



# Malvern Wyche C of E Primary School

## PE Education Document

### 1 Physical Education Vision

At The Wyche, our motto is ‘Together we Soar’, based on the verse from Isaiah “they will soar on wings like eagles”. In music this means that we will give children the knowledge and skills to appreciate and understand to riches of recorded music, part and present, experience and play live music, and the opportunities to express themselves through singing, playing and composing and to connect with others in collaboration and community.

Pupils at The Wyche will experience high quality, increasingly competitive, skill-based curriculum that will encourage pupils to be confident, independent learners. They will explore healthy lifestyles, self-expression and the school values within PE and physical activity. A stimulating and inspiring curriculum will encourage children to have a lifelong love of physical activity.

#### PE at The Wyche will:

1. Equipping pupils with the necessary PE & Sport knowledge and skills to prepare them for the next stages of education and employment.
2. Taking part in school and inter-school events as spectators and competitors.
3. Developing competence to excel in a broad range of physical activities
4. Leading healthy, active lives.
5. Becoming physically literate – learning to use and space and their own bodies safely and creatively.
6. Take part in exercise and activity for sustained periods of time
7. Appreciate the efforts and talents of others, giving coaching and praise
8. Discovering the joys of collaboration, the triumph of winning and the lessons of losing, personally and in a team.



Pupils in KS2 create symmetrical balances in gymnastics.

#### 1.2 Relevance of Christian Values in PE

##### *Safety*

PE lessons will be physically safe, with carefully planned lessons which eliminate hazards, significantly lower any risk of injury and allow children to take considered risks in learning.

Children will be aware of space, contact and the safe use of equipment and will use mats to protect them from the hard floor. PE & Sport lessons will provide safety talks and rules. There will be a risk-taking atmosphere which allows children to contribute freely. When children are getting changed their dignity and privacy will be considered according to age and need and the safeguarding duty of adults will be kept in mind.

##### *Trust*

Children will trust adults to risk assess lessons and provide safe equipment with safe instructions.

They will trust adults and peers that in difficult or contact activities they will be looked after by partners and teams and their wellbeing considered.

They will give feedback to others truthfully but considerately.

##### *Respect*

Pupils will demonstrate mutual respect through teamwork and coaching. PE lessons will develop a sporting attitude and generosity in giving praise and encouragement, working to eliminate fear of PE or over-confident attitudes and develop a growth mindset of “beating your personal best”.

Pupils will feel included and their protected characteristics and varying abilities will be considered and full access made available to all pupils.

PE will be for all, not just the talented or experienced few.

##### *Inspiration*

Pupils will be inspired by teaching, the example of great sportspeople and each other.

Pupils will be encouraged to be role models, for training, development, fitness and skills, each according to their ability.

Pupils will learn how true inspiration in PE is racing yourself and beating your own personal best to grow physically, mentally and spiritually.

##### *Value*

We will value the teachers and experiences we are offered and see them as precious.

We will value the resources and equipment we are given, using them safely but also avoiding damage and will use so that they last.

We will value our bodies through care and fitness, and those of others around equipment and in invasion games.

##### *Engagement*

We will get involved in games and activities we don’t know and try new things.

We will develop team skills and work collaboratively.








If we are experts in a game or activity we will try to be humble, inviting others to join in and encouraging them to grow in skill.




## 2 PE Curriculum



PE Long Term Plan EYFS & KS1 National Curriculum (Hedgehog and Fox Class)




