



Gosberton Academy
PE Portfolio



PE at Gosberton Academy

At Gosberton Academy, we aim to promote a physical and healthy lifestyle amongst all our pupils.

Our teachers deliver high quality PE lessons, to provide an inclusive, broad, and balanced PE curriculum, which develops and enhances new and existing skills. During their primary school journey, our children will also experience PE workshops, such as tennis and cricket, which promote physical activity, as well as developing problem-solving skills, creativity, and mental well-being. We also have numerous extra-curricular sports clubs, which run throughout the year.

We strive to ensure that all our children enjoy physical education regardless of their sporting ability. Therefore, we ensure everyone has the opportunity to represent our school in competitive and non-competitive sporting events enabling corporation, collaboration, fairness and team building skills.

Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, children, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



PE Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS/Year 1	Personal	Social	Cognitive	Creative	Physical	Health and Fitness
	Co-ordination Static Balance	Dynamic Balance to Ability Static Balance	Dynamic Balance Ball Skills	Co-ordination Counter Balance	Agility Static Balance	Agility Static Balance
	Invasion Games	Athletics	Gymnastics	Net/Wall Games	Invasion Games Net/Wall Games	
Year 1/Year 2	Personal	Social	Cognitive	Creative	Physical	Health and Fitness
	Co-ordination Static Balance	Dynamic Balance to Ability Static Balance	Dynamic Balance Ball Skills	Co-ordination Counter Balance	Agility Static Balance	Agility Static Balance
	Invasion Games	Athletics	Gymnastics	Net/Wall Games	Invasion Games Net/Wall Games	
Year 3	Personal	Social	Cognitive	Creative/ Dance	Physical	Health and Fitness
	Co-ordination Static Balance	Dynamic Balance to Ability Static Balance	Dynamic Balance Ball Skills	Co-ordination Counter Balance	Agility Static Balance	Agility Static Balance
	Invasion Games Hockey/ Football	Invasion Games Netball and Basketball	Gymnastics	Athletics	Net/Wall Games Tennis	Striking and Fielding Cricket/ Rounders
Year 4	Personal	Social	Cognitive	Creative/ Dance	Physical	Health and Fitness
	Co-ordination Static Balance	Dynamic Balance to Ability Static Balance	Dynamic Balance Ball Skills	Co-ordination Counter Balance	Agility Static Balance	Agility Static Balance
	Invasion Games Hockey/ Football	Invasion Games Netball and Basketball	Gymnastics	Athletics	Net/Wall Games Tennis	Striking and Fielding Cricket/ Rounders
Year 5	Personal	Social	Cognitive	Creative/ Dance	Physical	Health and Fitness
	Co-ordination Static Balance	Dynamic Balance to Ability Static Balance	Dynamic Balance Ball Skills	Co-ordination Counter Balance	Agility Static Balance	Agility Static Balance
	Invasion Games Hockey/ Football	Invasion Games Netball and Basketball	Gymnastics	Athletics	Net/Wall Games Volleyball	Striking and Fielding Cricket/ Rounders
Year 6	Cognitive	Creative	Social	Physical/ Dance	Health and Fitness	Personal
	Co-ordination Agility	Static Balance	Dynamic Balance Counter Balance	Dynamic Balance to Agility Static Balance	Static Balance Co-ordination	Co-ordination Agility
	Invasion Games Hockey/ Football	Invasion Games Netball and Basketball	Gymnastics	Athletics	Net/Wall Games Volleyball/ Badminton	Striking and Fielding Cricket/ Rounders

