

Physical Education at Abingdon Primary School



Our Bespoke Drivers



Role Models of all
protected
characteristics



Accessing our local
area and all it offers

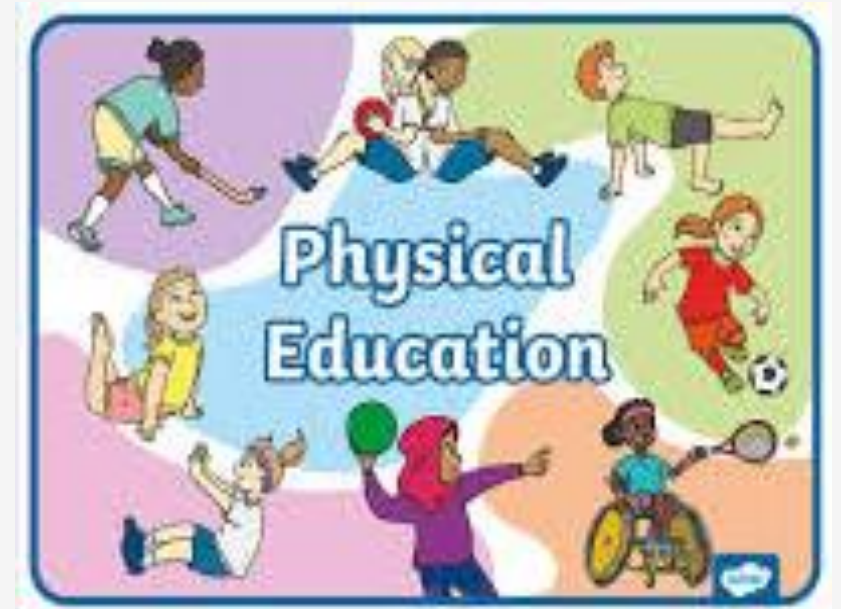


The Power of Word

Our vision for Physical Education at Abingdon

At Abingdon, our vision is for all our children to experience excellent physical education, school sport and physical activity that will lead to life-long participation. Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed. Our high quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

Our PE curriculum is inclusive and ensures that pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. There will also be opportunities for pupils to take on leadership roles in which they can build character and embed values such as fairness and respect. Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instil self- discipline; develop skill; improve self- confidence; reduce stress and develop lifelong learning skills. We aim to inspire our pupils to succeed and excel in competitive sport and other physically demanding activities.



Physical Education at Abingdon

Sports Days



Sports Leaders



Events



Dance Club at RVHS

Mini Whistlers

Mrs Lamb and Mr Rowe took a group of children to St. Joseph's this morning to take part in 'Mini Whistlers'. This promotes Respect in sports, but also in life. The children eventually refereed a game of football. These are skills that they will bring back to school and share with our other children.

Competitions



Theseus and the Minotaur



Celebrating success in sport

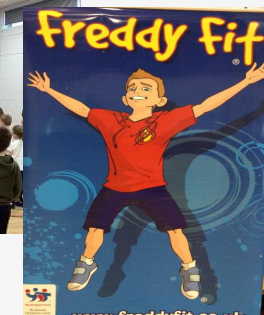
LKS2 Athletics

Earlier in the week some of our Y6s took part in an Athletics meet. They did brilliantly and were some encouraging of each other. Their team came 4th overall.



We are very proud of Jessica and Olivia this week! They completed a 10K Walk for The Christie and have raised lots of money for such a worthy cause. Well done girls!!

Freddy Fit



Cross Curricular- dance


How is learning across our school sequenced?

Our curriculum for Reception (FS) runs on a 1 year cycle.

CYCLE A.


Our curriculum for KS1 and KS2 runs on a 2 year cycle.



