type: none"> • Push from wall & glide on the back - <i>starts with hands placed on the wall/bar/trough & feet placed on the wall, toes under water surface, push in a controlled manner into a stretched position with arms above head or by the side</i> • Push from wall & glide on the front - <i>must push from a wall with arms extended over ears, face in the water, legs together, toes pointed. (Start position may be from hands on the wall or to start from a standing position arms out in front ready to push)</i> • Swim 2 meters of front paddle or back paddle, without support • Travel on the back for 3 metres with aids or equipment - <i>participant may use aids, equipment, or support; ensure the participant's ears are in the water, toes are at the surface & there is minimal splash</i> • Travel on the front for 3 metres with aids or equipment - <i>participant may use aids, equipment, or support (must move with chin on the surface or face in the water - arms & legs must be in the water & swimmer must use both arms & legs for the entire five metres)</i> • Using a buoyancy aid, rotate through 180° degrees without assistance • Perform a rotation from the front to the back to gain an upright position - <i>rotation to start from floatation position or from swimming (rotation is a full rotation from front to the back; followed by returning to a vertical position to finish - may be vertical floating or standing depending on the depth of water)</i> • Perform a rotation from the back to the front to gain an upright position - <i>rotation to start from a floatation position or from swimming & can be around horizontal or vertical axis; the rotation is a full rotation from front to the back; followed by returning to a vertical position to finish (may be vertical floating or standing depending on depth of water)</i> • Enter the pool, rotate & return to the side with minimal adult support 	<p><i>the wall on the back, with arms extended. Hands one on top of the other. Log roll/rotate onto the front whilst maintaining body alignment</i></p> <ul style="list-style-type: none"> • Tread water, using arms & legs • Travel on the front, tuck to rotate around the horizontal axis to return on the back <i>Travel on front (feet off the floor), tuck tightly & rotate around the horizontal axis & return on the back without putting feet on the pool floor throughout</i> • Fully submerge to pick up an object - <i>Starting in the water, sink under the water eyes open with or without goggles. Pick up an object with two hands & return to the surface. If in deep water a suspended object may be used</i> • Correctly answer three questions on the Water Safety Code - <i>Three responses to the Water Safety Code must include: 'Don't go alone'; 'Go with a friend'; & 'Tell someone where you are going.' Further details on the Water Safety Code can be found on the RLSS website, www.rlss.org.uk</i> • Demonstrate front crawl arm action • Demonstrate a back-crawl arm action • Travel 5 metres on the back independently - <i>This must be performed without feet touching the pool bottom. Travel is defined as any means of moving independently around the pool using arms & legs</i> • Travel 5 metres on the front independently - <i>This must be performed without feet touching the pool bottom. Travel is defined as any means of moving independently around the pool using arms & legs</i> • Climb out of pool unaided
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Below are the Swimming Accreditation Progression of Skills for the Ducking Awards and Swim England Awards

Standards	
Duckling Level 1	
Make a supervised safe entry with adult support if required	
Float on back with adult support behind the head without floatation equipment	
Blow bubbles at the water surface	
Wet the head without submersion	
Kick 5 meters on back with adult support	
Travel 5 meters on back with adult support	
Travel without adult support for 2 meters to a floating object	
Enter the pool, rotate and return to the side with adult support	
Exit the water safely with minimal adult support	
Duckling Level 2	
Make a sitting entry with adult support if required.	
Rotate 180 degrees either using a log roll or an upright position, using floatation equipment and without adult support.	
Submerge the face with confidence and without force under adult supervision.	
Blow an object for a distance of 2 metres	
Travel 3 metres using arms and/or legs without adult support.	
Move 5 metres along the rail or wall without adult support.	
Enter the pool, rotate and return to the side with minimal adult support	
Exit the water safely with minimal adult support.	
Duckling Level 3	
Make a supervised jump to an adult with or without support.	
Float on the front or back without adult support.	
Push off on the front or back in a streamlined shape from a supporting adult.	
Blow bubbles with the mouth and nose underwater.	
Travel 5 metres on the front to the side of the pool without adult support.	
Kick 5 metres on the front holding a float (the adult may hold the other end of the float).	
Enter the pool, rotate and return to the side without adult support.	
Climb out of the water with adult support if required.	
Duckling level 4	
Jump into the water unaided, but supervised.	
Perform a mushroom or star float.	
Rotate 360 degrees either using a log roll or an upright position.	