PE Progression- Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>TRAVELLING Finds clear space avoiding obstacles in lessons and in games. Adjusting speed and direction to avoid obstacles. Experiments with different ways of moving showing confidence. Copy simple ways of travelling to include; walking, running, hopping.</p> <p>MANIPULATING EQUIPMENT Shows increasing control over large and small objects with hands and feet to include; patting, pushing and kicking. Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control.</p> <p>Able to catch a bean bag /large ball when thrown accurately. Able to throw a beanbag/large ball in a given direction. Hold equipment with 1 hand appropriately such as; hoops, quoits, bats, rackets, beanbags, balls.</p>	<p>TRAVELLING Travelling and changing direction on command or around obstacles. Travelling with an object in hands and at feet. Recognise and use space in games.</p> <p>SENDING Roll a ball underarm. Throw a bean bag underarm. Throwing objects overarm. Kicking a ball. Throwing and kicking at targets using different equipment (bean bag, ball, quoit etc.)</p> <p>RECEIVING Trapping a ball with feet and hands. Catching a bean bag/ large ball Striking a ball with bat and/or racket.</p>	<p>TRAVELLING Travelling and changing direction showing control and coordination. Travelling with equipment including bouncing ball, dribbling ball at feet, dribbling with stick and ball.</p> <p>SENDING Rolling a ball accurately and in different directions. Throwing underarm Throwing overarm Kicking a ball with inside of foot Throwing and kicking at targets for accuracy. Understand the importance of aiming.</p> <p>RECEIVING Trapping a ball with feet and hands showing improved control. Catching a ball (medium height) Attempt catching a ball at different heights. Striking a ball with a bat/racket</p> <p>ATTACKING TACTICS Pass the ball to a person in space. Throw or hit an object into space to make it more difficult for their opponent. Hit or run into space to help others score.</p>	<p>TRAVELLING Change speed and direction easily. Jog whilst dribbling a ball with hands, ball at feet and with stick and ball.</p> <p>PASSING & RECEIVING Pass and receive using different techniques with hands, feet, stick. Choose appropriate places to stand when receiving. Throw and shoot a ball at a target with some accuracy. Throw underarm and overarm using different equipment and 1 and 2 hands, different heights and some different directions. Hit a ball with a racket using different methods. Hit a ball from a tee. Stop a ball and throw it back to a partner or into play quickly and with some accuracy.</p> <p>ATTACKING SKILLS Keep possession within a team by passing and moving into space Progress towards goal/target on own and with others. Know how to use space effectively in games. Make some good decisions on where to pass to in games. Make things difficult for opponent by directing ball into space when hitting. Choose where to stand as a fielder to make it harder for the batter.</p>	<p>TRAVELLING Dodge to change direction easily. Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control.</p> <p>SEND & RECEIVE Use a range of passes and techniques to send and receive accurately. Shoot a ball into targets (hoop, basket, net) accurately. Throw 1 handed and 2 handed in different directions and at different heights with accuracy and some power.</p> <p>STRIKING & FIELDING Hit a ball from a tee accurately. Stop a smaller ball and throw back to partner or into a fielder quickly and accurately.</p> <p>NET/WALL Hit and ball with racket using varying techniques; (forehand, backhand, hard, soft)</p> <p>ATTACKING SKILLS Use different tactics to keep possession and get into positions to shoot. Make good decisions when and where to pass and run. Attempt to outwit an opponent by directing a ball into space/different speeds/heights. Explain how they and others have kept possession successfully.</p>	<p>TRAVELLING Change speed and direction easily whilst dribbling ball with hands, feet, stick.</p> <p>PASSING & RECEIVING Pass and receive with accuracy, confidence and control in isolated situations and sometimes games.</p> <p>SHOOTING Shoot accurately in a range of ways using different equipment. Shoot from close range and distance.</p> <p>STRIKING & FIELDING Hit a ball accurately into space and in different parts of the playing area. Gauge when to run after hitting a ball Bowl underarm and overarm Intercept and retrieve a ball quickly when fielding. Throw a ball overall effectively when fielding.</p> <p>NET/WALL Play shots on both sides of the body and above head with reasonable accuracy. Keep a rally going with a partner. Position themselves well on court</p> <p>ATTACKING SKILLS Make decisions when to pass and when to travel with a ball in games. Use a variety of skills and tactics to keep possession.</p>	<p>TRAVELLING Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control. Use dribbling to successfully progress a ball forward in games.</p> <p>PASSING & RECEIVING Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games.</p> <p>SHOOTING Shoot accurately in a range of ways using different equipment. Shoot from close range successfully and sometimes from different angles and distance.</p> <p>STRIKING & FIELDING Hit a ball with purpose. Able to vary the speed, direction and height to avoid fielders. Gauge when to run after hitting a ball. Bowl underarm and overarm with increasing accuracy and speed. Intercept and retrieve a moving ball quickly when fielding. Throw a ball overall effectively when fielding.</p> <p>NET/WALL Play shots on both sides of the body and above head with accuracy. Keep a rally going that is non cooperative. Hit a ball at the top of a bounce. Move to the centre of the court after each shot.</p>