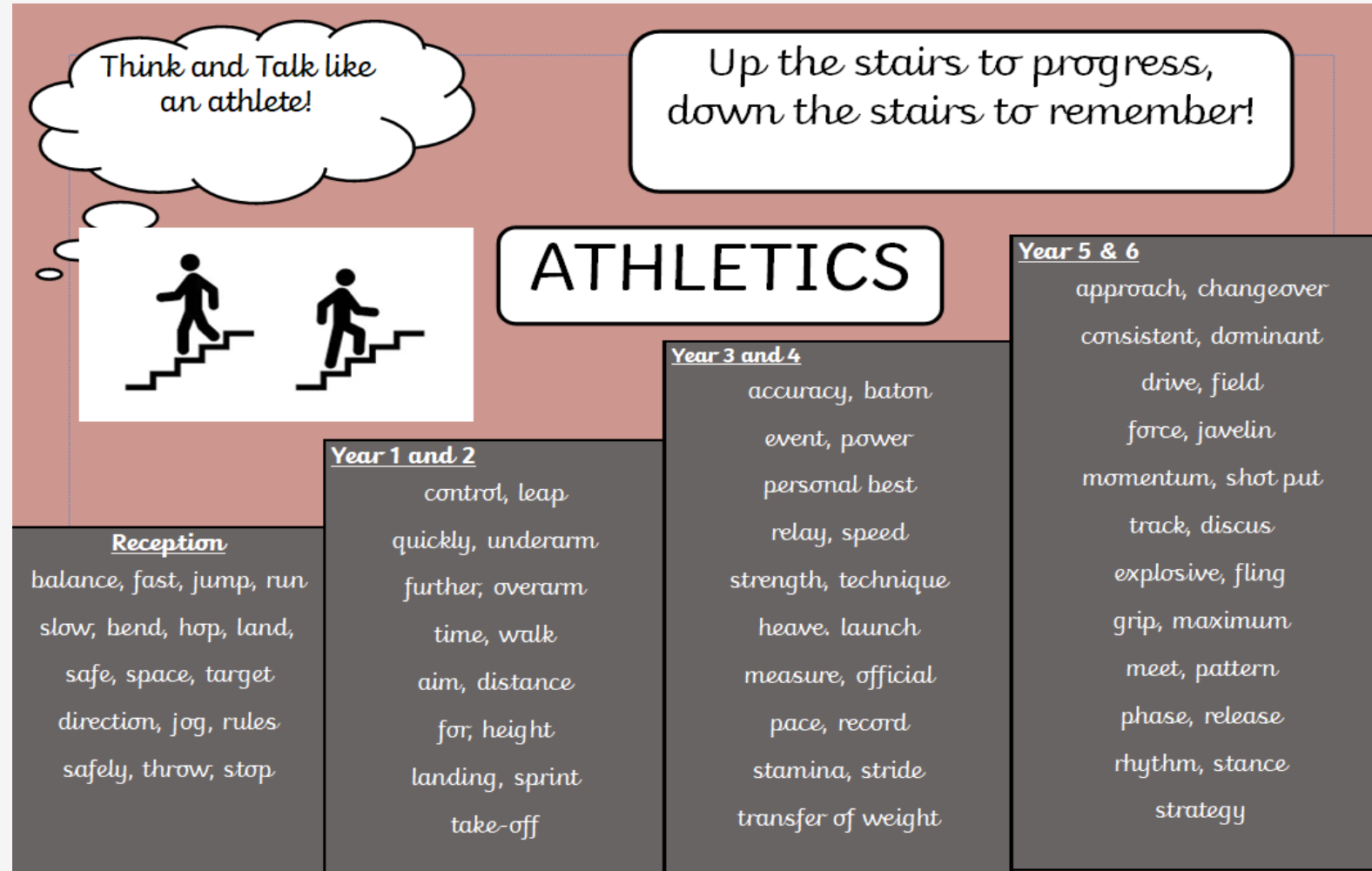
2025-2026	ABINGDON PRIMARY SCHOOL – PE Yearly overview Cycle A						
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	<u>All About Me!</u> Games – Intro to PE 1	<u>The Greta Fire of London</u> Dance – Y1 Pirates lessons 4, 5, 6 -Y2 Jack Frost lessons 10,11,12 Games – invasion Games (Y1)		<u>Eureka!</u> Dance – Y3 Machines lessons 1, 2, 3 -Y4 States of matter lessons 7, 8, 9 Games – Invasion Games (Basketball) (Y3)		<u>Behind Enemy Lines</u> Swimming Games – Invasion Games (Netball) (Y5) Yoga (Y5) Games – Invasion Games (Netball) (Y5)	
Autumn 2	<u>Festivals and Celebrations</u> Games – Intro to PE 2	Gymnastics – Y1 lessons 1-6 Games – Ball Skills (Y1)		Gymnastics – Y3 lessons 1-6 Games – Invasion Games (Tag rugby) (Y3)		Swimming Games – Invasion Games (Football) (Y5) Gymnastics – Y5 lessons 1-6 Games – Invasion Games (Football) (Y5)	
Spring 1	<u>When I Grow Up...</u> Games – Ball skills 1	<u>Sensational Stockport</u> Yoga (Y1) Games – Net and Wall games (Y1)		Swimming Games – Net and Wall games (Tennis) (Y3)	Dance – Y3 A trip to... lessons 4, 5, 6 -Y4 The Carnival lessons 4, 5, 6 Games – Net and Wall games (Tennis) (Y3)	<u>What a Wonderful World!</u> Dance – Y5 Rock and Roll lessons 4, 5, 6 -Y5 Chinese Dance lessons 10,11,12 Games – Net and Wall games (Tennis) (Y5) Dance – Y5 Rock and Roll lessons 4, 5, 6 -Y5 Chinese Dance lessons 10,11,12 Games – Net and Wall games (Tennis) (Y5)	
Spring 2	<u>Who Lives Where?</u> Games – Ball skills 2	Gymnastics – Y1 lessons 7-12 Games – Target games (Y1)		Swimming OAA (Y3)	Gymnastics – Y3 lessons 7-12 OAA (Y3)	Gymnastics – Y5 lessons 1-6 Games – Dodgeball (Y5) Gymnastics – Y5 lessons 7-12 Games – Dodgeball (Y5)	
Summer 1	<u>Growth and Change</u> Fundamentals 1	<u>Going on Safari</u> Dance – Y1 On Safari lessons 10,11,12 -Y2 Secret Garden lessons 1, 2, 3 Games – Sending and receiving games (Y1)		Dance –Y3 A trip to... lessons 4, 5, 6 -Y4 The Carnival lessons 4, 5, 6 Games- Striking and Fielding games (Rounders) (Y3)	Swimming Games- Striking and Fielding games (Rounders) (Y3)	<u>Raiders or Traders</u> Dance – Y6 Bhangra lessons 4, 5, 6 -Y6 Waiting for...lessons 7, 8, 9 Games – Striking and Fielding games (Cricket)(Y5) Fitness (Y5) Games- Striking and Fielding games (Cricket) (Y5)	
Summer 2	<u>Once Upon a Time...</u> Games – Games 1	Fundamentals (Y1) Athletics (Y1)		Gymnastics –Y3 lessons 7-12 Athletics (Y3)	Swimming Athletics (Y3)	Yoga (Y5) Athletics (Y5) Dance – Y6 Bhangra lessons 4, 5, 6 -Y6 Waiting for...lessons 7, 8, 9 Athletics (Y5)	

How is learning across our school sequenced?

CYCLE B.

2024-2025	ABINGDON PRIMARY SCHOOL – PE Yearly overview Cycle B						
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	<u>All About Me!</u> Games – Intro to PE 1	<u>Down in the Deep, Dark Woods</u> Dance – Y1 The Lost Toy lessons 7, 8, 9 -Y2 Rainforest lessons 7, 8, 9 Games – Invasion games (Y2)	<u>Stones n Bones</u> Dance – Y3 Country and western lessons 7, 8, 9 -Y4 The Spy lessons 1, 2, 3 Games – Invasion games (Netball) (Y4)	<u>Fight for your rights</u> Year 5 Swimming Games – Invasion games (Basketball) (Y6)		Yoga (Y6) Games – Invasion games (Basketball) (Y6)	
Autumn 2	<u>Festivals and Celebrations</u> Games – Intro to PE 2	Gymnastics – Y2 lessons 1-6 Games – Ball skills (Y2)	Gymnastics – Y4 lessons 1-6 Games – Invasion games (Football) (Y4)	Swimming Games – Invasion games (Tag Rugby) (Y6)		Gymnastics – Y6 lessons 1-6 Games – Invasion games (Tag rugby) (Y6)	
Spring 1	<u>When I Grow Up...</u> Games – Ball skills 1	<u>How have explorers changed the world?</u> Dance – Y1 Weather lessons 1,2,3 -Y2 Circus lessons 4, 5, 6 Games – Net and wall games (Y2)	<u>Extreme Earth</u> Swimming Games – Net and wall games (Tennis) (Y4)	Dance – Y3 Superpowers lessons 10,11,12 -Y4 The Twist lessons 10,11,12 Games – Net and wall games (Tennis) (Y4)	<u>Time travellers</u> Dance –Y5 Ancient Maya lessons 7, 8, 9 -Y5 Dance by Chance lessons 1, 2, 3 Games -Tennis (Y6)		Dance –Y5 Ancient Maya lessons 7, 8, 9 -Y5 Dance by Chance lessons 1, 2, 3 Games -Tennis (Y6)
Spring 2	<u>Who Lives Where?</u> Games – Ball skills 2	Gymnastics – Y2 lessons 7-12 Games – Target games (Y2)	Swimming Games – Invasion games (Dodgeball) (Y4)	Gymnastics –Y4 lessons 7-12 Games – Invasion games (Dodgeball) (Y4)	Gymnastics –Y6 lessons 1-6 OAA (Y6)		Gymnastics – Y6 lessons 7-12 OAA (Y6)
Summer 1	<u>Growth and Change</u> Fundamentals 1	<u>A Taste of India</u> Yoga (Y2) Games – Striking and fielding games (Y2)	<u>Mad as a Hatter</u> Dance - Dance – Y3 Superpowers lessons 10,11,12 -Y4 The Twist lessons 10,11,12 Games – Striking and Fielding games (Cricket) (Y4)	<u>Year 3/4 & 4</u> Swimming Games – Striking and Fielding games (Cricket) (Y4)	<u>Eco warriors</u> Dance - Y6 Stamp, clap lessons 1, 2, 3 -Y6 70's disco lessons 10, 11, 12 Games – Striking and Fielding games (Rounders) (Y6)		Fitness (Y6) Games – Striking and Fielding games (Rounders)(Y6)
Summer 2	<u>Once Upon a Time...</u> Games – Games 1	Fundamentals (Y2) Athletics (Y2)	Gymnastics – Y4 lessons 7-12 Athletics (Y4)	Swimming Athletics (Y4)	Yoga (Y6) Athletics (Y6)		Dance -Y6 Stamp, clap lessons 1, 2, 3 -Y6 70's disco lessons 10, 11, 12 Athletics (Y6)

Vocabulary Progression



This links to The Power of Word – understanding the power that vocabulary can have.