Reception, Year 1 & Year 2

Year A

| Term  | Substantive Knowledge: "I know that" ( <i>What we are learning about</i> )  | Disciplinary Knowledge "I know how to" ( <i>What we are learning that athletes and sports professionals do.</i> ) [See PE progression of skills for age-appropriate descriptors.]   |  |
|-------|---|---|--|
| Aut 1 |  <p><b>PE &amp; Me</b></p> <ul style="list-style-type: none"> <li>I need to get changed independently</li> <li>I need to warm up before exercise to allow oxygen to move around my body</li> </ul> <ul style="list-style-type: none"> <li>I can keep myself safe by knowing where my body is in relation to self and others</li> <li>Activity improves my physical and mental health.</li> </ul> | <p><b>Catch Me if You Can</b></p> <ul style="list-style-type: none"> <li>I can keep myself safe by knowing where my body is in relation to self and others</li> <li>Activity improves my physical and mental health.</li> <li>I can use attacking and defending tactics to escape capture</li> <li>I can change direction and speed safely</li> </ul> | <p><b>P1 Move</b> Master basic movements including running, jumping, throwing and catching,<br/> <b>P2 Play</b> participate in team games, developing simple tactics for attacking and defending<br/> <b>P3 Control</b> Developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/> <b>P6 Evaluate</b> Begin to develop skills by self-evaluation and accepting feedback and coaching from others.</p>   |
| Aut 2 | <p><b>Gymnastics (Rolls)</b></p> <ul style="list-style-type: none"> <li>I can keep myself safe by knowing where my body is in relation to self and others</li> <li>I can safely set out mats and equipment</li> <li>I know there are three different types of rolls and how to improve them</li> <li>I know that gymnastics is an Olympic and Commonwealth sport.</li> </ul>  | <p><b>Dance Snowflakes</b></p> <ul style="list-style-type: none"> <li>That dance is moving in response, or to music.</li> <li>That dance can be creative or follow a routine.</li> <li>That people dance for fun, professionally, in competitions alone, with a partner, or in different size groups.</li> </ul>                                      |  <p><b>P3 Control</b> Developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/> <b>P4 Dance</b> Perform dances using simple movement patterns.<br/> <b>P6 Evaluate</b> Begin to develop skills by self-evaluation and accepting feedback and coaching from others.</p>  |
| Spr 1 | <p><b>Throwing &amp; Catching</b></p> <ul style="list-style-type: none"> <li>That throwing and catching is used in a variety of different team games.</li> <li>That I can throw different objects in different ways.</li> <li>That I need to watch the object right into my hands to catch it</li> <li>I need to know where my target is to throw it accurately.</li> </ul>                      | <p><b>Gymnastics Points and Patches</b></p> <ul style="list-style-type: none"> <li>I can keep myself safe by knowing where my body is in relation to self and others</li> <li>I know which body parts are patches and which are points.</li> <li>a balance can be held for three seconds and improve them.</li> </ul>                                 | <p><b>P1 Move</b> Master basic movements including running, jumping, throwing and catching,<br/> <b>P2 Play</b> participate in team games, developing simple tactics for attacking and defending<br/> <b>P3 Control</b> Developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/> <b>P6 Evaluate</b> Begin to develop skills by self-evaluation and accepting feedback and coaching from others.</p>    |
| Spr 2 | <p><b>Dance (African)</b></p> <ul style="list-style-type: none"> <li>That dance is moving in response to a stimulus or music.</li> <li>That people dance for fun, professionally, in competitions alone, with a partner, or in groups.</li> <li>Different cultures express different emotions and events through dance.</li> </ul>  | <p><b>Balanceability</b></p> <ul style="list-style-type: none"> <li>That balance is important for riding a bike.</li> <li>That I need strong core muscles to balance</li> <li>That I need to keep myself safe on bikes with special equipment.</li> <li>That I need to be aware of others and can stop safely</li> </ul>                              |  <p><b>P3 Control</b> Developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/> <b>P4 Dance</b> Perform dances using simple movement patterns.<br/> <b>P6 Evaluate</b> Begin to develop skills by self-evaluation and accepting feedback and coaching from others.</p>   |
| Sum 1 | <p><b>Ready Steady Go</b></p> <ul style="list-style-type: none"> <li>Athletics is an international and professional sport</li> <li>Athletics involves running, jumping and throwing.</li> <li>That warm ups and cool downs are important to keep my body healthy.</li> </ul>  | <p><b>Target Games</b></p> <ul style="list-style-type: none"> <li>That target games involve throwing or hitting objects at a target.</li> <li>That I need to aim carefully.</li> <li>That I can change my body position to aim accurately</li> </ul>  |  <p><b>P1 Move</b> Master basic movements including running, jumping, throwing and catching,<br/> <b>P2 Play</b> participate in team games, developing simple tactics for attacking and defending<br/> <b>P3 Control</b> Developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/> <b>P6 Evaluate</b> Begin to develop skills by self-evaluation and accepting feedback and coaching from others.</p> |
| Sum 2 |  <p><b>Multiskills</b></p> <ul style="list-style-type: none"> <li>Different skills are needed to play different games.</li> <li>That practising a skill improves performance</li> <li>That taking turns shows respect for others.</li> </ul>   | <p><b>Team Games</b></p> <ul style="list-style-type: none"> <li>Games have rules to keep us safe and the game fair.</li> <li>Everyone needs to be included in a game to allow the individuals to feel their contribution is valued</li> <li>To respect each other by showing good sportsmanship.</li> </ul>   | <p><b>P1 Move</b> Master basic movements including running, jumping, throwing and catching,<br/> <b>P2 Play</b> participate in team games, developing simple tactics for attacking and defending<br/> <b>P3 Control</b> Developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/> <b>P6 Evaluate</b> Begin to develop skills by self-evaluation and accepting feedback and coaching from others.</p>   |