Push and glide achieving a streamlined position on the front or back.	
Submerge completely.	
Travel 10 metres on the front or back, without adult support.	
Jump into the water, turn around, swim back to the point of entry and hold on to the side or rail.	
Climb out of the water with adult support if required	
Swim England Stage 1	
Enter the water safely.	
Move forward for a distance of 5 metres, feet may be on or off the floor.	
Move backwards for a distance of 5 metres, feet may be on or off the floor.	
Move sideways for a distance of 5 metres, feet may be on or off the floor.	
Scoop the water and wash the face.	
Be comfortable with water showered from overhead.	
Move from a flat floating position on the back and return to standing.	
Move from a flat floating position on the front and return to standing.	
Push and glide in a flat position on the front from a wall.	
Push and glide in a flat position on the back from a wall.	
Give examples of two pool rules.	
Exit the water safely.	
Swim England Stage 2	
<i>Jump in from poolside safely. ONLY AT A STANDARD SWIMMING POOL</i>	
Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.	
Move from a flat floating position on the back and return to standing without support.	
Move from a flat floating position on the front and return to standing without support.	
Push from a wall and glide on the back – arms can be by the side or above the head.	
Push from a wall and glide on the front with arms extended.	
Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.	
Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.	
Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.	
Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.	
Perform a log roll from the back to the front.	
Perform a log roll from the front to the back.	
Exit the water without support.	
Swim England Stage 3	
<i>Jump in from poolside and submerge. ONLY AT A STANDARD SWIMMING POOL</i>	
Sink, push away from wall and maintain a streamlined position.	
Push and glide on the front with arms extended and log roll onto the back.	

Push and glide on the back with arms extended and log roll onto the front.
Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.
Fully submerge to pick up an object.
Correctly identify three of the four key water safety messages.
Push and glide and travel 10 metres on the back.
Push and glide and travel 10 metres on the front.
Perform a tuck float and hold for three seconds.
<i>Exit the water without using steps. ONLY AT A STANDARD SWIMMING POOL</i>
Swim England Stage 4: ONLY AT A STANDARD SWIMMING POOL (can't be achieved in a hydro pool)
Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.
Push and glide from the wall towards the pool floor.
Kick 10 metres backstroke (one item of equipment optional).
Kick 10 metres front crawl (one item of equipment optional).
Kick 10 metres butterfly on the front or on the back.
Kick 10 metres breaststroke on the front (one item of equipment optional).
Perform a head first sculling action for 5 metres in a flat position on the back.
Travel on back and log roll in one continuous movement onto front.
Travel on front and log roll in one continuous movement onto back.
Push and glide and swim 10 metres, choice of stroke is optional.
Swim England Stage 5: ONLY AT A STANDARD SWIMMING POOL (can't be achieved in a hydro pool)
Perform a flat stationary scull on the back.
Perform a feet first sculling action for 5 metres in a flat position on the back.
Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
Tread water for 30 seconds.
Perform three different shaped jumps into deep water.
Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).
Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).
Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).
Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).
Perform a handstand and hold for a minimum of three seconds.
Perform a forward somersault.
Demonstrate an action for getting help.
Swim England Stage 6: ONLY AT A STANDARD SWIMMING POOL (can't be achieved in hydro pool)
Give two examples of how to prepare for exercise and understand why it is important.
Sink, push off on side from the wall, glide, kick and rotate into backstroke.
Sink, push off on side from the wall, glide, kick and rotate into front crawl.

Swim 10 metres wearing clothes.	
Push and glide and swim front crawl to include at least six rhythmical breaths.	
Push and glide and swim breaststroke to include at least six rhythmical breaths.	
Push and glide and swim butterfly to include at least three rhythmical breaths.	
Push and glide and swim backstroke to include at least six regular breaths.	
Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).	
Perform a 'shout and signal' rescue.	
Perform a surface dive.	
Swim England Stage 7: ONLY AT A STANDARD SWIMMING POOL (can't be achieved in hydro pool)	
Push and glide and swim 25 metres backstroke (performed to Swim England expected standards).	
Push and glide and swim 25 metres front crawl (performed to Swim England expected standards).	
Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).	
Push and glide and swim 25 metres butterfly (performed to Swim England expected standards).	
Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first; Rotation: forward or backward somersault, log roll; Floating: star on the front or on the back, tuck float, create own; Eggbeater: Moving, lifting one or both arms out of the water	
Perform a sitting dive or dive.	
Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).	
Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).	
Tread water using eggbeater action for 30 seconds.	
Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.	

Athletics Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
Demonstrate good control, strength, speed and stamina in a variety of athletics events Understand how to apply athletics skills and tactics in competition *esaa = English Schools Athletics Association https://www.esaa.net/ Learners should be taught to:				
Physio plans	Running			
	<ul style="list-style-type: none"> run at different speeds take part in races alongside/against peers with support step over low obstacles 	<ul style="list-style-type: none"> change speed or direction when running take part in races, with a developing sense of competition 	<ul style="list-style-type: none"> run at a speed appropriate to the distance work on personal best scores in esaa events 	<ul style="list-style-type: none"> improve and sustain running technique at different speeds stay in lane when running on athletics track explain how to improve technique in running events
	Hurdles			
		<ul style="list-style-type: none"> walk/run over series of low hurdles complete object pick-up challenges/races hi-stepper (esaa) 	<ul style="list-style-type: none"> copy sequence of stepping and jumping patterns over low hurdles hurdle while running accurately complete hi-stepper challenge (esaa) 	
	Balance			
	<ul style="list-style-type: none"> stand on one leg 	<ul style="list-style-type: none"> balance for 10 sec on each leg 	<ul style="list-style-type: none"> complete balance challenge (esaa) 	
	Jumping			
	<ul style="list-style-type: none"> jump from a standing position 	<ul style="list-style-type: none"> jump accurately from a standing position – forwards, backwards, to side, off apparatus, over line/rope 	develop correct technique for: <ul style="list-style-type: none"> standing long jump speed bounce vertical jump 	<ul style="list-style-type: none"> explain how to improve technique in jumping events
	Throwing			