Vocabulary Progression Overview: Cycle A&B

ABINGDON PRIMARY SCHOOL PE Progression of Vocabulary - Cycle A						
	FS	YEAR 1 / YEAR 2	YEAR 3	YEAR 3	YEAR 5	YEAR 6
Autumn 1	Intro to PE 1- games balance active sprint agility record drive bend <u>hold</u> fast copy jump land run safely hop slow space still stop squeeze travel	Dance balance, beat, copy, fast, level, pathway, pose, timing, create, dynamics, expressions, matching, mirroring, perform, speed, unison Invasion Games attacker, defender, dodge, goal, mark, track, attack, defend, goalkeeper, opponent, possession, send, shoot, tactic, teammate	Dance canon, explore, extend, feedback, formation, interact, order, action and reaction, performance, phrase, relationship, represent, structure, rhythm Invasion Games (Basketball) accurate, communicate, control, court, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, protect, tournament, umpire, pressure, accelerate, cushion, delay, decision, deny, gain, limit, momentum, option, obstruct, offside, onside, support, tackle, timing		Swimming continuously, exhale, dolphin kick, endurance, inhale, flutter kick, retrieve, somersault, personal best, outstretched, synchronised	Yoga concentrate, connect, exhale inhale, maintain, muscles posture, quality, transition collaborate, engage, expand, fluidly, salutation
				Invasion Games (netball) angle, ball carrier, barrier, close down, create, drive, dominant, maintain, rebound, situation, sporting behaviour, stance, sportsmanship, abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover		
Autumn 2	Intro to PE 2 – Games balance active sprint agility record drive bend <u>hold</u> fast copy jump land run safely hop slow space still stop squeeze travel	Gymnastics action, control, direction, level, speed, link, pathway, pike, sequence, tuck, straddle Ball skills control, ready, position, soft swing, track, underarm, collect, prepare, receive, release, touch	Gymnastics body tension, contrast, extend, flow, match, landing position, patch, point, take off, bridge, fluidly, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip Invasion Games (Tag Rugby) accurate, communicate, control, court, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, protect, tournament, umpire, pressure		Swimming continuously, exhale, dolphin kick, endurance, inhale, flutter kick, retrieve, somersault, personal best, Outstretched, synchronised	Gymnastics asymmetrical, canon, cartwheel, decide, extension, identify, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition, aesthetics, competent, contrasting, counter balance, engage, execution, flight, formation, handstand, refine, progression, structure, vault

ABINGDON PRIMARY SCHOOL PE Progression of Vocabulary - Cycle B							
	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	Intro to PE 1- games balance active sprint agility record drive bend <u>hold</u> fast copy jump land run safely hop slow space still stop squeeze travel	Dance balance, beat, copy, fast, level, pathway, pose, timing, create, dynamics, expressions, matching, mirroring, perform, speed, unison Invasion Games attacker, defender, dodge, goal, mark, track, attack, defend, goalkeeper, opponent, possession, send, shoot, tactic, teammate		Dance canon, explore, extend, feedback, formation, interact, order, action and reaction, performance, phrase, relationship, represent, structure, rhythm Invasion Games (Netball) accurate, communicate, control, court, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, protect, tournament, umpire, pressure, accelerate, cushion, delay, decision, deny, gain, limit, momentum, option, obstruct, offside, onside, support, tackle, timing		Swimming continuously, exhale, dolphin kick, endurance, inhale, flutter kick, retrieve, somersault, personal best, outstretched, synchronised Invasion Games (basketball) angle, ball carrier, barrier, close down, create, drive, dominant, maintain, rebound, situation, sporting behaviour, stance, sportsmanship, abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover	Yoga concentrate, connect, exhale, inhale, maintain, muscles, posture, quality, transition, collaborate, engage, expand, fluidly, salutation
Autumn 2	Intro to PE 2 – Games balance active sprint agility record drive bend <u>hold</u> fast copy jump land run safely hop slow space still stop squeeze travel	Gymnastics action, control, direction, level, speed, link, pathway, pike, sequence, tuck, straddle Ball skills control, ready, position, soft swing, track, underarm, collect, prepare, receive, release, touch		Gymnastics body tension, contrast, extend, flow, match, landing position, patch, point, take off, bridge, fluidly, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip Invasion Games (Football) accurate, communicate, control, court, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, protect, tournament, umpire, pressure, accelerate, cushion, delay, decision, deny, gain, limit, momentum, option, obstruct, offside, onside, support, tackle, timing		Swimming continuously, exhale, dolphin kick, endurance, inhale, flutter kick, retrieve, somersault, personal best, Outstretched, synchronised	Gymnastics asymmetrical, canon, cartwheel, decide, extension, identify, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition, aesthetics, competent, contrasting, counter balance, engage, execution, flight, formation,

Progression of knowledge

Key knowledge is mapped out across the year groups for each area of PE.

ABINGDON PRIMARY SCHOOL – Physical Education Progression of Knowledge– Get Set 4 PE							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS	Shapes: <ul style="list-style-type: none">understand that I can make different shapes with my body. Balances: <ul style="list-style-type: none">know that I should be still when holding a balance. Rolls: <ul style="list-style-type: none">know that I can change my body shape to help me to roll. Jumps: <ul style="list-style-type: none">know that bending my knees will help me to land safely. Strategy: <ul style="list-style-type: none">know that if I hold a shape and count to five people will see it clearly.	Shapes: <ul style="list-style-type: none">understand that I can improve my shapes by extending parts of my body. Balances: <ul style="list-style-type: none">know that balances should be held for 5 seconds. Rolls: <ul style="list-style-type: none">know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: <ul style="list-style-type: none">know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Shapes: <ul style="list-style-type: none">know that some shapes link well together. Balances: <ul style="list-style-type: none">understand that squeezing my muscles helps me to balance. Rolls: <ul style="list-style-type: none">understand that there are different teaching points for different rolls. Jumps: <ul style="list-style-type: none">understand that looking forward will help me to land with control. Strategy: <ul style="list-style-type: none">know that if I use shapes that link well together, it will help my sequence to flow.	Shapes: <ul style="list-style-type: none">understand how to use body tension to make my shapes look better. Balances: <ul style="list-style-type: none">understand that I can make my balances look interesting by using different levels. Rolls: <ul style="list-style-type: none">understand the safety considerations when performing more difficult rolls. Jumps: <ul style="list-style-type: none">understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: <ul style="list-style-type: none">know that if I use different levels it will help to make my sequence look interesting.	Shapes: <ul style="list-style-type: none">understand how shapes can be used to improve my sequence. Inverted movements: <ul style="list-style-type: none">know that inverted movements are actions in which my hips go above my head. Balances: <ul style="list-style-type: none">know how to keep myself and others safe when performing partner balances. Rolls: <ul style="list-style-type: none">understand that I can keep the shape of my roll using body tension. Jumps: <ul style="list-style-type: none">know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: <ul style="list-style-type: none">know that if I use different directions it will help to make my sequence look interesting.	Shapes: <ul style="list-style-type: none">understand that shapes underpin all other skills. Inverted movements: <ul style="list-style-type: none">understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: <ul style="list-style-type: none">understand how to use contrasting balances to make my sequences look interesting. Rolls: <ul style="list-style-type: none">understand that I need to work within my own capabilities and this may be different to others. Jumps: <ul style="list-style-type: none">understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: <ul style="list-style-type: none">know that if I use different pathways, it will help to make my sequence look interesting	Shapes: <ul style="list-style-type: none">know which shapes to use for each skill. Inverted movements: <ul style="list-style-type: none">understand that spreading my weight across a base of support will help me to balance. Balances: <ul style="list-style-type: none">know where and when to apply force to maintain control and balance. Rolls: <ul style="list-style-type: none">understand that I can use momentum to help me to roll and where that momentum comes from. Jumps: <ul style="list-style-type: none">understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: <ul style="list-style-type: none">know that if I use changes in formation it will help to make my sequence look interesting.