| Year A   |  |
|--|--|
| Term   | <p><b>Substantive Knowledge:</b> "I know that" (<i>What we are learning about</i>)</p>   |
| Aut 1  | <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>It is a team sport played at all levels by men and women separately at international level.</li> <li>It is an invasion game.</li> <li>I aim to score a goal by manipulating a ball with a stick.</li> </ul> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>Handball is an Olympic sport played competitively in many European countries and North America.</li> <li>There are 7 players on a team like netball</li> <li>It is an invasion game.</li> <li>Players throw, dribble and catch the ball with to score goals.</li> <li>The game needs passing and teamwork to be successful.</li> </ul>  |
| Aut 2  | <p><b>Dance: Greece Folk Dance</b></p>  <ul style="list-style-type: none"> <li>Dance is moving in response to a stimulus or music.</li> <li>Certain cultures use specific movement phrases and actions that I can replicate.</li> <li>Greek dancing is done by groups of people carefully co-ordinating their movements.</li> </ul> <p><b>Gymnastics: "Ship Shape"</b></p> <ul style="list-style-type: none"> <li>It is an international sport with two disciplines: artistic and rhythmic.</li> <li>Gymnasts warm up and cool down to avoid injury</li> <li>Gymnasts need to be fit and flexible.</li> </ul>   |
| <p><b>Disciplinary Knowledge</b> "I know how to" (<i>What we are learning that sports practitioners do.</i>)</p> <p><b>P1 Move</b> Use running, jumping, throwing and catching in isolation and in combination (for example, through athletics and gymnastics). • Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>P2 Play</b> Play competitive games, modified where appropriate. • Apply basic principles suitable for attacking and defending • use attacking and defending strategies</p> <p><b>P3 Control</b> Develop flexibility, strength, technique, control and balance • use a hand or stick to direct a ball to score • hold and travel using different body shapes • move and position equipment safely</p> <p><b>P4 Dance</b> Perform dances using a range of movement patterns • respond to a stimulus</p> <p><b>P6 Evaluate</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best • assess movements against success criteria then modify to improve • Be aware of my team, the opposition and space around me.</p>  |  |