PE Progression- Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>DEFENSIVE TACTICS Begin to show basic marking by staying close to someone. Copy and say why something was good. Watch a skill or game carefully and recognise what was successful. Describe what they have done or seen others doing.</p>	<p>DEFENDING SKILLS Stay close to an opponent making it difficult for them to move into space. Begin to think about marking a player and the space in games. Make some successful interceptions Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find most difficult. Explain some basic tactics that they use in games.</p>	<p>DEFENDING SKILLS Able to mark a player closely. Able to mark a space with some effect. Intercept/block a ball Choose effective places to stand as a fielder to make it difficult for a batter. Keep and use rules given and make suggestions to improve the game. Identify aspects of their game that need improving and say how they will go about improving them.</p>	<p>DEFENDING SKILLS Know how to mark and defend their goal. Recognise own and other strength's. Explain why a performance is good Look for specific things in a game and explain how well they are being done i.e. marking an opponent.</p>	<p>.ATTACKING SKILLS Choose when to pass and when to travel with a ball in games to progress the ball forward. Use a variety of skills and tactics to keep possession.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal successfully. Use a range of marking tactics in games (ball, player, space, goal)</p> <p>Recognise and describe the best points in an individual's and team performance.</p> <p>Identify areas for improvement and suggest how you they would improve them. Look for specific things in a game and explain how well they are being done using improved language i.e. marking an opponent.</p>



PE Progression- Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>RESPONSE TO STIMULI Enjoys joining in with dancing and ring games. Begin to move rhythmically. Imitates movement in response to movement. Uses and remembers simple actions in response to music or actions. Experiment ways to move their body in creative ways in response to music/ words/pictures. Change the way they move in response to different stimuli or the tempo. Copy simple gestures Explores feelings using bodily movements.</p> <p>TRAVELLING Travel at a speed appropriate to how the music is played. Travel in response to the stimuli showing some control. Copy simple movement patterns such as; step hop, side step, tip toe walking, and walking heel toe. Shows stillness when instructed.</p>	<p>RESPONSE TO STIMULI Copy and explore basic large and small body actions from a range of stimuli (words, sounds, pictures, objects etc.) Use body actions to explore feelings/emotions. <i>Describe what body actions you see using simple dance language.</i> <i>Say what they like and dislike giving reasons.</i> <i>Describe how a dance/ sound/picture makes them feel.</i></p> <p>TRAVELLING Copy simple travelling actions; hop, gallop, spin. Copy changes in speed, strength, tension, direction.</p> <p>MOVEMENT PATTERNS Copy simple movement patterns i.e. Spin, walk, clap hands.</p> <p>STILLNESS Stillness – Freeze on command in different shapes/ positions.</p>	<p>RESPONSE TO STIMULI Explore basic large body actions and gestures from a range of stimuli (words, sounds, pictures, objects etc) <i>Describe why you think certain body actions have been chosen.</i> <i>Describe actions using simple dynamic qualities (fast/slow, hard/soft, strong/light etc) Use simple dance vocabulary to describe why they like something.</i></p> <p>TRAVELLING Repeat simple travelling actions; hop, gallop, spin with improved control. Vary changes in speed, strength, tension, direction.</p> <p>MOVEMENT PATTERNS Repeat and remember simple movement patterns i.e. Walk, leap, spin, and jump. Create simple travelling/ movement patterns. Copy and remember a partner's movement pattern.</p> <p>STILLNESS Freeze in different shapes/ positions on certain counts. Remember when to move and when to be still.</p>	<p>RESPONSE TO STIMULI Improvise freely translating ideas from a stimulus into movement.</p> <p>MOVEMENT PHRASES Copy and remember a simple dance phrase accurately. To work in unison with a partner.</p> <p>CHOREOGRAPHY Create a dance phrase with a partner and in a small group.</p> <p>DYNAMIC QUALITIES Show clear changes of speed/level/direction/ tension as appropriate. Use simple dance terminology to describe and interpret what they see. Recognise expressive qualities of dance.</p>	<p>RESPONSE TO STIMULI Respond imaginatively to a range of stimuli. Relate character and narrative effectively.</p> <p>MOVEMENT PHRASES Remember and repeat a dance phrase with improved clarity and accuracy. To work in unison within a group.</p> <p>CHOREOGRAPHY Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups.</p> <p>DYNAMIC QUALITIES Shows sensitivity to the dance idea/style by adapting the way they perform to suit. Describe and interpret a dance that they see using appropriate language. Identify aspects of their performance which need improving and state how they are going to improve it.</p>	<p>RESPONSE TO STIMULI Responds with imagination to a range of stimuli. Shows sensitivity to the dance idea/style by adapting the way they perform to suit.</p> <p>MOVEMENT PHRASES Remember and repeat a more challenging dance phrase with improved fluency. To work in unison or canon.</p> <p>CHOREOGRAPHY Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. Recognise own and other strengths. Explain why a performance is good Identify which aspects were performed accurately, fluently, clearly etc.</p>	<p>RESPONSE TO STIMULI Performs with expression and emotion to different stimuli.</p> <p>MOVEMENT PHRASES Can repeat more challenging movement phrases showing fluency, accurate timing and expression and where appropriate musicality. To work in unison, canon or a mixture of both.</p> <p>CHOREOGRAPHY Works creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dance phrases and dances. Includes a range of dynamic qualities to improve the fluidity and appearance of the dance - may combine different ways of working – levels/speed/pathways/ direction/stillness/gesture Uses appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology.</p>