ABINGDON PRIMARY SCHOOL – Physical Education Progression of Knowledge– Get Set 4 PE							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
OAA	Problem solving: <ul style="list-style-type: none"> make simple decisions in response to a task. Navigational skills: <ul style="list-style-type: none"> Know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: <ul style="list-style-type: none"> Know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: <ul style="list-style-type: none"> begin to identify when I am successful. Rules: know that rules help us to stay safe. 	Problem solving: <ul style="list-style-type: none"> know that working collaboratively with others will help to solve challenges. Navigational skills: <ul style="list-style-type: none"> know that deciding which way to go before starting will help me Communication: <ul style="list-style-type: none"> know that using short instructions will help my partner e.g. start/stop Reflection: <ul style="list-style-type: none"> identify when I am successful and make basic observations about how to improve. Rules: <ul style="list-style-type: none"> know that rules help us to play fairly. 	Problem solving: <ul style="list-style-type: none"> know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: <ul style="list-style-type: none"> understand that the map tells us what to do. Communication: <ul style="list-style-type: none"> know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: <ul style="list-style-type: none"> verbalise when I am successful and areas that I could improve. Rules: <ul style="list-style-type: none"> know how to follow and apply simple rules. 	Problem solving: <ul style="list-style-type: none"> know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: <ul style="list-style-type: none"> know to hold the map so that the items on the map match up to the items that have been placed out. Communication: <ul style="list-style-type: none"> know that taking turns when giving ideas and not to interrupt each other. Reflection: <ul style="list-style-type: none"> reflect on when and why I am successful at solving challenges. Rules: <ul style="list-style-type: none"> know that using the rules honestly will help to keep myself and others safe. 	Problem solving: <ul style="list-style-type: none"> know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: <ul style="list-style-type: none"> understand how to use a key and use the cardinal points on a map to orientate it. Communication: <ul style="list-style-type: none"> understand that there are different types of communication and that I can communicate without talking. Reflection: <ul style="list-style-type: none"> with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: <ul style="list-style-type: none"> understand the importance of working with integrity. 	Problem solving: <ul style="list-style-type: none"> recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: <ul style="list-style-type: none"> use a key to identify objects and locations. Communication: <ul style="list-style-type: none"> know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: <ul style="list-style-type: none"> reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: <ul style="list-style-type: none"> know that abiding by rules will enable my classmates to complete the course e.g. not moving controls 	Problem solving: <ul style="list-style-type: none"> understand that being able to solve problems is an important life skill. Navigational skills: <ul style="list-style-type: none"> understand why having good navigational skills are important. Communication: <ul style="list-style-type: none"> know that good communication skills are key to solving problems and working effectively as a team. Reflection: <ul style="list-style-type: none"> with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: <ul style="list-style-type: none"> understand the rules and think creatively to solve the challenge whilst abiding by the rules.

Progression of skills

Key skills are mapped out across the year groups for each area of PE.

ABINGDON PRIMARY SCHOOL – Physical Education Progression of Skills							
CURRICULAR AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DANCE	Actions: <ul style="list-style-type: none"> explore how my body moves. Copy basic body actions and rhythms. Dynamics: <ul style="list-style-type: none"> explore actions in response to music and an idea. Space: <ul style="list-style-type: none"> begin to explore pathways and the space around me and in relation to others. Performance: <ul style="list-style-type: none"> perform short phrases of movement in front of others. 	Actions: <ul style="list-style-type: none"> copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: <ul style="list-style-type: none"> explore varying speeds to represent an idea. Space: <ul style="list-style-type: none"> explore pathways within my performance. Relationships: <ul style="list-style-type: none"> begin to explore actions and pathways with a partner. Performance: <ul style="list-style-type: none"> perform on my own and with others to an audience. 	Actions: <ul style="list-style-type: none"> accurately remember, repeat and link actions to express an idea. Dynamics: <ul style="list-style-type: none"> develop an understanding of dynamics. Space: <ul style="list-style-type: none"> develop the use of pathways and travelling actions to include levels. Relationships: <ul style="list-style-type: none"> explore working with a partner using unison, matching and mirroring. Performance: <ul style="list-style-type: none"> develop the use of facial expressions in my performance. 	Actions: <ul style="list-style-type: none"> create actions in response to a stimulus individually and in groups. Dynamics: <ul style="list-style-type: none"> use dynamics effectively to express an idea. Space: <ul style="list-style-type: none"> use direction to transition between formations. Relationships: <ul style="list-style-type: none"> develop an understanding of formations. Performance: <ul style="list-style-type: none"> perform short, self-choreographed phrases showing an awareness of timing. 	Actions: <ul style="list-style-type: none"> respond imaginatively to a range of stimuli related to character and narrative. Dynamics: <ul style="list-style-type: none"> change dynamics confidently within a performance to express changes in character. Space: <ul style="list-style-type: none"> confidently use changes in level, direction and pathway. Relationships: <ul style="list-style-type: none"> use action and reaction to represent an idea. Performance: <ul style="list-style-type: none"> perform complex dances that communicate narrative and character well, performing clearly and fluently. 	Actions: <ul style="list-style-type: none"> choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: <ul style="list-style-type: none"> confidently use dynamics to express different dance styles. Space: <ul style="list-style-type: none"> confidently use direction and patterning to express different dance styles. Relationships: <ul style="list-style-type: none"> confidently use formations, canon and unison to express a dance idea. Performance: <ul style="list-style-type: none"> perform dances expressively, using a range of performance skills, showing accuracy and fluency 	Actions: <ul style="list-style-type: none"> show controlled movements which express emotion and feeling. Dynamics: <ul style="list-style-type: none"> explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: <ul style="list-style-type: none"> use a variety of compositional principles when creating my own dances. Performance: <ul style="list-style-type: none"> demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

