



Frimley Church of England School

PE- Skills and Knowledge Progression



Intent

At Frimley, we offer a balanced sporting programme which is essential to the development of the whole child. We intend to offer children accessibility to a wide range of sports both through the curriculum and extra-curricular clubs, to engage all pupils and kick-start healthy, active lifestyles. PE and sport gives children the chance to be creative, expressive, co-operative and competitive, inside and outside of the classroom. Being regularly physically active can also help to ease anxiety, tension and stress and will result in improved attention in class. As a result of the COVID 19 pandemic, lots of young people have missed out on crucial opportunities to participate in physical activity and competitive sport. As well as this, we will be placing an even greater emphasis on embedding physical activity into the whole school curriculum to improve the physical and mental health of our children.

As a school, we aim to ensure that all children are taking part in 2 hours of physical activity a week to provide the foundation for a healthy lifestyle. A clear competition pathway enables all pupils to participate in competition with opportunities for all, regardless of ability. Through the promotion and implementation of the Frimley values and the School Games values, pupils will understand the importance of working as a team, showing resilience, self-belief and determination to achieve their own personal best while supporting others to do the same. We also aim to offer a broader range of activities and sports to all pupils, including SEND children and Pupil Premium, to increase participation levels and interest in physical activity.

Implementation

- All pupils will take part in a dedicated PE session each week. Each half term, year groups will focus on a different sport, based around either: invasion games (football, tag rugby, netball, hockey); striking and fielding (rounders, cricket); net games (tennis, badminton). Additional lessons will also focus on gymnastics, dance, fitness, cross country, personal challenges and problem-solving games, which will enable all children to receive 1 hour of curriculum PE each week.
- All children will also undertake a term of swimming as part of their PE curriculum, delivered by a specialist teacher.
- Sports Crew will be trained and utilised during lunchtimes to run fun, physical activities for the rest of the school.
- As part of our 'Feel Good Friday' initiative, classes will set and complete weekly physical, personal best challenges to increase opportunities for movement each day and resilience to improve their fitness and scores.
- Teachers will have the opportunity to observe qualified professionals to support their own CPD and to ensure teaching of PE is to the highest possible standard.
- A broad range of extra-curricular clubs will be provided throughout the year by school staff and external providers, including less accessible sports that children may not otherwise have the opportunity to take part in.
- Through the use of a participation tracker, those identified as least active will be invited to join tailored clubs and a variety of 'inspire' events through Active Surrey, that aim to motivate and inspire them to continued engagement in physical activity and sport.
- As part of the PE curriculum, all pupils will participate in an inter-house tournament each half term as part of our curriculum provision, while inter-school competition opportunities will be available throughout the school journey through the Surrey Heath Primary Schools' Sports Association.
- The school's values and the School Games values will be promoted across all areas of sport and PE with adults and the sport crew acting as role models and through celebration of positive examples demonstrated by pupils.

- Extra-curricular clubs and identification of talent from teachers will provide a pathway for pupils to participate in inter-school competition.

Impact

- Pupils will develop a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle.
- Pupils will develop a range of physical skills as well as teamwork and personal skills such as resilience, self-belief and determination.
- Teaching staff will develop their confidence in delivering a varied curriculum to a high standard.
- At least 50% of children will engage weekly in extra-curricular clubs with a focus on sport and/or physical activity.
- All pupils will have a clear pathway to competition through PE, extra-curricular provision and talent identification from teaching staff.
- All pupils will have the opportunity to experience a new sport/ physical activity that they have not experienced before.
- Children will learn how to collaborate with others and embed our school games values into their learning within the classroom (e.g. resilience, teamwork, passion, honesty, self-belief and determination).
- Children leave Frimley with a broader range of knowledge of different sports, rules and skills, needed to progress their understanding further when they reach KS3.
- Children will enjoy communicating, collaborating and competing with each other.
- Children will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

National curriculum expectations:

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

What Frimley offers to its pupils:

	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> To develop an understanding of basic rules of the game. To begin to use attacking and defending skills in a game situation. To begin to apply the rules and tactics in a game situation. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> To understand spatial awareness on the field. To develop an understanding of basic rules of the game. To apply the rules and tactics in a game situation. To understand the bowling and fielding techniques needed to execute the game. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> To learn how to score. To understand how to hold a racket correctly. To understand the basic rules of the game. 	<p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> To develop an understanding of basic rules of the game. To know how to use attacking and defending skills in a game situation. To apply the rules and tactics in a game situation. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> To understand spatial awareness on the field and use it tactically in a game situation. To start to apply an understanding of the rules of the game. To apply the rules and tactics in a game situation. To further understand and develop the bowling and fielding techniques needed to execute the game. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> To learn how to score. To know when to select a specific shot appropriately. To understand the basic rules of the game. 	<p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> To develop an understanding of basic rules of the game. To know how to use attacking and defending skills in a game situation. To apply the rules and tactics in a game situation. To understand when to move with the ball and when to pass. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> To understand spatial awareness on the field and use it tactically in a game situation. To apply an understanding of the rules of the game. To use tactics effectively in a game situation. To use the bowling and fielding techniques needed to execute the game with increasing accuracy. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> To understand how to serve and return the ball. To understand and apply the rules of the game. 	<p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> To have a secure understanding of basic rules of the game. To know how to use attacking and defending skills in a game situation. To apply the rules and tactics in a game situation. To understand when to move with the ball and when to pass. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> To understand spatial awareness on the field and use it tactically in a game situation. To apply the rules of the game effectively and consistently. To use tactics effectively in a game situation. To use the bowling and fielding techniques with accuracy and consistency. To demonstrate their knowledge and understanding of the game whilst playing competitively.

	<p>Athletics:</p> <ul style="list-style-type: none"> To know how to perform a changeover in a relay race. To know how to land safely when jumping for height or distance To know how to throw for accuracy and distance. To understand the rules for a variety of events. To understand the importance of warming up <p>Gymnastics:</p> <ul style="list-style-type: none"> To develop understanding of a sequence of movements. To understand a range of rolls. To understand ‘matching’ and ‘contrasting’ actions and shapes. To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> To understand how to move in unison with others. To understand how dynamics affect the actions performed. To understand formations. <p>Swimming:</p> <ul style="list-style-type: none"> To develop an understanding of how to 	<p>Athletics:</p> <ul style="list-style-type: none"> To know how to perform a changeover in a relay race. To know how to land safely when jumping for height or distance To know how to throw for accuracy and distance. To understand the rules for a variety of events and to begin to understand how to officiate. To explain what happens to the body when warming up. <p>Gymnastics:</p> <ul style="list-style-type: none"> To develop understanding of a sequence of movements. To understand a range of rolls, jumps and inverted movements. To understand how body tension can improve the control and quality of movements. To identify some muscle groups used in gymnastic activities. To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> To understand ‘action’ and ‘reaction’. 	<ul style="list-style-type: none"> To learn the official scoring system. <p>Athletics:</p> <ul style="list-style-type: none"> To know how to perform a changeover in a relay race. To know how to land safely when jumping for height or distance To know how to throw for accuracy and distance. To understand the rules for a variety of events and to understand how to officiate. To know how to lead a warm up. To understand how stamina and power help people perform well in different athletic activities. To understand the technique for the triple jump. <p>Gymnastics:</p> <ul style="list-style-type: none"> To develop understanding of symmetrical and asymmetrical balances. To understand a range of rolls, jumps and inverted movements. To understand different methods of travelling. To identify some muscle groups used in gymnastic activities. 	<p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> To understand how to serve and return the ball. To understand and apply the rules of the game. To learn the official scoring system. To use tactics effectively in a game situation. <p>Athletics:</p> <ul style="list-style-type: none"> To know how to perform a changeover in a relay race. To understand how to develop own and others’ sprinting technique. To know how to land safely when jumping for height or distance To know how to throw for accuracy and distance. To have a secure understanding of the rules in a variety of athletic events. To know how to lead a warm up. To understand how stamina and power help people perform well in different athletic activities. To understand the technique for the triple jump. <p>Gymnastics:</p>

	<p>balance and buoyancy in the water.</p> <ul style="list-style-type: none"> • To develop basic skills in water safety and floating. • To begin to understand the skills required for different strokes. 	<ul style="list-style-type: none"> • To understand how to move in unison with others. • To understand how actions, dynamics, spacing and timing affect the actions performed. <p>Swimming:</p> <ul style="list-style-type: none"> • A clear understanding of buoyancy in and a feel for water. • A clear understanding of basic water safety. • To have a clearer understanding of a range of strokes- front crawl, back crawl, breaststroke and dolphin kick. 	<ul style="list-style-type: none"> • To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> • To understand how changing the dynamics of an action changes the appearance of the performance. • To understand how actions, dynamics, spacing and timing affect the actions performed. <p>Swimming:</p> <ul style="list-style-type: none"> • Developing knowledge of all strokes. • To know how to improve technique in all strokes. • An understanding of aquatic breathing and how to apply this. • To know how to apply self-rescue. 	<ul style="list-style-type: none"> • To develop understanding of counter balance and counter tension. • To understand a range of rolls, jumps and inverted movements. • To understand different methods of travelling. • To identify some muscle groups used in gymnastic activities. • To know how to use apparatus and equipment safely. <p>Dance:</p> <ul style="list-style-type: none"> • To understand how changing the dynamics of an action changes the appearance of the performance. • To understand how actions, dynamics, spacing and timing affect the actions performed. • To understand how dance can be used to convey characters and to communicate a story. <p>Swimming:</p> <ul style="list-style-type: none"> • Developing knowledge of all strokes. • To know how to improve technique in all strokes. • An understanding of aquatic breathing and how to apply this.