	<ul style="list-style-type: none"> • throw object with one hand 	<ul style="list-style-type: none"> • throw underarm - accuracy • target throw using beanbags • throw overarm – distance • soccer ball • foam javelin 	develop correct technique for: <ul style="list-style-type: none"> • shot putt • javelin • chest push • overhead heave • soccer ball throw • target throw 	<ul style="list-style-type: none"> • demonstrate good control, strength, speed and stamina in a variety of athletics events • explain how to improve technique in throwing events • complete medicine ball challenge skills (esaa)
	Body Awareness			
	<ul style="list-style-type: none"> • be aware of changes in the body during and following exercise 	<ul style="list-style-type: none"> • recognise changes in heart rate and body temperature during and following exercise 	<ul style="list-style-type: none"> • recognise changes in heart rate, temperature and breathing rate during and following exercise • working on personal best scores • esaa award schemes 	<ul style="list-style-type: none"> • understand and explain the need for warming up before and cooling down after exercise

Bikeability Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
<p>Physio equipment and tricycles</p> <p>Learners should be taught to:</p>	<p>Learners should be taught to:</p> <p>Use a balance bike, adapted bike or scooter</p> <p>2-wheeler/balance bike - Scooting</p> <ul style="list-style-type: none"> Encourage the rider to sit on the bike, holding the handlebars, with feet out to the side. They should try to 'scoot' along by walking their feet on the ground either side of the bike. Try to increase the speed and the distance travelled. 	<p>Learners should be taught to:</p> <p>Use pedals, balance on a 2 wheeled bike or ride a 3 wheeled bike/tricycle</p> <p>2-wheeler - Balancing</p> <ul style="list-style-type: none"> The rider can now try to lift their feet off the ground and move along for a few paces. Encourage them to increase the distance they can balance for. The idea is to allow the rider to find their own balance, therefore do not try to assist by holding the bike or rider. Encourage the rider to keep their knees and feet close to the bike as this will help improve their balance. <p>2-wheeler - Coasting</p> <ul style="list-style-type: none"> Encourage the rider to put one foot on a pedal whilst they are moving along, and balance for as long as possible. Show them that if they need to stop or regain their balance, they can take their foot off the pedal and back on the ground. <p>Once they have achieved this, progress to both feet on the pedals.</p>	<p>Learners should be taught to:</p> <p>Ride a 2 wheeled bike or 3 wheeled bike/tricycle with increasing ability</p> <p>Pedalling</p> <ul style="list-style-type: none"> The next step is to begin turning the pedals. Put the bike in the easiest gear, and encourage the rider to begin rotating the pedals once they have scooted, gained their balance and put their feet on the pedals. They will need some speed to make it easier. Once they are comfortable, begin to raise the saddle, a bit at a time. <p>Braking</p> <ul style="list-style-type: none"> Teach the rider to use the back brake to slow down and stop. Practice doing this when they are more comfortable pedalling for a short distance. The rider should put their feet on the ground just as they come to a stop. <p>Riding in a straight line</p> <ul style="list-style-type: none"> Find a larger flat area. Practice riding from standstill by pedalling straight away. Teach this by rotating the pedals so the pedal with the rider's dominant foot is pointing up towards the handlebars. This is the starting position. From here they can push down, and find the other pedal with their foot as they start to move forwards. Practise riding straight ahead. Encourage the rider to look straight ahead, keep their elbows and knees loose, and to rotate the pedals in smooth circles. If they turn their head, they will turn the handlebars as well and lose control. <p>Turning</p> <ul style="list-style-type: none"> Turning is achieved with a small amount of steering, a small amount of leaning and looking where you want to turn to. The inside pedal should be raised up. 	<p>Learners should be taught to:</p> <p>Demonstrate safety and competence for riding a bike on a road</p> <p>Advanced braking</p> <ul style="list-style-type: none"> Using both brakes is better than just one, but it is important to remember not to pull the front brake too much. The back brake should be applied firmly first, followed by the front brake a little more softly. Once the rider has got a feel for operating the brakes, they will know how much they need to pull on the brakes. <p>Progression...</p> <ul style="list-style-type: none"> Now the rider can cycle independently, start to build on their skills. Try making a slalom course with cones to practice steering, make a marker that they have to stop at to practise braking, making an obstacle course with cones to practise control, have a 'slow race' to test their balance. Ride on cycle paths to develop safety skills and awareness of others. Teach road safety and the highway code to work towards safe riding on the road.