ABINGDON PRIMARY SCHOOL – Physical Education Progression of Skills – Get Set 4 PE							
CURRICULAR AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INVASION GAMES (invasion, handball, netball, basketball, football, tag, rubevy and hockey)	Sending & receiving: <ul style="list-style-type: none"> explore s&r with hands and feet using a variety of equipment. Dribbling: <ul style="list-style-type: none"> explore dropping and catching with two hands and moving a ball with their feet. Space: <ul style="list-style-type: none"> recognise their own space. Attacking & defending: <ul style="list-style-type: none"> explore changing direction and tagging games 	Sending & receiving: <ul style="list-style-type: none"> explore s&r with hands and feet to a partner. Dribbling: <ul style="list-style-type: none"> explore dribbling with hands and feet. Space: <ul style="list-style-type: none"> recognise good space when playing games. Attacking: <ul style="list-style-type: none"> explore changing direction to move away from a partner. Defending: <ul style="list-style-type: none"> explore tracking and moving to stay with a partner 	Sending & receiving: <ul style="list-style-type: none"> developing s&r with increased control. Dribbling: <ul style="list-style-type: none"> explore dribbling with hands and feet with increasing control on the move. Space: <ul style="list-style-type: none"> explore moving into space away from others. Attacking: <ul style="list-style-type: none"> developing moving into space away from defenders. Defending: <ul style="list-style-type: none"> explore staying close to other players to try and stop them getting the ball. 	Sending & receiving: <ul style="list-style-type: none"> explore s&r abiding by the rules of the game. Dribbling: <ul style="list-style-type: none"> explore dribbling the ball abiding by the rules of the game under some pressure. Space: <ul style="list-style-type: none"> develop using space as a team. Attacking: <ul style="list-style-type: none"> develop movement skills to lose a defender Defending: <ul style="list-style-type: none"> explore shooting actions in a range of invasion games. 	Sending & receiving: <ul style="list-style-type: none"> develop passing techniques appropriate to the game with increasing success Dribbling: <ul style="list-style-type: none"> catch and receive a ball with feet/object with increasing success. Space: <ul style="list-style-type: none"> link dribbling the ball with other actions and change direction whilst dribbling with some control. Attacking: <ul style="list-style-type: none"> develop moving into space to help my team. Defending: <ul style="list-style-type: none"> change direction to lose an opponent with some success. 	Sending & receiving: <ul style="list-style-type: none"> develop control when s&r under pressure. Dribbling: <ul style="list-style-type: none"> dribble with some control under pressure. Space: <ul style="list-style-type: none"> explore moving to create space for themselves and others in their team. Attacking: <ul style="list-style-type: none"> use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: <ul style="list-style-type: none"> develop tracking and marking with increased success 	Sending & receiving: <ul style="list-style-type: none"> s&r consistently using a range of techniques with increasing control under pressure. Dribbling: <ul style="list-style-type: none"> dribble consistently using a range of techniques with increasing control under pressure. Space: <ul style="list-style-type: none"> move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: <ul style="list-style-type: none"> confidently change direction to lose an opponent. Defending: <ul style="list-style-type: none"> use a variety of defending skills (tracking, interception) in game situations.

How is learning planned?



Learning Objective	
LESSON 1	To develop rolling a ball to hit a target.
LESSON 2	To develop stopping a rolling ball.
LESSON 3	To develop dribbling a ball with your feet.
LESSON 4	To develop kicking a ball.
LESSON 5	To develop throwing and catching.
LESSON 6	To develop dribbling a ball with your hands.

Introduction

In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

Key Skills

- Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands
- Social: inclusion, communication, collaboration, leadership
- Emotional: independence, honesty, perseverance,
- determination
- Thinking: comprehension, select and apply skills, use tactics

Healthy Participation

Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use.

This unit will develop **agility, balance, co-ordination, speed and stamina.**

If pupils enjoy this activity, **signpost them to local opportunities.**

Encourage pupils to find home learning relevant to this unit on the Knowledge Organiser.

Teachers use Get Set 4 PE to plan lessons. Each area of PE has a scheme of work which sets out the key skills, learning objectives for each lesson and assessment criteria.

Links to the National Curriculum

YEAR 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.

ENGLISH

- Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid'
- Listening and following instructions
- Expressing ideas
- Communicating with others

MATHS

- Counting
- Keeping the score

SCIENCE

- Observing changes in the body and breathing after exercise

How is learning planned?

10 Mins Warm Up and Introduction

Safe space:

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

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

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

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

Traffic:

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

- green: jog

Look for space and avoid others.

- red: freeze
- amber: jump
- traffic jam: walk

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

Each lesson is then broken down into warm up and introduction, skill development and a plenary.

30 Mins Skill Development

Ball handling skills:

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

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

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

Make this easier by using a bigger ball.

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

Keep fingers touching the ball to keep control.

Make this easier by using a bigger ball.

Target cone:

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

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

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

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

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



5 Mins Plenary

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

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

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

Teachers use the progression of skills and knowledge documents to identify prior learning.

Knowledge Organisers

Knowledge Organiser Athletics Year 1

About this Unit
Athletics is made up of running, jumping and throwing.

overarm throw
look forward
elbows bent
knees bent
step forward

running
knees bent
swing arms
take off and land on two feet

jumping
take off and land on two feet

Key Vocabulary

balance	hop	safely
bend	jog	target
control	jump	time
direction	leap	underarm
further	overarm	quickly
	walk	

Ladder Knowledge

Running:
Swing your arms, it will help you to run faster.

Jumping:
Landing on the balls of your feet helps you to land with control. Bend your knees, it will help you to jump further.

Throwing:
Stepping forward with your opposite foot to throwing hand will help you to throw further.

Movement Skills

- run
- balance
- agility
- co-ordination
- hop
- jump
- leap
- throw

Rules
Rules help you to play fairly.

Healthy Participation

- Behave and move in a safe way.
- Wait to take turns when told to.

Home Learning
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Fill it Up
What you need: six socks and two pots

How to play:

- Players have one pot each that they place on apart.
- Place six socks in the centre.
- Players start at their pot and run to the middle, taking one sock back to their pot. Continue until there are no socks left in the middle, then run to your opponents pot to collect one sock at a time.
- Who is the first to have 5 socks in their pot?
- Playing by yourself? From a pile of socks decide how many can you get into your bucket in 1 minute?
- Tip: take small steps so that you can change direction quickly.

This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer
- be stronger

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser Gymnastics Year 1

About this Unit
In gymnastics you learn to move your body in really fun ways. There are also lots of shapes that you can make with your body. In gymnastics, these shapes have special names.

star
tuck
pike
arch
straddle
dish

Ladder Knowledge

Shapes:
You can improve your shapes by extending parts of your body.

Balances:
Balances should be held for 5 seconds.

Rolls:
You can use different shapes to roll.

Jumps:
Landing on the balls of your feet helps you to land with control.

Movement Skills

- travelling actions
- shapes
- balances
- shape jumps
- barrel roll
- straight roll
- forward roll

Strategy
Use a starting and finishing position so that people know when your sequence has begun and when it has ended.

Healthy Participation

- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Crabs and Scorpions
What you need: two markers, one player, one person to time

How to play:

- Mark a 6m distance using two markers.
- Place 10 x socks at the start marker.
- Transport the socks one at a time from one marker to the other.
- How many socks can you move in 2 minutes?

Rules:

- Socks must be carried on stomach on the way there (crab).
- Players must travel back on their hands and feet stomach facing down (scorpion).