PE Progression- Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>JUMPING & LANDING Jumping and landing on feet. Jumping from low level apparatus and landing on feet. Showing some confidence when jumping from apparatus. Landing in a controlled position on feet</p> <p>TRAVELLING & USING APPARATUS Awareness of own space. Travels with confidence on, over and through apparatus. Travels on floor and apparatus in different ways to include; sliding, crawling, walking, jumping. Explore's travelling on different body parts to include; feet, hands and feet, backs, tummy, bottom, side.</p> <p>SHAPE & BALANCES Perform wide, tall, small, tuck, star shapes. Balance on large body and some small body parts. Balance momentarily on 1 foot</p>	<p>JUMPING Copy 2 feet to 2 feet 2- 1, 1-2 feet. Landing safely, basic shapes in the air.</p> <p>TRAVELLING Copy - Jogging, galloping, hopping, and travelling in different directions. Travelling on different body parts in different ways; bunny hop, bear, caterpillar, crab, snake etc. Link 'like' actions together 3 x different travelling actions.</p> <p>SHAPE/BALANCING Copy - wide, tall, small, tuck, star shapes. Balance on large and small body parts.</p> <p>ROLLING Copy – sideways rolls; log, egg. Rocking forwards and backwards in tuck. May attempt $\frac{3}{4}$ forward roll to pike possibly using incline.</p> <p>SEQUENCE BUILDING Create and link simple combinations of 2+ actions – travel & balance. Observe and copy a partner's sequence accurately. Comment on quality of actions shown.</p>	<p>JUMPING Copy and repeat 2-2, 1-2, 2-1, 1-1, 1-1 (other) with control. Jumping for increased height. Jumping with accurate shape and landing on feet.</p> <p>TRAVELLING Copy and repeat jogging, galloping, hopping, skipping with control and accuracy. Remember and repeat travelling patterns in different directions.</p> <p>SHAPE/BALANCING Copy and remember Tuck, straddle, dish, arch, pike. 1, 2, 3, 4-point balances body on large and small body parts inc, front and back support.</p> <p>ROLLING Copy and repeat Sideways rolling inc; log, egg, shoulder, dish-arch. Circle/Teddy roll. Rocking forwards and backwards in tuck to feet. Forward roll to feet.</p> <p>SEQUENCE BUILDING Create and link combinations of 2 actions i.e. 2 x balance, 2 x travel and remember them Link 3-4 simple actions; Travel – jump – spin – balance and remember them. Copy and remember a partner's sequence accurately. Adapt sequences to include apparatus or a partner Describe actions they see Comment on an action and say how they might improve it.</p>	<p>JUMPING Jumping for height from 1 and 2 feet and landing on 1-2 feet - all shapes. Jumping from apparatus showing shapes and controlled landings.</p> <p>TRAVELLING Quality of actions on hands and feet in different directions on floor and apparatus.</p> <p>SHAPE/BALANCE Straddle, pike, tuck, front/back support, dish arch on different levels. 1,2,3,4-point balances and moving into and out of balances smoothly. Balancing on floor and apparatus.</p> <p>ROLLING Develop quality in sideways rolling. Circle/teddy roll Forward to feet.</p> <p>SEQUENCE BUILDING Create and remember sequences of 4 more actions i.e. travel – jump – roll – balance – turn on floor. Adapt sequences onto apparatus. Change levels, speed or directions within sequence as directed. Work cooperatively with partner to create and perform paired sequence. Describe the difference between 2 performances.</p>	<p>JUMPING Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of shape, controlled landings.</p> <p>TRAVELLING Take weight on hands and feet safely when squatting onto apparatus – bunny hops.</p> <p>SHAPE/BALANCE Clarity of all shapes on different levels showing body tension. Take body weight safely on different body parts inc; bottom, head and hands. Perform controlled partner balances taking some body weight. Link different balances on different levels. Link balances with rolls i.e. front support into log roll, arabesque into forward roll.</p> <p>ROLLING Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll. Begin backward roll progressions. Use rolls effectively within sequences to link balances or to change direction.</p> <p>SEQUENCE BUILDING Increase length of sequence to include perform and remember 4+ actions showing clear beginning, middle and end. Include and adapt sequences to include changes of level, speed and direction individually and with a partner on floor and apparatus. Explain the difference between 2 performances. Make assessments from given criteria justifying your choice. Use assessments to modify and refine their own sequences and others.</p>	<p>JUMPING/FLIGHT Vaulting – Squat onto apparatus and jump off higher agility tables still landing with control. Improved clarity of shape and body tension in the air.</p> <p>TRAVELLING Explore linking traveling with a different gymnastic action or dynamic e.g. travelling and rolling, travelling and changes in levels or speed.</p> <p>SHAPE/BALANCE Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on floor and apparatus showing control. Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately. Choose and perform counter balance and counter tension with a partner using different body parts in contact on floor and apparatus with control.</p> <p>ROLLING Use actions/balances to move into and out of rolls smoothly Backward roll. Link a number of rolls smoothly showing control and changes of speed/direction.</p> <p>SEQUENCE BUILDING Repeat accurately a longer more difficult sequence showing smooth links, body tension and clarity of shape. Choose appropriate actions to link together smoothly in a contrasting sequence. (different actions/speeds/directions) Identify which aspects were performed accurately, fluently, clearly etc.</p>	<p>JUMPING/FLIGHT Vaulting – Squat onto apparatus and jump off higher agility tables still landing with control using direction/turning. Improved clarity of shape and body tension in the air.</p> <p>TRAVELLING Explore linking traveling with a different gymnastic action or dynamic e.g. travelling and rolling, travelling and changes in levels or speed within a more complex sequence.</p> <p>SHAPE/BALANCE Move into and out of symmetrical and asymmetrical shapes using different actions on different levels. Synchronise actions with a partner.</p> <p>ROLLING Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, teddy roll. Use rolls to smoothly link shapes/balances within longer sequences – different speeds/direction/pathways or levels.</p> <p>SEQUENCE BUILDING Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus. Vary the composition of sequences to improve the overall look or fluidity. Explain how a sequence is formed using appropriate terminology to describe technique and composition. Evaluate own and others performances using appropriate terminology to describe technique and composition.</p>