|       | Otter Class (Year 3 & 4)   | Stoat Class (Year 4 & 5)  |  |
|-------|--|---|--|
| Spr 1 | <p><b>Gymnastics: "Rolls and Jumps"</b></p> <ul style="list-style-type: none"> <li>It is an international sport with two disciplines: artistic and rhythmic.</li> <li>Pike, tuck, star and straddle are gymnastic positions.</li> <li>Extending my limbs and muscles improves the quality of individual moves and sequences.</li> </ul>  | <p><b>Team Building (OAA)</b></p> <ul style="list-style-type: none"> <li>Team building gives us strategies to work together.</li> <li>It allows us to put our school values in action.</li> <li>It can resolve conflict with discussion.</li> <li>Teams need to communicate, talk as well as listen.</li> </ul> | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>It is an international sport, a recreational activity and lifesaving skill.</li> <li>There are different strokes to master to move through the water: breast stroke, back stroke and front crawl.</li> <li>That I need stamina to swim 25m or more.</li> </ul>    |
| Spr 2 | <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Tennis is a competitive sport played with a racket, by individuals, or pairs at all levels from leisure up to international competitions.</li> <li>Players select different strokes to win points.</li> <li>Points are scored by hitting the ball over the net, within the court, so that that the opponent cannot return it.</li> </ul> | <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>It is a competitive sport played by two teams of 9 players.</li> <li>I can score rounders by hitting the ball and deciding which base to run to.</li> <li>I know there are striking and fielding teams which need specific skills.</li> </ul>     | <p><b>Gymnastics "Rolls and Jumps"</b></p> <ul style="list-style-type: none"> <li>It is an international sport with two disciplines: artistic and rhythmic.</li> <li>I can use pike, tuck, star and straddle positions.</li> <li>I can extend my limbs and muscles to improve the quality of individual moves and sequences.</li> </ul> <p><b>Team Building (OAA)</b></p> <ul style="list-style-type: none"> <li>Team building gives us strategies to work together.</li> <li>It allows us to put our school values in action.</li> <li>It can resolve conflict with discussion.</li> <li>Teams need to communicate, talk as well as listen.</li> </ul>  |

| Year A  |  |   |  |   |
|---|--|---|--|---|
|   | Otter Class (Year 3 & 4)   |   | Stoat Class (Year 4 & 5)   |   |
| Sum 1   | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>It is an international sport, a recreational activity and lifesaving skill.</li> <li>There are different strokes to master to move through the water: breast stroke, back stroke and front crawl.</li> <li>That I need stamina to swim 25m or more.</li> </ul>  | <p><b>Athletics (Running) "Personal Best"</b></p> <ul style="list-style-type: none"> <li>It is an international sport with different disciplines that cover running, jumping and throwing.</li> <li>I need to use my arms and legs in different ways to run short or long distances.</li> <li>I need to have a strong starting position.</li> </ul> | <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Tennis is a competitive sport played with a racket, by individuals, or pairs at all levels from leisure up to international competitions.</li> <li>Players select different strokes to win points.</li> <li>Points are scored by hitting the ball over the net, within the court, so that that the opponent cannot return it.</li> </ul> | <p><b>Athletics (Running) "Personal Best"</b></p> <ul style="list-style-type: none"> <li>It is an international sport with different disciplines that cover running, jumping and throwing.</li> <li>I need to use my arms and legs in different ways to run short or long distances.</li> <li>I need to have a strong starting position.</li> </ul>  |
| Sum 2   |  | <p><b>Competing to Learn / Learning to Compete</b></p> <ul style="list-style-type: none"> <li>To compete you need to be able to win and lose gracefully.</li> <li>What teamwork is, what competition is and how to officiate helpfully and fairly.</li> <li>Feedback and advice needs to be honest but supportive.</li> </ul>                       | <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Rounders is an English team game, played by 9 on each team.</li> <li>They play two innings, scoring rounders and half rounders</li> <li>To win a game individuals need to be able to catch, throw and choose the right fielding and batting tactics</li> </ul>   | <p><b>Competing to Learn / Learning to Compete</b></p> <p>How to compete in a sporting manner; both when winning or losing. Understand the nature of competition, what it means to be part of a team, how to officiate helpfully and fairly. How to take and give advice in a supportive manner.</p>  |
| <p><b>P1 Move</b> Use running, jumping, throwing and catching in isolation and in combination (for example, through athletics and gymnastics). • Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>P2 Play</b> Play competitive games, modified where appropriate. • Apply basic principles suitable for attacking and defending.</p> <p><b>P3 Control</b> Develop flexibility, strength, technique, control and balance.</p> <p><b>P4 Dance</b> Perform dances using a range of movement patterns.</p> <p><b>P5 Swim</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.</p> <p><b>P6 Evaluate</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best • give honest but supportive feedback to others • accept feedback about their own performance as part of improvement</p>  |  |   |  |   |