Key Vocabulary

action	jump	speed
balance	level	squeeze
control	point	star
direction	roll	straight
	shape	travel

This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organisers can be easily accessed in a folder in the PE store room. All Knowledge Organisers include key vocabulary and the relevant Key Stage timeline.

What does PE look like in EYFS?

In EYFS we plan for a range of experiences that help children to develop their fine and gross motor skills

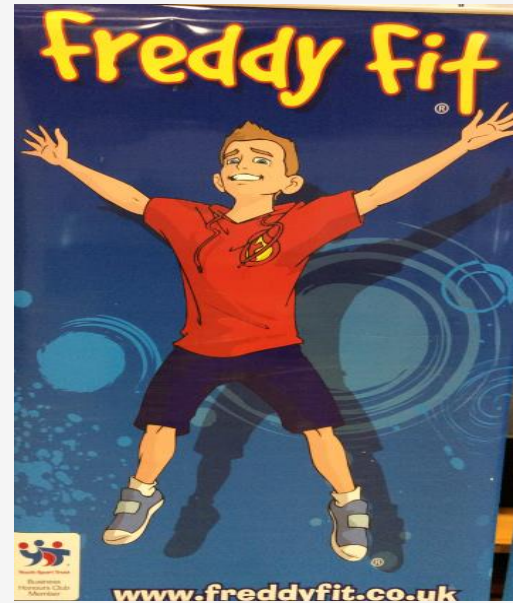
Physical Development	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills
	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills
	Moving safely Stopping safely Developing balance Changing direction	Throwing and catching Changing speed Using scooters Striking/Hitting an object	Gymnastics Jumping and Landing Different ways of travelling Combining movements	Running skilfully Balancing Navigating obstacles Controlling an object	Negotiating space Catching and rolling an object or ball Twist, turn, bend and reach	Throwing overarm/underarm Catching, kicking and rolling a ball Team games
	Dominant hand Dough Disco Scissor Skills Using tweezers and threading	Tripod grip Doing up zips Using cutlery and cutting with a knife Scissor Skills	Scissor Skills Threading smaller objects Letter formation	Scissor Skills Letter formation (controlling the size of letters)	Scissor Skills Using smaller/thinner tools Letter formation (position of letters on the line)	Scissor Skills Drawing with details Capital letter formation

Whole School PE Events

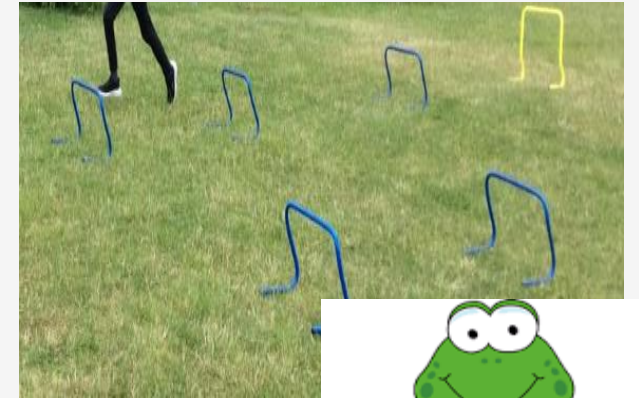
Rugby taster days
with coaches from
Burnage Rugby Club



Freddy Fit inspires young
people to get fit, have fun and
stay healthy!



Big Leap festival



Sports Day in
Summer Term

Two Freddy Fit days
per year



SHAPES Partnership

The Stockport 'SHAPES' Alliance has over 16 years' experience of providing a wide range of nationally recognised, high quality opportunities for pupils.

SHAPES provide:

In-school Specialist Teacher of Physical Education curriculum support.

- Subject specialist advice to enhance the quality of teaching & learning in Physical Education
- Support and coordination to access additional regional and national funding grants
- Support for self-evaluation linked to the National Curriculum outcomes and Ofsted guidance to inspectors, when assessing Physical Education, sport and physical activity provision in schools.
 - Access to all 'SHAPES' competitions including the national school games programme.
 - Opportunities to access specialist quality assured coaching.
- Enhanced support for the development of pupil leadership and volunteering.
 - Assistance with the further development of school / community links.
- Support to further embed the Olympic legacy within school through the 'Be Inspired' programmes.
 - Access to targeted intervention programmes.
- Support the promotion of active and healthy lifestyles in school through targeted programmes.
 - A comprehensive PE CPD programme for all teachers and support staff.

Young Sports Ambassadors

We have a number of children who are chosen to be our Young Sports Ambassadors, as part of the SHAPES leadership programme. YSA work towards bronze, silver, gold and platinum awards for their contribution to sport and activities in school.

Events

We take part in a number of events provided by SHAPES such as Mini Whistlers, Ambassador training, competitions such as athletics, football, basketball and the end of year SHAPES awards.

PE & Sports Premium.

All schools receive a yearly sum as part of the Primary PE & Sports Premium Funding (PPSP.)

The premium should be used to:

Develop or add to the PE, physical activity and sport activities that schools provide
Build capacity and capability within schools to ensure that improvements made now will benefit pupils joining the school in future years

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

The 5 key indicators are:

Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 2: Engagement of all pupils in regular physical activity

Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	23/24
- Improve quality of PE provision in games across the whole school	Ensure whole school inclusion policy refers to PE. Ensure that all teachers and are following the PE long term plan to teach PE. Raise the quality of teaching & consider best way of allocating CPD from SSSCo, courses & other sources Employ HLTA to deliver games as part of PPA cover.	£500 (equipment)	HLTA employed to deliver high quality games lessons through PPA – continuity and progression has improved, high expectations of behavior from HLTA.	Look at purchasing Get Set 4 PE scheme of work for 2024/25 Develop system for feedback/assessment for HLTA	
- Develop Abingdon curriculum to ensure a broad and balanced curriculum offer is in place and active across the school	Plan and develop PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum. PE overview in place in line with school's curriculum development.		Progression of skills across school in PE is evident in MTP. Pupil voice/learning walks/lesson observations show that pupils are engaged in PE	Follow up on quotes to have a running track installed. Re launch Smile for a Mile/Daily Dash across school with new staff.	
- Extend extra-curricular activities that are on offer.	Introduce more varied offer of extra-curricular Carry out pupil voice. Incentives for staff to run extra-curricular clubs	£2,055	More variety of clubs on offer Clubs more accessible to SEND pupils through use of support staff where needed. Girls football club in place and girls attended Level 2 football event.	Utilize strengths of new staff to take on after school active clubs.	








Key Learning


Key Learning whole school overview.