PE Progression- Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>RUNNING Shows improved control and coordination when walking and running. Negotiates obstacles when walking and running to include; lines, cones, hoops, etc. by adjusting speed and/or direction. Negotiates space when running at speed.</p> <p>JUMPING Explores jumping high and landing on feet with some control.</p> <p>Explores jumping far and landing on feet with some control. Jumps on and off lines, in and out of</p>	<p>RUNNING Copy different ways for running for speed and distance. Run in different directions and at different speeds.</p> <p>JUMPING Copy basic jumping patterns and land with control. 2-2, 11, 1-2, 2-1. Beginning to use body more effectively to generate height/distance when jumping.</p> <p>THROWING Copy throwing techniques with some accuracy i.e. underarm, overarm, chest push. Begin to use body to generate power when throwing for distance.</p>	<p>RUNNING Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some control and consistency. Can take part in a relay activity, remembering when to run and what to do.</p> <p>JUMPING Copy jumps with greater control and accuracy. Can repeat a short sequence of linked jumps. Such as hop, hop, jump. Use body effectively to jump for height and/or distance.</p> <p>THROWING Can throw a variety of objects, changing their action for accuracy and distance as required. To include; underarm throw, 2 and 1 handed push, 2 and 1 handed pull.</p> <p>Watch an athletic action or performance and recognise what was successful. Comment on an action and say how you might improve it. 'What do I need to do with my body to jump further/higher' etc</p>	<p>RUNNING Shows greater control when running in different ways and in different directions. Uses body effectively to run for speed i.e.; elbows close to body, thumbs moving from hips to lips, head and eyes forward etc. Can identify some key points to improve technique when running. Able to run for longer periods of time without stopping understanding the importance of pacing. Pass batons/bean bags effectively to team members when travelling at speed.</p> <p>JUMPING Shows improved control when taking off and landing from 1 and 2 feet. Uses upper and lower body effectively to generate power when jumping for height and/or distance. Choose tactics to improve the distances jumped.</p> <p>THROWING Able to throw for distance in different ways showing accuracy and some power. inc; 1 & 2 handed push, 1 & 2 handed pull. Can identify key points to improve throwing technique.</p>	<p>RUNNING Understands and clearly demonstrates the difference between sprinting and running for sustained periods. Reacts quickly demonstrating improved sprinting technique. Able to pace themselves more accurately when taking part in longer runs. Shows a good understanding of different relays and beginning to think more tactically to support their team.</p> <p>JUMPING Performs a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up. Able to compare and contrast performances using appropriate language.</p> <p>THROWING Know and demonstrate a range of throwing techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Throws with improved accuracy and power into a target area.</p> <p>Explain the difference between 2 jumps, throws or runs. Identify aspects of their actions/performance that need improvement and describe how they will do so.</p>	<p>RUNNING Understands why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively. Reacts fast and shows speed when running short distance. Can explain what I need to do with my body to generate and maintain speed. Cooperates well with team during relays at speed using efficient baton exchanges. Runs over hurdles at speed and often take off from their preferred leg.</p> <p>JUMPING Jumps are consistently controlled and accurate when jumping for distance and height. Can link combination jumps smoothly together.</p> <p>THROWING Demonstrates accurate technique when throwing using push, pull and sling techniques along with power to generate good distance. Able to measure accurately.</p> <p>Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strengths. Explain clearly why a performance is good</p>	<p>RUNNING Chooses the best pace to sustain their running when taking part in longer runs.</p> <p>Accurately mark a sprint start and use it to gain power. React quickly and sprint confidently using effective technique. Gives partner accurate feedback to improve their performance. Consistently pass the baton accurately using the specified method to ensure smooth changeovers. Show good rhythm and speed when hurdling.</p> <p>JUMPING Shows good control, speed and power when jumping. Able to adapt skills and techniques according to the task set. When combination jumping Shows control through each element and uses body effectively to generate height and distance.</p> <p>THROWING Push, pull and sling with improved technique and power. Uses a run up in javelin effectively and a shift in shot put. Identify and explain why certain techniques are more successful and why.</p>