Dance Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • copy and explore basic body patterns and movements - travelling in different pathways, levels, spins and turns • copy movements and simple dance steps in response to music • explore items of dance equipment – ribbons, scarves, pom-poms, flags, dance sacs • follow instructions to use space safely, developing awareness of personal space and when taking part in group parachute games and co-oper blanket work 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • perform a range of body patterns and movements with control and co-ordination – travelling in different pathways, levels, spins and turns • perform repeating sequence of movements and dance steps in response to music • copy movements using dance equipment – ribbons, scarves, pom-poms, flags, dance sacs - showing control and co-ordination • join in co-operative movements using parachute, co-oper blanket 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • move creatively to music/other stimuli on own and with a partner, including travelling in different pathways, levels, spins and turns • recall and perform sequence of movements and dance steps with partner and in a group • select and use dance equipment - ribbons, scarves, pom-poms, flags, dance sacs - in response to style of music/other stimuli • show understanding of dancing safely, being aware of personal space and working with others 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • create, perform and recall sequence of movements in variety of dance styles in response to music/other stimuli • suggest ways to improve quality of performance

Games Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
Understanding of Games				
<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Watch and explore hands and feet • Reach out for, touch, and hold objects • Explore objects with mouth • Pick up small object using thumb and fingers • Begin to show preference for dominant hand 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Experiment with a range of small games equipment – beanbags, quoits, hoops, skittles, cones • With adult support, co-operate with peers to join in games – parachute games, running and chasing games, musical stop-start games, object pick-up games, relay races, circle, and team games • Recognise that some sports/games have rules and to follow these basic rules 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Use small games equipment appropriately • Show developing understanding of co-operation and competition in games • With increasing independence join in with all activities. 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Select appropriate technique for using small games equipment • Develop teamwork skills – encouraging, leading, winning, losing • Show understanding of co-operation and competition in games 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Use skills of stopping ball in games situation – e.g. goalkeeper in football • Combine and apply throwing and catching, kicking ball, striking ball skills to team games, showing team-work, understanding of defence/attack, use of tactics • Develop specific skills in games such as basketball, netball, tag rugby, football, unihoc, cricket/rounders, tennis, badminton, volleyball, inclusive sports – and to show understanding of and adherence to rules and methods of scoring
Throwing and Catching				
<ul style="list-style-type: none"> • Release objects • Pass object from hand to hand 	<ul style="list-style-type: none"> • Use hands to stop accurately rolled ball on floor 	<ul style="list-style-type: none"> • Move to stop a rolling ball on floor • Roll ball with direction 	<ul style="list-style-type: none"> • Show anticipation of trajectory of rolling ball and move to stop it 	<ul style="list-style-type: none"> • Select and use correct technique for throwing according to requirements of specific sport

<ul style="list-style-type: none"> • Hold object in each hand and bring them together in middle • Catch a large ball • Push ball with intent 	<ul style="list-style-type: none"> • Release ball underarm • Release ball overarm • Throw ball in air to self and catch • Bounce ball to self and catch • Catch large ball thrown accurately to hands 	<ul style="list-style-type: none"> • Throw ball using 1 hand underarm and 2 hands (tag rugby) • Develop technique for throwing overarm using 1 hand and 2 hands – beanbag/tennis ball, soccer ball/basketball • Throw with accuracy to partner • Catch large and medium ball consistently, airborne and bounced • Move to catch ball, transferring body weight • Bounce ball using 2 hands • Bounce ball consistently to self • Bounce ball to partner 	<ul style="list-style-type: none"> • Throw underarm with accuracy to partner/target • Develop technique for underarm bowling/feeding • Develop technique for overhead throw, shoulder pass, bounce pass, chest pass, tennis ball throw, throwing rugby ball • Throw for distance and accuracy • Dribble basketball with control • Show anticipation of trajectory of airborne ball and move to catch it 	<ul style="list-style-type: none"> • Able to break down and explain throwing and catching skills to a peer
Striking Skills				
<ul style="list-style-type: none"> • Kick a large ball • Swing leg with intent • Explore bating equipment 	<ul style="list-style-type: none"> • Kick large ball • Strike ball along floor using hands, stick, bat, racket • Strike ball from T-ball stand using bat, racket 	<ul style="list-style-type: none"> • Kick ball with accuracy, pass accurately to partner, shoot at goal • Develop control of ball with feet • Develop control of moving ball – with hands, stick, bat, racket • Strike accurately thrown airborne ball using hands, bat, racket • Pass ball along floor with accuracy using hands, stick, racket 	<ul style="list-style-type: none"> • Dribble ball with feet showing control • Pass ball while moving • Move with ball in opposed situations • Dribble ball with unihoc stick showing control • Develop technique for striking ball in rounders/cricket, including correct stance • Develop tennis strokes – forehand, backhand, volley, smash, serve • Develop badminton shots 	<ul style="list-style-type: none"> • Break down the movement of dribbling and kicking and explain to a peer.