| Year A |   | Year B  | Year C  |
|--------|---|---|---|
| Term   | <b>Substantive Knowledge:</b> "I know that" ( <i>What we are learning about</i> )   |   | <b>Disciplinary Knowledge</b> "I know how to" ( <i>What we are learning that scientists do.</i> ) [See Science progression of skills for age-appropriate descriptors.]  |
| Aut 1  | <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>That I need to develop strokes to make them efficient.</li> <li>That I must regulate my breathing.</li> <li>That I need to sustain effort to complete distances and tasks.</li> <li>That there are different ways of myself safe in and around water.</li> </ul>   | <p><b>Invasion Games: Basketball</b></p> <ul style="list-style-type: none"> <li>It is an invasion game played to an international level of a team of 5.</li> <li>Throwing, catching, dribbling and dodging strategies are used to evade opponents and score goals.</li> <li>Strategies can be offensive and defensive strategies but must be within the rules.</li> </ul>   |  <p><b>P1 Move</b> Use running, jumping, throwing and catching in isolation and in combination (for example, through athletics and gymnastics). • Take part in outdoor and adventurous activity challenges both individually and within a team.<br/> <b>P2 Play</b> Play as a basketball team member showing understanding of and compliance with the rules • Apply basic principles suitable for attacking and defending.<br/> <b>P3 Control</b> Develop flexibility, strength, technique, control and balance • use strategies (throwing, catching, dribbling and dodging) safely and accurately to attack, defend and score goals within the rules.</p>   |
| Aut 2  |  <p><b>Outdoor Adventurous Activities</b></p> <ul style="list-style-type: none"> <li>Team members need to listen and cooperate.</li> <li>I understand that different people have different abilities and skills.</li> <li>I know I can help my team work together.</li> </ul>  | <p><b>Dance: Inspired by dances of the world.</b></p> <ul style="list-style-type: none"> <li>Dance is moving in response to a stimulus or music.</li> <li>Certain cultures use specific movement phrases and actions that I can replicate.</li> <li>Different cultures have specific music and dance traditions which are part of national identity (e.g. Tango, Flamenco, Ballet).</li> </ul>                      | <p><b>P4 Dance</b> Perform dances using a range of movement patterns • assess movements against success criteria and then modify to improve • work in unison or in canon.<br/> <b>P5 Swim</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.<br/> <b>P6 Evaluate</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>  |
| Spr 1  | <p><b>Gymnastics: Sports Acro</b></p> <ul style="list-style-type: none"> <li>It is an international sport with two disciplines: artistic and rhythmic.</li> <li>Skills can be built up</li> <li>Gymnastics can be a collaborative and team sport.</li> </ul>  | <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>A warm up can be specific to different body areas</li> <li>Different activities improve endurance, strength, flexibility and balance.</li> <li>Resting heart rate is an indication of physical fitness.</li> </ul>   | <p><b>P1 Move</b> Use running, jumping, throwing and catching in isolation and in combination (for example, through athletics and gymnastics). • Take part in outdoor and adventurous activity challenges both individually and within a team.<br/> <b>P2 Play</b> Play competitive games, modified where appropriate. • Apply basic principles suitable for attacking and defending.<br/> <b>P3 Control</b> Develop flexibility, strength, technique, control and balance • I can work with a partner, or in a small group safely • I know how to warm up for specific areas • I can safely raise heart rate and work in a training zone.<br/> <b>P4 Dance</b> Perform dances using a range of movement patterns.<br/> <b>P6 Evaluate</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best • work with others cooperatively, praising them for working well or showing good moves • I can measure my heart rate.</p>  |
| Spr 2  | <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>It is a team game with 6 players.</li> <li>The aim of the game is to eliminate your opposition by hitting them below the shoulder.</li> <li>Dodging the ball takes reflexes and agility and helps my team to win.</li> </ul>    | <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>It is a competitive sport played with a racket, by individuals, or pairs at all levels from leisure up to international competitions.</li> <li>Players select different strokes to win points.</li> <li>Points are scored by hitting the ball over the net, within the court, in such a way that the opponent cannot return it.</li> </ul>              |   |
| Sum 1  | <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>It is a competitive sport played up to international level.</li> <li>A match comprises of innings with one side taking a turn to hit a ball and score runs, while the other team will bowl and field the ball to restrict the opposition from scoring.</li> <li>Skills include throwing, catching and striking.</li> </ul>   | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>It is an international sport with different disciplines that cover running, jumping and throwing.</li> <li>I can link different jumps together to improve distance.</li> <li>I use different techniques for different throws.</li> <li>I know the correct techniques for running different distances</li> </ul>                                      |  <p><b>P1 Move</b> Use running, jumping, throwing and catching in isolation and in combination (for example, through athletics and gymnastics). • Take part in outdoor and adventurous activity challenges both individually and within a team.<br/> <b>P2 Play</b> Play competitive games, modified where appropriate. • Apply basic principles suitable for attacking and defending • make sure the game is safe by applying rules.<br/> <b>P3 Control</b> Bowl accurately at stumps • safely catch a cricket ball<br/> <b>P4 Dance</b> Perform dances using a range of movement patterns.<br/> <b>P6 Evaluate</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best • keep score accurately cricket and own and others invented games • officiate to keep games fair and safe.</p>   |
| Sum 2  | <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Rounders is an English team game, played with two teams of nine.</li> <li>To win a game individuals need to be able to catch, throw and choose fielding and batting tactics.</li> <li>A rounder is scored when a player runs all the way round the course without being caught or "stumped".</li> </ul>  | <p><b>Games Making</b></p> <ul style="list-style-type: none"> <li>Games can be invented and designed</li> <li>Rules have to be simple, understandable and fair and make the game safe for players</li> <li>Some games were invented and designed, others evolved culturally (e.g. Lacrosse and football).</li> <li>Some games that evolved over time then get official rules (e.g. Football Association)</li> </ul> |   |