2-year cycle	Cycle A Autumn	Spring	Summer	Cycle B Aut	Spring	Summer
Main theme	The Great Fire of London	Sensational Stockport	Going on Safari	Down in the Deep Dark Woods	How have explorers changed the world?	A Taste of India
Y1 & 2 mixed age	Dance- Pirates & Jack Frost <ol style="list-style-type: none"> 1. I am beginning to provide feedback using key words. 2. I can copy, remember, repeat and create dance phrases. 3. I can describe how my body feels during exercise. 4. I can show a character and idea through the actions and dynamics I choose. 5. I can use counts to stay in time with the music. 6. I can work with a partner using mirroring and unison in our actions. 7. I show confidence to perform. Invasion Games –(Y1) <ol style="list-style-type: none"> 1. I am beginning to dribble a ball with my hands and feet. 2. I can change direction to move away from a defender. 3. I can recognise space when playing games. 	Yoga (Y1) <ol style="list-style-type: none"> 1. I can recognise how yoga makes me both feel physically and mentally. 2. I can remember and repeat actions, linking poses together. 3. I can say what I liked about someone else's flow. 4. I can show an awareness of space when travelling. 5. I can work with others to create poses. Net and wall games (Y1) <ol style="list-style-type: none"> 1. I can hit a ball using a racket. 2. I can throw a ball to land over the net and into the court area. 3. I can track balls and other equipment sent to me. 4. I can use a ready position to move to the ball. 5. I know how to score points. 6. I recognise changes in my body when I do exercise. 	Dance – On Safari & The Secret Garden <ol style="list-style-type: none"> 1. I am beginning to provide feedback using key words. 2. I can copy, remember, repeat and create dance phrases. 3. I can describe how my body feels during exercise. 4. I can show a character and idea through the actions and dynamics I choose. 5. I can use counts to stay in time with the music. 6. I can work with a partner using mirroring and unison in our actions. 7. I show confidence to perform. Striking and fielding games (Y1) <ol style="list-style-type: none"> 1. I can catch a beanbag and a medium-sized ball. 2. I can roll a ball towards a target. 3. I can hit a ball using my hand. 	Dance – The Lost Toy & Rainforest <ol style="list-style-type: none"> 1. I am beginning to provide feedback using key words. 2. I can copy, remember, repeat and create dance phrases. 3. I can describe how my body feels during exercise. 4. I can show a character and idea through the actions and dynamics I choose. 5. I can use counts to stay in time with the music. 6. I can work with a partner using mirroring and unison in our actions. 7. I show confidence to perform. Invasion Games (Y2) <ol style="list-style-type: none"> 1. I can describe how my body feels during exercise. 2. I can dodge and find space away from the other team. 3. I can move with a ball towards goal. 	Dance – Weather & Circus <ol style="list-style-type: none"> 1. I am beginning to provide feedback using key words. 2. I can copy, remember, repeat and create dance phrases. 3. I can describe how my body feels during exercise. 4. I can show a character and idea through the actions and dynamics I choose. 5. I can use counts to stay in time with the music. 6. I can work with a partner using mirroring and unison in our actions. 7. I show confidence to perform. Net and wall games (Y2) <ol style="list-style-type: none"> 1. I can defend space on my court using the ready position. 2. I can describe how my body feels during exercise. 3. I can hit a ball over the net and into the court area. 	Yoga (Y2) <ol style="list-style-type: none"> 1. I am beginning to provide feedback using key words. 2. I can copy, remember and repeat yoga flows. 3. I can describe how my body feels during exercise. 4. I can move from one pose to another thinking about my breath. 5. I can use clear shapes when performing poses. 6. I can work with others to create simple flows showing some control. Striking and fielding games (Y2) <ol style="list-style-type: none"> 1. I am beginning to provide feedback using key words. 2. I am developing underarm and overarm throwing skills. 3. I can hit a ball using equipment with some consistency. 4. I can track a ball and collect it.

In each subject we have identified the key learning we want the children to know. This is shared with the children with “key” images.

Key Learning poster for KS1 Ball Skills.

Key Learning 

PE Cycle A Autumn Ball Skills KS1

1. I am beginning to catch with two hands.
2. I am beginning to dribble a ball with my hands and feet.
3. I am beginning to understand simple tactics.
4. I can roll and throw with some accuracy towards a target.
5. I can say when someone was successful.
6. I can track a ball that is coming towards me.
7. I can work co-operatively with a partner.

Assessment

We use a number of formative assessment strategies:
Quizzes, Verbal questioning, Observation

Teachers assess children against the key learning that has been identified for each unit. This is then recorded on Get Set 4 PE.

At the end of each term, teachers input the overall PE attainment for each child, using the Get Set 4 PE assessments as a guide.

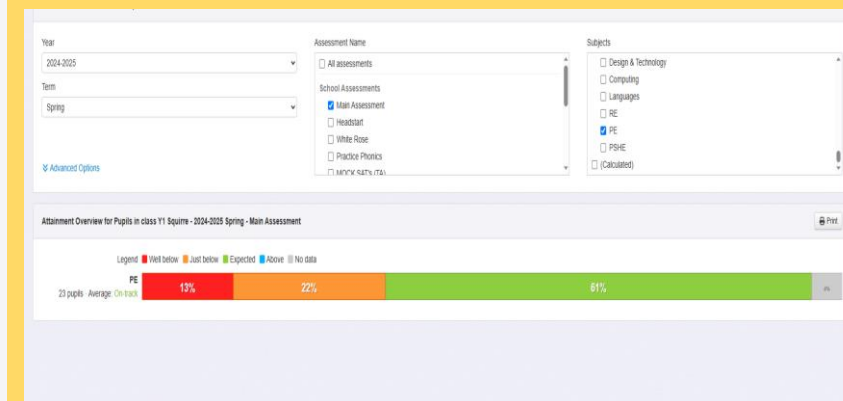
TERM 3		PUPIL ATTAINMENT
FUNDAMENTALS : UNIT 1 ¹	GAMES : UNIT 1 ¹	
BULK UPDATE	BULK UPDATE	CALCULATE
< = >	< = >	< = >
< = >	< = >	< = >
< = >	< = >	< = >
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Year 2

I am beginning to provide feedback using key words.
I can copy, remember and repeat yoga flows.
I can describe how my body feels during exercise.
I can move from one pose to another thinking about my breath.
I can use clear shapes when performing poses.
I can work with others to create simple flows showing some control.

Year 1

I can recognise how yoga makes me both feel physically and mentally.
I can remember and repeat actions, linking poses together.
I can say what I liked about someone else's flow.
I can show an awareness of space when travelling.
I can work with others to create poses.



Challenge and Adaptations

We believe that PE should be accessible for all. Adaptations are planned into lessons.

An inclusive physical education curriculum should both engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. Physical education and sport should be accessible regardless of a young person's disability or needs. Basing a curriculum and activities around a broad variety of sports and physical activities helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.

Key Stage 1

Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development.

Key Stage 2

As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible.