Gymnastics Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Turn head in response to sounds and sights • Hold up own head • Make movements with arms and legs, gradually becoming more controlled • Roll from front to back, back to front • Lying on front, lift head, then chest, supporting self with forearms then straight arms • Sit unsupported on floor • When sitting, maintain balance to all directions • Move from lying to sitting • When sitting, reach forwards for object • Move from sitting to hands and knees • Pull to standing, using support • Roll to move around • Commando crawl / Crawl • Balance in high knees • Move from high kneeling to standing • Shuffle on bottom • Walk with support – furniture/adult hand • Walk independently • Walk upstairs and downstairs with support, 2 feet to a step • Come downstairs on knees • Run safely on whole foot • Squat steadily to rest or play with object on floor • Rise to feet from squat position without using hands 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Walk upstairs using alternating feet • Walk downstairs using alternating feet • Crawl, bottom shuffle, bear crawl, run, walk along line, walk on tiptoes, walk on heels, walk backwards, spin, gallop, side gallop, skip, jump, leap, hop • Stop on command • Copy body shape • Perform log roll, egg roll • Jump – two feet together • Balance on one leg • Copy movements along a bench, walk up/down inclined bench • Explore low and high level apparatus • Travel over, under, through and along apparatus with adult support. • Copy and explore basic movements with developing control and co-ordination 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Perform fundamental movements showing control and co-ordination • Jump over moving rope • Copy and perform gymnastics starting points showing control of body • Perform stretch, tuck, straddle, pike shape on mat • Perform teddy roll, forward roll, backward roll • Perform hurdle step, jump with half turn, jump with full turn • Walk heel-toe along bench, bunny hop over bench • Perform specific movements on low and high level apparatus • Travel over, under, through and along apparatus with independence and control • Copy, remember, explore and repeat movements with control and co-ordination 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Link sequence of movements and balances together, showing control and co-ordination • Skip using rope • From starting point, select and perform appropriate movement • Maintain body shape in balance-movement-balance sequence • Select roll and link with 2 balance positions • Perform stretch, tuck, straddle, pike jump on floor and from apparatus • Select movement along bench according to criteria – body part/shape/speed • Select and get out apparatus appropriate for the movement challenge • Select appropriate level of movement according to apparatus • Link ideas, skills and techniques with control, precision and fluency 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> • Devise, recall and perform sequence of movements and balances on floor • Perform learnt floor routine in front of audience/in competition environments • Use range of body shapes in sequence on floor and apparatus • Use range of rolls and jumps in sequence of movements and balances • Use correct technique on springboard • Perform vaults • Include range of pathways and levels in movement sequence • Suggest ways to improve quality of performance

Outdoor Education Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
<p>Learners should be taught to:</p> <ul style="list-style-type: none"> Respond positively to being outside 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> Begin to show awareness of others and of crossing roads safely Ask for help if stuck 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> Walks independently and able to stop at roads to check for traffic without prompts 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> Climb walls Read maps Help put up a tent Follow instructions to cook a meal Respect the environment 	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> Climb with ropes Use a compass Pitch a tent Cook a meal outdoors
<ul style="list-style-type: none"> Co-operate with outdoor education activities 	<ul style="list-style-type: none"> Safety Listen Participate Follow instructions Copy demonstrations Accept adult support Confidence Co-operating with partner, adult support 	<ul style="list-style-type: none"> Motivation Problem solving Partner work Responding to challenge Competition Working in a team Safety using and moving apparatus 	<ul style="list-style-type: none"> Co-operation Fairness Respect Encouragement Trust Healthy lifestyle – activity, food, changes to body during/after exercise Competition Improving personal performance 	<ul style="list-style-type: none"> Develop stamina, resilience, teamwork and leadership skills Competitive spirit Sportsmanship Response to winning and losing Self-motivation Motivating and encouraging others Setting personal goals Evaluating performance Personal fitness

Physical development Progression

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
Band A	Running and Jumping			
<i>Make movements with arms and legs, gradually becoming more controlled</i>	run at different speeds	change speed or direction when running	run at a speed appropriate to the distance	improve and sustain running technique at different speeds
<i>Move from lying to sitting</i>	take part in races alongside/against peers with support	take part in races, with a developing sense of competition	develop correct technique for: standing long jump	demonstrate good control, strength, speed and stamina in a variety of athletics events
<i>When sitting, reach forwards for object</i>	step over low obstacles	jump accurately from a standing position – forwards, backwards, to side, off apparatus, over line/rope	develop correct technique for: speed bounce	
<i>Move from sitting to hands and knees</i>	jump from a standing position		develop correct technique for: vertical jump	
<i>Pull to standing, using support</i>	Invasion Games			
<i>Roll to move around</i>	Kick large ball	Kick ball with accuracy, pass accurately to partner, shoot at goal	Show anticipation of trajectory of airborne ball and move to catch it	Combine and apply throwing and catching, kicking ball, striking ball skills to team games, showing team-work, understanding of defence/attack, use of tactics
<i>Commando crawl / Crawl</i>	Strike ball along floor using hands, stick, bat, racket	Develop control of ball with feet	Dribble ball with feet showing control	Develop specific skills in games such as basketball, netball, tag rugby, football, unihoc, cricket/rounders, tennis, badminton, volleyball, inclusive sports