### 3 Pedagogy: Learning & Teaching PE



Footballers learn ball skills, teamwork and the art of winning and losing gracefully.

3.1 PE will be taught as a discrete subject, expressing the EYFS and National Curriculum's aims and programmes of study in termly themed planning. We will teach and assess the curriculum mapped above (2 Curriculum) and the progression of specifically historical behaviours outlined below (4 Assessment). High quality resources, the right equipment, materials and displays will enrich the experience.

3.2 In addition to being taught as a discrete subject, PE will be embedded within a wider PE, Sport, health and fitness offer, including cross curricular work in Science and PSHE part of a rich, cross-curricular curriculum, and dance will be used to explore the humanities and arts, working closely with units of work in Music Art, RE, Geography and History, adding meaning, depth and connections between subjects.

3.3 Above all, our pedagogical approach to PE will allow children to answer the question "how can we be healthy and compete, together and apart, and increase our own and each other's wellbeing?" We will consider our relationship with our bodies and the sport and activities we see around us, and the effect of exercise and sport on our lives, communities and nation.

3.4 Children will explore PE by playing a range of games and activities and seeing it as wider than sport, including fitness, diet, exercise and dance.

### 4 Assessment

Assessment in PE will establish the extent to which children are gaining and retaining substantive knowledge about games, sports and physical exercise process and the appliance of disciplinary skills to take part and compete safely, collaborate effectively and evaluate their own performance. This will be done through a range of techniques in line with our assessment approach, but which will include most, but not all of:







- Beginning and end of unit assessment activities (questions & observations, etc.)
- Questioning in lessons, individual, group and class.
- Observing PE, sport, participation and competing
- Evaluating skills, including safety, collaboration, team playing, swimming and dance.

Judgements will be made as a secure fit, and records kept of pupils who are working **below**, **at** or **above** their chronological year.



Pupils build trust and take considered risks in Outdoor Adventurous Activities.