				<ul style="list-style-type: none"> • To know how to apply self-rescue. • To know how to turn.
Skills	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • Dodging defenders and moving in to space. • Starting to dribble with control. • Starting to pass and receive with control. • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To develop overarm throwing and catching. • To develop underarm and overarm bowling techniques. 	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • Dodging defenders and moving in to space. • To dribble with greater control. • To pass and receive with greater control. • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To further develop overarm throwing and catching. • To further develop underarm and overarm bowling techniques. 	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • To develop dodging skills to lose a defender and move in to space. • To dribble with control. • To pass and receive with control and accuracy. • To develop drawing defence to create space. • To work as a defensive unit to prevent attackers from scoring. • To deny and delay attackers • To be able to play in an intra-house tournament. <p>Striking and fielding games including: Cricket and Rounders:</p>	<p>Skills across all areas:</p> <ul style="list-style-type: none"> • Teamwork • Self-belief • Respect • Passion • Honesty and fair play • Determination • Communication • Resilience • Sportsmanship <p>Invasion games including: Football, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> • Ball handling with control and accuracy • Throwing, catching and running with the ball. • To develop dodging skills to lose a defender and move in to space. • To dribble with control. • To pass and receive with control and accuracy. • To develop drawing defence to create space. • To work as a defensive unit to prevent attackers from scoring. • To deny and delay attackers • To provide constructive feedback based on attacking and defensive principles. • To be able to play in an intra-house tournament.

	<ul style="list-style-type: none"> • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To develop ball control and movement skills. • To develop racket and ball control. • To develop the forehand and backhand. • To begin to develop a rally. • To develop playing against an opponent. • To work collaboratively with a partner and compete against others. • To be able to play in an intra-house tournament. <p>Athletics:</p> <ul style="list-style-type: none"> • To develop sprinting technique. • To develop changeover in relay events. 	<ul style="list-style-type: none"> • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To develop ball control and movement skills. • To develop racket and ball control. • To develop the forehand and backhand. • To develop the ability to change grips as appropriate. • To begin to develop a rally. • To develop playing against an opponent. • To work collaboratively with a partner and compete against others. • To be able to play in an intra-house tournament. <p>Athletics:</p> <ul style="list-style-type: none"> • To develop power and speed in the sprinting technique. 	<ul style="list-style-type: none"> • To develop throwing and catching accuracy. • To develop underarm and overarm bowling technique and accuracy. • To know how to grip the bat and use the correct batting technique. • To develop long and short barriers and apply them to a game situation. • To be able to use defensive and driving hitting techniques. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To develop a variety of fielding techniques and to use them within a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To continue to develop ball control and movement skills, including whilst under pressure in competitive scenarios. • To continue to develop racket and ball control. • To continue to develop the forehand and backhand. 	<p>Striking and fielding games including: Cricket and Rounders:</p> <ul style="list-style-type: none"> • To develop throwing and catching accuracy. • To develop underarm and overarm bowling technique and accuracy. • To know how to grip the bat and use the correct batting technique. • To develop long and short barriers and apply them to a game situation. • To be able to use defensive and driving hitting techniques. • To be able to play the role of bowler, batter, wicket keeper/ back-stop and fielder in a game. • To develop a variety of fielding techniques and to use them within a game. • To apply skills learnt to an intra-house tournament. <p>Net games including: Tennis and Badminton:</p> <ul style="list-style-type: none"> • To continue to develop ball control and movement skills, including whilst under pressure in competitive scenarios. • To continue to develop racket and ball control.
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- To develop fluency and rhythm when running over obstacles.
- To develop jumping techniques in a range of approaches and take off positions.
- To develop jumping for height and safety on landing.
- To develop throwing for accuracy and distance.

Gymnastics:

- To be able to create interesting point and patch balances.
- To be able to match a partner in a sequence.
- To develop stepping into shape jumps with control.
- To develop the straight, barrel and forward roll.
- To be able to transition smoothly into and out of balances.
- To create a sequence with matching and contrasting shapes and actions.
- To create a partner sequence incorporating equipment.
- To start to suggest changes and use feedback to improve a sequence.

Dance:

- Travelling
- Copying and performing actions

- **To develop stamina and an understanding of pace and speed in relation to distance.**
- **To develop technique when jumping for distance.**
- **To develop fluency and technique in the vertical jump.**
- **To develop power and technique when throwing for distance.**
- **To develop officiating skills.**

Gymnastics:

- **To develop individual and partner balances.**
- **To develop control in performing and landing rotation jumps.**
- To develop the straight, barrel and forward roll.
- **To develop strength in inverted movements.**
- **To be able to explore pathways and travelling movements.**
- **To be able to create a sequence to include apparatus and inverted movements.**
- To create a partner sequence incorporating equipment.
- To start to suggest changes and use feedback to improve a sequence.