PE Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor adventurous activities	<p>PROBLEM SOLVING Follow and give simple directions and instructions.</p>	<p>PROBLEM SOLVING Discuss and solve 1 step problems using objects and pictures Describe position, direction and movement. Recognise, describe, compare and sort shapes (2D&3D)</p>	<p>PROBLEM SOLVING Discuss and solve problems using objects and pictures involving numbers and measures. Choose and use appropriate units, estimate and measure. Compare and sort shapes and everyday objects Describe positions, directions and movement inc angles, clockwise/anti clockwise.</p>	<p>PROBLEM SOLVING Respond to a challenge or problem they are set individually and as a group. Demonstrate cooperation as a group. Discuss and set strategies to overcome a challenge. Reflect on strategies chosen and make simple adaptations to improve performance.</p> <p>ORIENTEERING Identify where they are using simple plans and diagrams of familiar environments. Use simple plans and diagrams to assist them following a short trail and go from one place to another.</p>	<p>PROBLEM SOLVING Respond when the task or environment changes and the challenge increases. Start to plan suitable responses to physical challenges by talking and working cooperatively with others. Make judgements on performance and discuss collaboratively strategy changes needed to overcome new situations.</p> <p>ORIENTEERING Use maps and diagrams to orientate themselves accurately and to travel around a simple course at increasing speed.</p>	<p>PROBLEM SOLVING Develop and refine their ability to work in a team Strategize as a team by deciding what approach to use to meet a challenge set Quickly adapt and refine strategies when faced with challenges. To use a variety of verbal and non - verbal communication skills to answer a task and understand the importance of clear, precise instructions.</p> <p>ORIENTEERING To develop and refine orienteering skills when working in pairs. Plan the quickest and most efficient routes when orienteering. To adapt skills and understanding when moving from familiar to unfamiliar surroundings.</p>	<p>PROBLEM SOLVING Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set. Improve ability to quickly adapt and refine strategies when faced with difficult challenges. Improve our ability to give precise instructions and lead a partner and small group.</p> <p>ORIENTEERING To further develop and refine orienteering skills when working in groups to include more challenging routes, plans and grid references. Evaluate the quickest and most efficient routes when orienteering. To adapt skills and understanding quickly and efficiently when moving from familiar to unfamiliar surroundings.</p>
Knowledge and understanding of fitness and health	<p>Recognise the importance of keeping healthy.</p> <p>Recognise the changes that happen to their bodies when active e.g. increased heart beats.</p>	<p>Talk about how to exercise safely and how bodies feel during activities.</p>	<p>Understand how to exercise safely and describe how bodies feel during various activities.</p>	<p>Begin to understand the importance of warming-up and why physical activity is important for good health.</p>	<p>Give reasons why it is important to warm-up before exercise and why physical activity is good for health.</p>	<p>Explain and apply basic safety principles in preparing for exercise.</p> <p>Describe the effects exercise has on bodies and how it is valuable in ensuring best health and fitness.</p> <p>Explain why it is important to cool down the body after exercise – effect upon the muscles, reduction in the risk of injury.</p>	<p>Explain how the body reacts during different types of exercise.</p> <p>Understand and develop warm-up and cool down exercises in ways that suit the activity.</p> <p>Explain why regular safe exercise is good for general fitness, health and well-being.</p>
Evaluating and improving performance	<p>Talk about what worked well and what would change it next time</p>	<p>Describe and comment on their own and others' actions.</p>	<p>Talk about differences between their own and others' performances and suggest improvements.</p>	<p>Talk about similarities to and differences from the work of others.</p> <p>As group, use similarities and differences to improve performance.</p>	<p>See how own work is similar and different to and from the work of others.</p> <p>Use similarities and differences to improve own performance.</p>	<p>Compare and comment on skills, techniques and ideas used in own and others' work</p> <p>Use this understanding to improve performance.</p>	<p>Analyse and comment on skills techniques and ideas and how these are applied in their own and others' work.</p> <p>Modify and refine skills and techniques to improve their performance.</p>