<i>Balance in high knees</i>	Experiment with a range of small games equipment – beanbags, quoits, hoops, skittles, cones	Develop control of moving ball – with hands, stick, bat, racket	Pass ball while moving	
<i>Move from high kneeling to standing</i>		Strike accurately thrown airborne ball using hands, bat, racket	Move with ball in opposed situations	
<i>Shuffle on bottom</i>		Pass ball along floor with accuracy using hands, stick, racket	Dribble ball with unihoc stick showing control	
Band B		Use small games equipment appropriately	Develop technique for striking ball in rounders/cricket, including correct stance	
<i>Watch and explore hands and feet</i>			Develop tennis strokes – forehand, backhand, volley, smash, serve	
<i>Reach out for, touch and hold objects</i>	Throwing and Catching			
<i>Release objects</i>	Release ball underarm	Throw ball using 1 hand underarm and 2 hands (tag rugby)	Throw underarm with accuracy to partner/target	Select and use correct technique for throwing according to requirements of specific sport
<i>Explore objects with mouth</i>	Release ball overarm	Develop technique for throwing overarm using 1 hand and 2 hands – beanbag/tennis ball, soccer ball/basketball	Develop technique for underarm bowling/feeding	explain how to improve technique in throwing events
<i>Pass object from hand to hand</i>	Throw ball in air to self and catch	Throw with accuracy to partner	Develop technique for overhead throw, shoulder pass, bounce pass, chest pass, tennis ball throw, throwing rugby ball	
<i>Hold object in each hand and bring them together in middle</i>	Bounce ball to self and catch	Catch large and medium ball consistently, airborne and bounced	Throw for distance and accuracy	
<i>Pick up small object using thumb and fingers</i>	Catch large ball thrown accurately to hands	Move to catch ball, transferring body weight	Show anticipation of trajectory of airborne ball and move to catch it	
<i>Kick a large ball</i>	Dance			

<i>Begin to show preference for dominant hand</i>	copy and explore basic body patterns and movements - travelling in different pathways, levels, spins and turns	perform a range of body patterns and movements with control and co-ordination – travelling in different pathways, levels, spins and turns	move creatively to music/other stimuli on own and with a partner, including travelling in different pathways, levels, spins and turns	create, perform and recall sequence of movements in variety of dance styles in response to music/other stimuli
<i>Catch a large ball</i>	copy movements and simple dance steps in response to music	perform repeating sequence of movements and dance steps in response to music	recall and perform sequence of movements and dance steps with partner and in a group	
	explore items of dance equipment – ribbons, scarves, pom-poms, flags, dance sacs	copy movements using dance equipment – ribbons, scarves, pom-poms, flags, dance sacs - showing control and co-ordination	select and use dance equipment- ribbons, scarves, pom-poms, flags, dance sacs - in response to style of music/other stimuli	
	Gymnastics			
	Walk upstairs using alternating feet	Perform fundamental movements showing control and co-ordination	Link sequence of movements and balances together, showing control and co-ordination	Devise, recall and perform sequence of movements and balances on floor
	Walk downstairs using alternating feet	Jump over moving rope	Skip using rope	Perform learnt floor routine in front of audience/in competition environments
	Crawl, bottom shuffle, bear crawl, run, walk along line, walk on tiptoes, walk on heels, walk backwards, spin, gallop, side gallop, skip, jump, leap, hop	Copy and perform gymnastics starting points showing control of body	From starting point, select and perform appropriate movement	Use range of body shapes in sequence on floor and apparatus
	Stop on command	Perform stretch, tuck, straddle, pike shape on mat	Maintain body shape in balance-movement-balance sequence	
	Explore low and high level apparatus	Perform specific movements on low and high level apparatus	Select appropriate level of movement according to apparatus	
	Sport-Specific Skills			
	With adult support, co-operate with peers to join in games	Show developing understanding of co-operation and competition in games	Develop teamwork skills – encouraging, leading, winning, losing	to show understanding of and adherence to rules and methods of scoring

Fundamental Movement Skills	Development of Fundamental Movement Skills	Development of Control	Applying skills	Competency
Band A	Running and Jumping			
<i>Make movements with arms and legs, gradually becoming more controlled</i>	run at different speeds	change speed or direction when running	run at a speed appropriate to the distance	improve and sustain running technique at different speeds
<i>Move from lying to sitting</i>	take part in races alongside/against peers with support	take part in races, with a developing sense of competition	develop correct technique for: standing long jump	demonstrate good control, strength, speed and stamina in a variety of athletics events
<i>When sitting, reach forwards for object</i>	step over low obstacles	jump accurately from a standing position – forwards, backwards, to side, off apparatus, over line/rope	develop correct technique for: speed bounce	
<i>Move from sitting to hands and knees</i>	jump from a standing position		develop correct technique for: vertical jump	
<i>Pull to standing, using support</i>	Invasion Games			
<i>Roll to move around</i>	Kick large ball	Kick ball with accuracy, pass accurately to partner, shoot at goal	Show anticipation of trajectory of airborne ball and move to catch it	Combine and apply throwing and catching, kicking ball, striking ball skills to team games, showing team-work, understanding of defence/attack, use of tactics
<i>Commando crawl / Crawl</i>	Strike ball along floor using hands, stick, bat, racket	Develop control of ball with feet	Dribble ball with feet showing control	Develop specific skills in games such as basketball, netball, tag rugby, football, unihoc, cricket/rounders, tennis, badminton, volleyball, inclusive sports
<i>Balance in high knees</i>	Experiment with a range of small games equipment – beanbags, quoits, hoops, skittles, cones	Develop control of moving ball – with hands, stick, bat, racket	Pass ball while moving	
<i>Move from high kneeling to standing</i>		Strike accurately thrown airborne ball using hands, bat, racket	Move with ball in opposed situations	