# ✂ Malvern Wyche C of E Primary School *Physical Education* Progression of skills

| Document  | EYFS   | KS1 National Curriculum   |                    | KS2 National Curriculum   |                    |                 |                    |
|---|--|---|--------------------|---|--------------------|-----------------|--------------------|
| Phase   | Reception, Year 1 & 2  |   |                    | Year 3, 4 & 5   |                    |                 | Year 6             |
| Year  | R  | 1   | 2                  | 3   | 4                  | 5               | 6                  |
|   | <i>In an enabling environment</i>  | <i>With support</i>   | <i>Competently</i> | <i>With support</i>   | <i>Competently</i> | <i>Reliably</i> | <i>Confidently</i> |
| <b>P1 Move</b><br>       | Negotiate space and obstacles safely, with consideration for themselves and others<br><br>Demonstrate strength, balance and coordination when playing;<br><br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | master basic movements including running, jumping, throwing and catching,   |                    | Use running, jumping, throwing and catching in isolation and in combination (for example, through athletics and gymnastics).<br><br>Take part in outdoor and adventurous activity challenges both individually and within a team. |                    |                 |                    |
| <b>P2 Play</b><br>       |  | participate in team games, developing simple tactics for attacking and defending  |                    | Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis]<br><br>Apply basic principles suitable for attacking and defending               |                    |                 |                    |
| <b>P3 Control</b><br>    |  | developing balance, agility and co-ordination, and begin to apply these in a range of activities  |                    | Develop flexibility, strength, technique, control and balance.  |                    |                 |                    |
| <b>P4 Dance</b><br>      |  | perform dances using simple movement patterns.  |                    | Perform dances using a range of movement patterns   |                    |                 |                    |
| <b>P5 Swim</b><br>      |  | Swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>Perform safe self-rescue in different water-based situations. |                    |   |                    |                 |                    |
| <b>P6 Evaluate</b><br> |  | Begin to develop skills by self-evaluation and accepting feedback and coaching from others.   |                    | Compare their performances with previous ones and demonstrate improvement to achieve their personal best.   |                    |                 |                    |

| By the end of... | Progress Statement         | The Wyche Way practical (disciplinary) knowledge descriptor for Music<br>(pupils are successful when, by the end of the year ...)  |
|------------------|----------------------------|--|
| Reception        | In an enabling environment | <ul style="list-style-type: none"> <li>• Pupils develop skills, abilities and emergent awareness through formal and informal early learning.</li> <li>• Pupils explore the world around them developing skills and abilities through trial and error.</li> <li>• There are high levels of adult- and peer- interaction and exploratory and experiential learning.</li> </ul> |
| Year 1           | With Support               | <ul style="list-style-type: none"> <li>• Pupils will demonstrate <i>many</i> of the end of Key Stage 1 music knowledge &amp; skills <i>with support</i> from adults.</li> <li>• They make many mistakes and are supported to recognise them and learn from them.</li> <li>• They need repetition, re-iteration and reminders to achieve reliable results.</li> </ul>         |
| Year 2           | Competently                | <ul style="list-style-type: none"> <li>• Pupils will <i>use &amp; apply</i> end of KS1 music knowledge &amp; skills with <i>minimal support</i>.</li> <li>• They make mistakes and are beginning to accept feedback and self-correct with support.</li> </ul>  |
| Year 3           | With Support               | <ul style="list-style-type: none"> <li>• Pupils demonstrate <i>some</i> KS1 &amp; 2 music knowledge &amp; skills and processes with frequent support and supervision.</li> <li>• They make frequent mistakes and are beginning to accept and respond to feedback.</li> </ul>   |
| Year 4           | Competently                | <ul style="list-style-type: none"> <li>• Pupils demonstrate <i>many</i> KS1 &amp; 2 music knowledge &amp; skills with occasional support and reminders.</li> <li>• They are beginning to learn from their mistakes and accept and respond to feedback.</li> </ul>  |
| Year 5           | Reliably                   | <ul style="list-style-type: none"> <li>• Pupils demonstrate <i>most</i> KS1 &amp; 2 music knowledge &amp; skills with <i>occasional</i> support and supervision.</li> <li>• They achieve mostly reliable results and self-correct, frequently learning from mistakes.</li> <li>• They begin to instruct and advise others with adult oversight.</li> </ul>                   |
| Year 6           | Confidently                | <ul style="list-style-type: none"> <li>• Pupils demonstrate <i>all</i> primary music knowledge &amp; skills with minimal support and supervision.</li> <li>• They achieve consistent and predictable results, recognising and valuing their mistakes.</li> <li>• They are confident to instruct and advise others.</li> </ul>  |



## 5 PE Glossary