PE Progression- Swimming

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<p>Aim: To develop confidence and introduce movement in the water for a distance of 5 metres with/without aids, equipment or support.</p> <p>To complete Stage 1 of the pathway participants will be able to complete in comfort the following skills (with or without aids, equipment or support):</p> <ul style="list-style-type: none"> • Enter the water safely • Move forward for a distance of 5 metres • Move backwards for a distance of 5 metres • Move sideways for a distance of 5 metres • Scoop the water and wash the face • Be at ease with water showered from overhead • Move into a stretched floating position using aids, equipment or support • Regain an upright position from on the back with support • Push & glide in a horizontal position to or from a wall • Take part in a teacher lead partner orientated game • Demonstrate an understanding of pool rules • Exit the water safely 	<p>Aim: To develop further water confidence to travel 5 metres on the front or back with or without aids, equipment or support.</p> <p>To complete Stage 2 of the pathway participants will be able to complete in comfort the following skills (with or without aids, equipment or support):</p> <ul style="list-style-type: none"> • Jump in from poolside safely • Blow bubbles a minimum of 3 times rhythmically with nose and mouth submerged • Regain an upright position from the back without support • Regain an upright position from the front without support • Push from wall & glide on the back • Push from wall & glide on the front • Travel on the front for 5 metres, aids or equipment may be used • Travel on the back for 5 metres, aids or equipment may be used • Perform a rotation from the front to back to gain an upright position • Perform a rotation from the back to the front to gain an upright position 	<p>Aim: To develop confidence in travelling through the water without support for 10 metres on the front and back.</p> <p>To complete Stage 3 of the pathway participants will be able to complete in comfort the following skills (without support):</p> <ul style="list-style-type: none"> • Jump in from the poolside and submerge • Sink, push away from the wall on side and maintain a streamlined position • Push & glide on the front with arms extended and log roll onto the back • Travel on the front, tuck to rotate around the horizontal axis to return on the back • Fully submerge to pick up an object • Answer correctly 3 questions on the Water Safety Code • Travel 10 metres on the back • Travel 10 metres on the front 	<p>Aim: To develop stroke technique on the front and back working towards swimming 10 metres to the ASA Expected Standards on one stroke.</p> <p>To complete Stage 4, participants will be able to achieve in comfort the following skills:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of buoyancy • Perform a tuck float for 5 seconds • Perform a sequence of changing shapes (min 3) while floating on the surface • Push & glide from the wall to the pool floor • Kick 10 metres Backstroke • Kick 10 metres Front crawl • Kick 10 metres Butterfly • Kick 10 metres Breaststroke on the front • Kick 10 metres Breaststroke on the back • Perform on the back a head first sculling action for 5 metres in a horizontal position • Travel on back and roll in one continuous movement onto front • Travel on front and roll in one continuous movement onto back • Swim 10 metres, own choice to ASA Expected Standards 	<p>Aim: To develop technique of Front crawl, Backstroke, Breaststroke and Butterfly, working towards swimming 10 metres to ASA Expected Standards on all four strokes.