<i>Shuffle on bottom</i>		Pass ball along floor with accuracy using hands, stick, racket	Dribble ball with unihoc stick showing control	
Band B		Use small games equipment appropriately	Develop technique for striking ball in rounders/cricket, including correct stance	
<i>Watch and explore hands and feet</i>			Develop tennis strokes – forehand, backhand, volley, smash, serve	
<i>Reach out for, touch and hold objects</i>	Throwing and Catching			
<i>Release objects</i>	Release ball underarm	Throw ball using 1 hand underarm and 2 hands (tag rugby)	Throw underarm with accuracy to partner/target	Select and use correct technique for throwing according to requirements of specific sport
<i>Explore objects with mouth</i>	Release ball overarm	Develop technique for throwing overarm using 1 hand and 2 hands – beanbag/tennis ball, soccer ball/basketball	Develop technique for underarm bowling/feeding	explain how to improve technique in throwing events
<i>Pass object from hand to hand</i>	Throw ball in air to self and catch	Throw with accuracy to partner	Develop technique for overhead throw, shoulder pass, bounce pass, chest pass, tennis ball throw, throwing rugby ball	
<i>Hold object in each hand and bring them together in middle</i>	Bounce ball to self and catch	Catch large and medium ball consistently, airborne and bounced	Throw for distance and accuracy	
<i>Pick up small object using thumb and fingers</i>	Catch large ball thrown accurately to hands	Move to catch ball, transferring body weight	Show anticipation of trajectory of airborne ball and move to catch it	
<i>Kick a large ball</i>	Dance			
<i>Begin to show preference for dominant hand</i>	copy and explore basic body patterns and movements - travelling in different pathways, levels, spins and turns	perform a range of body patterns and movements with control and co-ordination – travelling in different pathways, levels, spins and turns	move creatively to music/other stimuli on own and with a partner, including travelling in different pathways, levels, spins and turns	create, perform and recall sequence of movements in variety of dance styles in response to music/other stimuli
<i>Catch a large ball</i>	copy movements and simple dance steps in response to music	perform repeating sequence of movements and dance steps in response to music	recall and perform sequence of movements and dance steps with partner and in a group	

	explore items of dance equipment – ribbons, scarves, pom-poms, flags, dance sacs	copy movements using dance equipment – ribbons, scarves, pom-poms, flags, dance sacs - showing control and co-ordination	select and use dance equipment- ribbons, scarves, pom-poms, flags, dance sacs - in response to style of music/other stimuli	
	Gymnastics			
	Walk upstairs using alternating feet	Perform fundamental movements showing control and co-ordination	Link sequence of movements and balances together, showing control and co-ordination	Devise, recall and perform sequence of movements and balances on floor
	Walk downstairs using alternating feet	Jump over moving rope	Skip using rope	Perform learnt floor routine in front of audience/in competition environments
	Crawl, bottom shuffle, bear crawl, run, walk along line, walk on tiptoes, walk on heels, walk backwards, spin, gallop, side gallop, skip, jump, leap, hop	Copy and perform gymnastics starting points showing control of body	From starting point, select and perform appropriate movement	Use range of body shapes in sequence on floor and apparatus
	Stop on command	Perform stretch, tuck, straddle, pike shape on mat	Maintain body shape in balance-movement-balance sequence	
	Explore low and high level apparatus	Perform specific movements on low and high level apparatus	Select appropriate level of movement according to apparatus	
	Sport-Specific Skills			
	With adult support, co-operate with peers to join in games	Show developing understanding of co-operation and competition in games	Develop teamwork skills – encouraging, leading, winning, losing	to show understanding of and adherence to rules and methods of scoring

Rebound Therapy (Winstrada)

Rebound Exercises Grade 1				
All movements may be performed with support as necessary				
Section A	Section B	Section C	Section D	Section E
<p>Lies or sits on soft object for example beanbag</p> <p>enjoys being bounced while lying or sitting on beanbag</p> <p>enjoys movements with parachute</p> <p>enjoys rocking motion bed when lying down</p> <p>being bounced in back lying position - maintains shape</p>	<p>Differentiates stillness and movement</p> <p>waits patiently for turning on trampoline</p> <p>maintains eye contact when appropriate</p> <p>show and hold start position</p> <p>anticipates cause and effect</p>	<p>Enjoys being bounced in hands and knees position</p> <p>initiates bouncing in hands and knees position</p> <p>high kneeling position</p> <p>high kneeling - swimming arm movement</p>	<p>Six facing adult in stillness compensates for movement when trampoline bed is moved in front behind and to the side of learner</p> <p>regains sitting position when moved off balance</p> <p>enjoys being bounced in sitting position</p> <p>sitting position - initiates movement by pushing into bed with hands</p> <p>sitting position - swimming arm movement to initiate balance</p>	<p>Standing in stillness with feet flat on bed</p> <p>standing position - maintains shape while being gently bounced</p> <p>standing position - initiate bounce (bobble)</p> <p>swimming arms to initiate movement</p> <p>standing position - hang and bounce</p> <p>standing position - Pogo in centre</p> <p>standing position - banks and stop - stillness</p> <p>climb onto trampoline, locate centre of bed and climb off again safely</p>