Challenge and Adaptations

Example of General Adaptations

Resources:	<ul style="list-style-type: none"> Pupils access the outdoor field provision and hall. A range of equipment and resources are provided for all pupils taking into consideration their motor control coordination. Teachers are aware of pupil allergies and take this into consideration when looking at equipment used. E.g. gym mats and allergy to rubber/latex.
Displays:	<p>Displays are:</p> <ul style="list-style-type: none"> Accessible, within reach, visual and tactile where appropriate. Pupil led. Informative and displays current learning. Engaging for pupils. Demonstrates the process of pupil learning. Vocabulary rich. Across school to promote healthy lifestyles and celebrate sporting achievements. Displays include diversity and inclusion of pupils with special educational needs and disabilities.
Multi-sensory approaches:	<ul style="list-style-type: none"> Teaching considers pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids. <p>A multi-sensory approach to PE includes:</p> <ul style="list-style-type: none"> Differentiating orienteering markers to ensure that pupils with visual impairments can access. Inclusion of a range of equipment to ensure that all pupils regardless of their motor control coordination can participate in activities.
ICT in PE allows pupils to:	<ul style="list-style-type: none"> Record their performance to replay and improve their compositions. Watch elite performance.
Adult deployment and support:	<ul style="list-style-type: none"> All pupils are encouraged to be as independent as possible including pupils with SEND. Adult support is planned for within lesson plans. Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. Adult support is used for pre-learning of key rules, game strategies particularly for pupils with retention difficulties. Adults offer opportunities to break down games/activities into more manageable chunks. Adults provide key questions to encourage pupil understanding, secure concepts and encourage assessment. Adults can through the scaffolding of instructions and rules prior to PE session. For pupils with social, emotional, mental health difficulties or pupils with ASD, adult deployment is considered to support regulation of rules and structure of social game playing. Additional adult support is utilised for supervision and for adapting the games/activities for pupils with specific physical difficulties so that all pupils are included within the physical education session.
Teacher communication:	<ul style="list-style-type: none"> Teacher language is clear and accessible. Key words, meanings and symbols, rules are explained

Example of Area of Need Adaptations

Area of Need	Possible Barriers to Learning	Provision/Adaptations
Cognition and Learning	<ul style="list-style-type: none"> Ability to remember/understand verbal instructions. Accessing of learning due to poor literacy or cognitive skills. Children may struggle to remember information/facts/previous learning. <p>(NB many children with learning difficulties are able to excel in PE therefore need to be aware of individual profile of need.)</p>	<ul style="list-style-type: none"> Break down instructions so that they are given 1 step at a time. Where sequences of instructions are needed support with visuals or demonstration. Give an individual instruction/recap following the main teach activity. Mixed group abilities for peer support. Key words displayed. Use of shorter/less complex sentences Lots of retrieval opportunities and reinforcement Apply new vocab into lots of different contexts – pre-teaching vocab. Physical warm ups to recall previous learning
Communication and Interaction	<ul style="list-style-type: none"> Processing lots of verbal information, understanding of subject specific vocabulary. Difficulties working in a team/collaborating and negotiating. Children may struggle to communicate their view and express opinions in PE sessions. Language difficulties may make <u>chn</u> unable to access learning. 	<ul style="list-style-type: none"> Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. Be very clear with safety instructions – clear instructions with reduced language. Key vocabulary supported by visuals Repetition of key vocabulary and what it means. Do not assume – clarify vocabulary and prior learning. Working in smaller groups or pairs initially when developing turn taking skills. Building up to larger team games as the child understands the rules. Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve... Allow children to discuss their answer this a partner first to allow processing time Provide alternative ways of expressing views e.g. written on a white board Ensure any written information is explained verbally too Visual aids and dual coding Video's and modelling to demonstrate key skills.
Physical and/or Sensory	<ul style="list-style-type: none"> Ability to see and hear the instructions clearly. Child's individual health or medical needs. Ability to access equipment and task. 	<ul style="list-style-type: none"> Ensure that teacher can be seen and heard particularly if in a bigger or open space. Gather children together for instructions. Support with signing and demonstrations.

Challenge and Adaptations

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

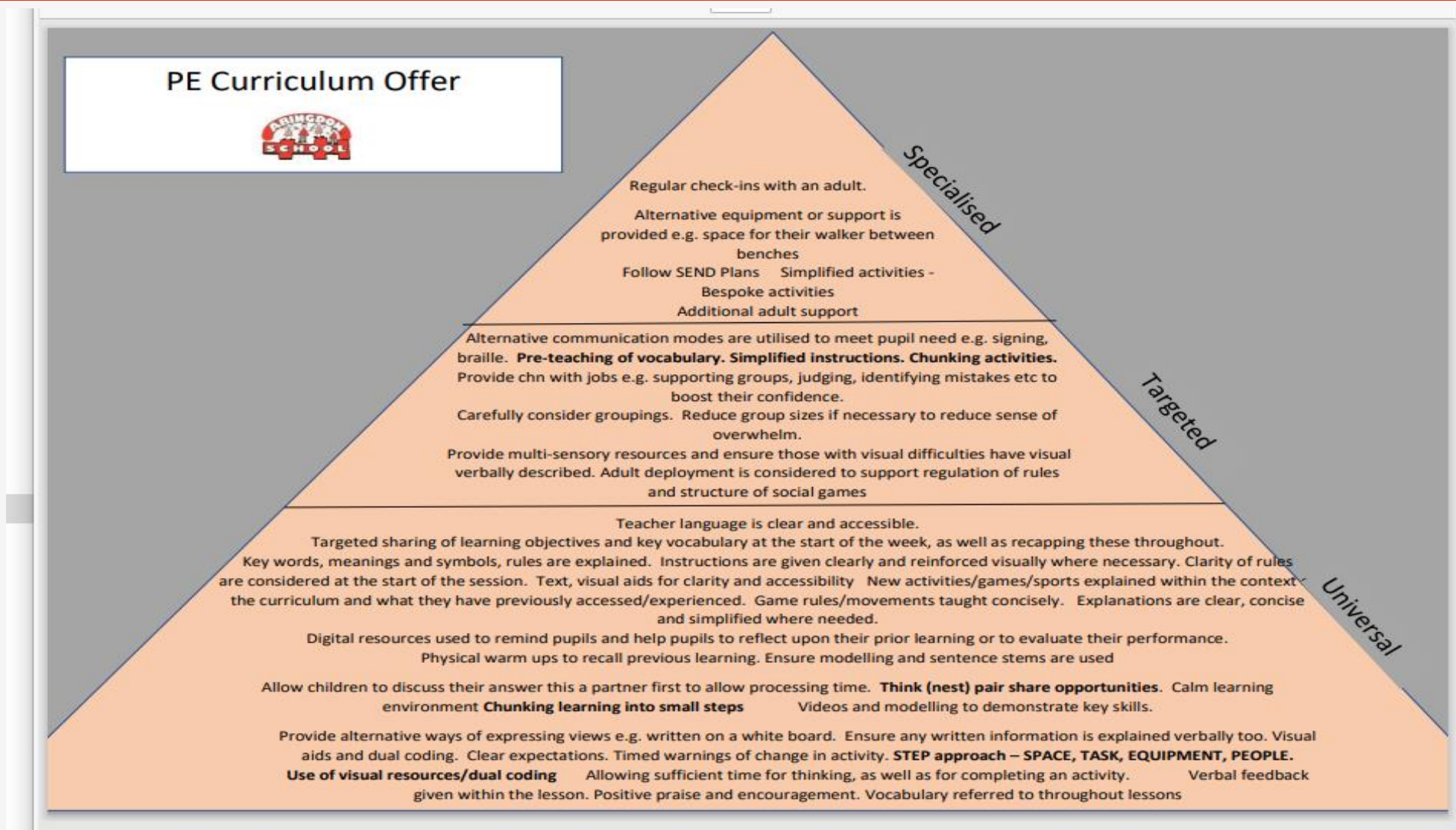
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions

Provision Pyramids



What do our children say about our curriculum?

I like playing games with Mr Rowe in PE lessons.

I feel safe doing PE because MR Rowe keeps us safe.

I like playing dodgeball.

I like playing dodgeball.

We have swimming lessons at Grand Central with school. Now I can swim.