</p> <p>To complete Stage 5, participants will be able to achieve in comfort, the following skills:</p> <ul style="list-style-type: none"> • Perform a horizontal stationary scull on the back • Perform a feet first sculling action for 5 metres whilst horizontal on the back • Perform a sculling sequence with a partner for 30-45 seconds to include a rotation • Tread water for 30 seconds • Perform 3 different shaped jumps into deep water • Swim 10 metres Backstroke to ASA Expected Standards • Swim 10 metres Front crawl to ASA Expected Standards • Swim 10 metres Breaststroke to ASA Expected Standards • Swim 10 metres Butterfly to ASA Expected Standards • Perform a handstand and hold for a minimum of 3 seconds • Demonstrate an action for getting help 	<p>Aim: To develop technique of Front crawl, Backstroke, Breaststroke & Butterfly working towards swimming 25 metres to ASA Expected Standards on all four strokes.</p> <p>To complete Stage 6 participants will be able to achieve in comfort, the following skills:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of preparation for exercise • 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 with clothes on • Swim Front crawl to ASA Expected Standards to include at least six rhythmic breaths • Swim Breaststroke to ASA Expected Standards to include at least six rhythmic breaths • Swim 25 metres, choice of stroke to ASA Expected Standards • Perform a 'Shout & Signal' rescue • Perform a surface dive • Exit the water without using the steps 	<p>Aim: To develop stroke technique on Front crawl, Backstroke, Breaststroke & Butterfly, working towards swimming 25 metres to ASA Expected Standards on all four strokes</p> <p>To complete Stage 7, participants will be able to achieve in comfort, the following skills:</p> <ul style="list-style-type: none"> • Swim 25 metres Backstroke to ASA Expected Standards • Swim 25 metres Front crawl to ASA Expected Standards • Swim 25 metres Breaststroke to ASA Expected Standards • Swim 25 metres Butterfly to ASA Expected Standards • Perform a movement sequence of 1 minute duration, in a group of 3 or more, incorporating a number of the following skills: <ul style="list-style-type: none"> • Sculling –head first, feet first; rotation – forward/backward somersault, log roll; floating – star on the front/back, tuck float, create own: Eggbeater – moving, lifting one or both arms out of the water, link skills with strokes and sculls • Perform a sitting dive • Swim 50 metres continuously using one stroke to ASA Expected Standards • Swim 200 metres using a minimum of 3 different strokes to ASA Expected Standards • Tread water using eggbeater action for 30 seconds • Complete an obstacle course (using minimum of 4 objects) with feet off the bottom throughout

PE at Gosberton Academy



"It's so important to keep active to help us stay healthy. PE helps me to be active."
Year 5

"I love all the sports activities we get to take part in outside School like Tri-Golf and Capture the Flag."

Year 4

"We have lots of different sports clubs where I can practise what I've learnt in PE."
Year 2

What do we love about PE at Gosberton?

"I always feel better after PE. If I'm frustrated or stressed, PE always calms me down and helps me."
Year 5

"PE is my favourite subject. I enjoy working as a team and helping each other."
Year 3

Whole School Sports Days

**Exposure and Taking part in
different Sports**

**Competitions against
local Schools**

Engagement

Trips-
Orienteering and Cap-
ture the flag

**Skilled Teachers and
Coaches**

Athlete Visits

**Competitions in the
Boston Sports**

Clubs

Cross curricular links: Reading, Writing,
Maths & Science