Rebound Exercises Grade 2				
All movements may be performed with support as necessary				
Section A	Section B	Section C	Section D	Section E
Sitting position with hand support - pop to stand - stillness sitting position - pop to stand - stillness (support on landing if needed) sitting position - pop to stand with eyes closed sitting position - bounce and tweak sitting position - bounce and tweak with swimming arms quarter twists in sitting position	Can achieve two footed jump - landing evenly can achieve two footed jumps repeatedly - landing evenly perform three bounces - stop - stillness standing position - bounce with quarter twists pogo - moving around trampoline, understands and performs forwards, backwards and sideways movements Haka open bracket fast knees up together and touch)	Jump to legs astride-stop-stillness jump to legs astride, jump legs together-stop-stillness jump to legs astride-bring arms up, jumped to legs together, bring arms down rock 'n' roll in horizontal position, showing control	Walk along centreline, turn around and walk back Run on spot in centre run on spot in centre-alternate knee slapping run on spot-length crossover (right hand to left leg, left hand to right leg)	High kneeling-pop to stand to stillness high kneeling-swimming arms to stand-stillness high kneeling position-twist too long sitting (Harrison swivel) Harrison swivel-to stand-stillness Harrison swivel-to stand-stillness-able to perform left and right twist hands and knees position-slide to plank (on mattress) quarter turns in hands and knees position

Trampolining Proficiency Grade 3		
The transition from rebound exercises to trampolining		
Minimal assistance may be given if required		
Section A Complete all skills	Section B Complete 3 skills	Routine
Straight jumping with arm movements Tuck jump Half twist jump	Straight jump and stop Star jump Three bunny hops from hands and knees seat drop, not returning to feet	Tuck jump, half twist jump, star position

Trampolining Proficiency Grade 4		
Section A Complete all skills	Section B Complete 3 skills	Routine
Seat drop, to feet showing correct positioning of hands Link 2 half twist jumps and stop	Half twist jump, seat drop to feet Seat drop to feet, half twist jump Forward roll to sitting position Repeat a move 5 times, without any intermediate jump	Seat drop to feet, tuck jump, half twist jump, stop

Trampolining Proficiency Grade 5		
Section A Complete all skills	Section B Complete 3 skills	Routine
5 stretch jumps, stop and keep still for 3 seconds Tuck jump, showing stretch and good shape Front drop onto mat	Hands and knees bouncing, half turn to hands and knees Straddle jump, touching below the knees Back drop onto mat Hands and knees to front drop and back to feet	Star jump, seat drop to feet, tuck jump, ½ twist jump, straight jump, stop

Trampolining Proficiency Grade 6		
Section A Complete all skills	Section B Complete 3 skills	Routine
Seat drop half twist to feet Full twist jump Front drop to feet	Seat drop half twist to feet, seat drop to feet Half twist to seat drop to feet Pike drop Flat back on to mattress	Straddle jump, seat drop to feet, tuck jump. Half twist jump, pike jump, seat drop half twist to feet, straight jump, stop

Trampolining Proficiency Grade 7		
Section A Complete all skills	Section B Complete 3 skills	Routine
Half twist to seat drop, half twist to feet Back drop to feet Hands and knees forward turnover to back, to feet	Seat drop half twist to seat drop, to feet Seat drop to hands and knees Front drop to feet, seat drop to feet Seat drop to feet, front drop to feet	Front drop to feet, tuck jump, half twist jump, straddle jump, seat drop to feet, pike jump, full twist jump, straight jump, stop

Trampolining Proficiency Grade 8		
Section A Complete all skills	Section B Complete 3 skills	Routine
Front drop to seat drop Half twist to front drop Half twist to back drop Back drop half twist to feet	Seat drop to front drop Front drop half twist to feet Full twist jump, seat drop to feet Five back bounces	Front drop to feet, straddle jump, half twist jump, seat drop half twist to seat drop, half twist to feet, tuck jump, pike jump, full twist jump, stop

Trampolining Proficiency Grade 9		
Section A Complete all skills	Section B Complete 3 skills	Routine
Front drop straight to feet Back drop straight to feet Back drop to front drop to feet Forward turnover to back to feet Seat drop half twist to back drop	Front drop tucked or piked to feet Back drop piked to feet Front drop to back drop to feet Seat drop full twist to feet Full twist to seat drop	Front drop to feet, straddle jump, half twist jump, seat drop half twist to feet, tuck jump, pike jump, back drop half twist to feet

Trampolining Proficiency Grade 10		
Section A Complete all skills	Section B Complete 3 skills	Routine
Back drop half twist to back drop to feet Hands and knees forward turnover to seat to feet Back drop full twist to feet Back drop, back pullover to feet Front somersault	Front drop dull twist to feet Front drop half turn to front drop Full twist to back drop Back somersault Seat drop full twist to seat drop to feet (roller)	Full twist jump, straddle jump, seat drop half twist to seat drop half twist to feet, pike jump, back drop half twist to feet, tuck jump, front somersault