- To **continue** to develop the ability to change grips as appropriate.
- **To maintain a continuous rally with increasing control.**
- **To use a variety of strokes to outwit an opponent.**
- To work collaboratively with a partner and compete against others.
- **To use the correct serving technique.**
- **To develop the volley technique.**
- To be able to play in an intra-house tournament.

Athletics:

- **To be able to apply different speeds over varying distances.**
- **To develop fluency and coordination when running for speed.**
- **To develop technique in relay changeovers.**
- **To develop power, control and consistency in jumping for distance.**
- **To develop technique and coordination in the triple jump.**
- **To develop throwing with force for longer distances.**
- To develop officiating skills.

- To continue to develop the forehand and backhand.
- To continue to develop the ability to change grips as appropriate.
- To maintain a continuous rally with increasing control.
- To use a variety of strokes to outwit an opponent.
- To work collaboratively with a partner and compete against others.
- To use the correct serving technique.
- To develop the volley technique.
- To be able to play in an intra-house tournament.
- **To identify and provide constructive feedback on own and others' strengths and areas for development.**

Athletics:

- To be able to apply different speeds over varying distances.
- **To develop own and others' sprinting technique.**
- **To develop running over obstacles with greater control and coordination.**
- **To develop take off position when jumping for height.**

	<ul style="list-style-type: none"> • Create actions in response to a stimulus • Transitions • Timing • Using choreography ideas to perform a short routine. <p>Swimming:</p> <ul style="list-style-type: none"> • Submersion • Floating • Gliding • Rotation • Treading water • Exiting and entering the pool • Travelling through the water • Basic breathing skills • To swim unaided up to 10m. 	<p>Dance:</p> <ul style="list-style-type: none"> • Travelling • Copying and performing actions • Create actions in response to a stimulus • Transitions including working with a partner or a small group. • Timing • Using choreography ideas to perform a short routine. <p>Swimming:</p> <ul style="list-style-type: none"> • Submersion • Sculling • Floating • Gliding • Rotation • Treading water • Exiting and entering the pool • Travelling through the water • Basic breathing skills • Front crawl, back stroke and breaststroke • To swim unaided up to 20m. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, barrel forward and backward roll. • To explore different methods of travelling, linking actions in both cannon and synchronisation. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To create a partner sequence incorporating equipment. • To suggest changes and use feedback to improve a sequence. <p>Dance:</p> <ul style="list-style-type: none"> • Travelling • Provide and use feedback • Work in a group to create poses, linking them together using transitions • Use choreography devices when working in a group. • Copy and repeat movements • Work collaboratively to create a dance 	<ul style="list-style-type: none"> • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To work collaboratively to develop officiating skills of measuring, timing and recording. <p>Gymnastics:</p> <ul style="list-style-type: none"> • To develop the straddle, forward and backward roll. • To develop counter balance and counter tension. • To be able to link partner balances into a sequence. • To be able to perform inverted movements with control. • To be able to use flight from hands to travel over apparatus. • To develop group balances and sequence work. • To be able to create a group sequence using formations and apparatus. • To suggest changes and use feedback to improve a sequence. <p>Dance:</p> <ul style="list-style-type: none"> • Travelling • Provide and use feedback
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			<ul style="list-style-type: none"> • Use changes in level and speed • Use actions and dynamics to convey characters. <p>Swimming:</p> <ul style="list-style-type: none"> • Submersion • Sculling • Floating • Gliding • Rotation • H.E.L.P position • Treading water • Exiting and entering the pool • Travelling through the water • Apply aquatic breathing skills • Front crawl, back stroke, breaststroke and butterfly • To swim unaided up to 25m. 	<ul style="list-style-type: none"> • Work in a group to create poses, linking them together using transitions • Use choreography devices when working in a group. • Copy and repeat movements • Work collaboratively to create a dance • Use changes in level and speed • Use actions and dynamics to convey characters. • To choreograph a dance that shows contrasting characters. • To communicate a story through dance. <p>Swimming:</p> <ul style="list-style-type: none"> • Submersion • Sculling • Floating • Gliding • Rotation • H.E.L.P and Huddle position • Treading water • Exiting and entering the pool • Travelling through the water • Apply aquatic and rhythmic breathing skills • Front crawl, back stroke, breaststroke and butterfly • To swim competently, confidently and proficiently over a distance of at least 25m
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				<ul style="list-style-type: none">• To perform safe self-rescue in different water-based situations.
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