

C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing
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Cayton School

PE Progression Map

Intent							
Cayton School Vision	<i>“To deliver the highest standards enabling children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”</i>						
Cayton School Values	Happy and Harmonious	Confident and Caring	Lively and Life-Long-Learning	Successful and Secure	Proud and Positive	Challenge and Commitment	
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners.						
	We passionately believe that life skills as well as academic success is vitally important.						
	Our curriculum is designed to ensure life-long learners who are kind, confident and successful.						
Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.							
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	
Implementation							
Delivering the Curriculum	A whole school, topic based approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every child has a Cayton, Cultural, Capital, Citizenship Passport throughout school	
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence		Language skills at the centre of Quality First Teaching Rose Report/ EEF		English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov		The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation
Pedagogy	Importance of staff well-being	Emphasis on continued professional empowerment Abraham Maslow's Hierarchy of Needs	Monitoring and coaching supporting good practice throughout school	Golden thread supporting school development	Positive culture of fairness and equality	Strong 'Safeguarding' culture throughout school	A welcoming, supportive and inclusive school at the heart of everything we do
Processes and Procedures	A strong focus on assessment for learning throughout school		Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects		Robust assessment of core and foundation subjects throughout school
Implementation	Clear rules and routines set out to support all children						
	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum.						
	We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics.						
The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.							
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Impact							
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem		High Quality Outcomes for all children based on their starting points		Strong feeling of Community		A rich and diverse school culture
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community		Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'		Children and adults are kind, courteous and confident		Adults are a positive role model in all that they do and say
Evidence	Outcomes at each stage of learning		Pupil and staff voice		Impact of school development priorities		Stakeholder feedback
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Developing an Active and Healthy person at Cayton School

An Active and Healthy person at Cayton School will have...

- The ability to acquire knowledge, skills in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams applying these skills to achieve high levels of performance.
- High levels of physical fitness.
- An understanding of a healthy lifestyle.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative, organise, officiate and evaluate what needs to be done to improve, motivate and instill excellent sporting attitudes in others.
- Originality, imagination and creativity in their knowledge of how to improve their own and others' performance.
- The ability to swim at least 25 metres and knowledge of how to remain safe in and around water.
- A passion for Physical Education activities.

Special Educational Needs and Disabilities (SEND) Inclusive Provision

At Cayton Primary School we offer a wide range of inclusive activities, lessons and extra-curricular clubs. Staff are well trained in delivering differentiated lessons throughout the curriculum, including PE.

During Jasmine PE lessons, children can view the warm up and main activity videos either prior to the lesson or they can also refer to them during the lesson using the App on the interactive whiteboard or on class iPads. These videos are inclusive for children with SEN or disabilities. Many of the pictures, videos and examples include characters with a varied range of needs and disabilities which allows students to relate to them. The Jasmine App also offers alternative lesson ideas to suit children with SEN, including alternative resources, timing, differentiated activities and extra instructions.

As a school we promote mass participation in sport and SEN children are encouraged to be physically active, take part in all PE lessons and are invited to attend any extra-curricular sports clubs that run each half term. We have a range of resources and equipment to cater for children with additional needs and all sports areas in the school are accessible for all children.

Staff know the needs of the children in their classes well and use differentiated instructions and can modify their language to suit SEN children in order for them to understand learning objectives and instructions. This information is passed on to other staff in the school and also includes external sports coaches that work with the school too, allowing for a whole school approach to SEN provision in PE.

Intent – Implementation – Impact

Ambition

At Cayton School, we aim to provide a PE curriculum that pupils from EYFS to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way.

Jasmine Real PE - 'Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.'

Intent

Strands / Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics And Fundamental Skills	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Develop basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</p> <p>Teach basic running, jumping, throwing, catching techniques links to Real PE 3</p> <p>Unit 3 Spr 1</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, understanding simple tactics for attacking and defending</p> <p>Teach basic running, jumping, throwing, catching techniques links to Real PE 3</p> <p>Unit 3 Spr 1</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Can I run at fast, medium and slow speeds; changing speed and direction?</p> <p>Can I take part in a relay, remembering when to run and what to do?</p> <p>Unit 1 Aut 1 X 3 weeks</p> <p>Unit 3 Spr 1 X 3 weeks</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Can I sprint over a short distance and show stamina when running over a long distance?</p> <p>Can I jump in different ways?</p> <p>Can I throw in different ways and hit a target, when needed?</p> <p>Unit 3 Spr 1</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Can I be controlled when taking off and landing?</p> <p>Can I throw with increasing accuracy?</p> <p>Can I combine running and jumping?</p> <p>Unit 3 Spr 1</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Can I demonstrate stamina and increase strength?</p> <p>Unit 3 Spr 1</p>

Competitive Games And Team Games	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending Introduction to Striking and Racket sports – Links to Real PE Can I throw underarm? Can I throw and kick in different ways? Teach basic running, jumping, throwing, catching techniques links to Real PE 3 Introduction to team games (invasion games) Football, netball, rugby, basketball, bench-ball Unit 2 Aut 2	Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending Can I throw underarm? Can I throw and kick in different ways? Can I use hitting, kicking and/or rolling in a game? Can I decide the best space to be in during a game? Can I use a tactic in a game? Can I follow rules? Applying throwing, kicking, running, striking techniques to team games Football, rounders, cricket, hockey Links to Real PE 5 Unit 1 Aut 1 Unit 3 Spr 1	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 Can I be aware of space and use it to support team-mates and to cause problems for the opposition? Do I know and use rules fairly? Unit 4 Spr 2 Unit 5 Sum 1	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 Can I throw and catch accurately with one hand? Can I hit a ball accurately with control? Can I vary tactics and adapt skills depending on what is happening in a game? Unit 2 Aut 2 Unit 5 Sum 1	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 Can I gain possession by working a team and pass in different ways? Can I choose a specific tactic for defending and attacking? Can I use a number of techniques to pass, dribble and shoot? Unit 1 Aut 1 x 3 weeks Unit 2 Aut 2	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 Can I agree and explain rules to others? Can I work as a team and communicate a plan? Can I lead others in a game situation when the need arises? Unit 2 Aut 2
Gymnastics	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Using Jasmine PE we will also incorporate	Developing balance, agility and co-ordination, and begin to apply these in a range of activities Can I make body curled, tense, stretched and relaxed? Can I control body when travelling and balancing?	Developing balance, agility and co-ordination, and begin to apply these in a range of activities Can I plan and perform a sequence of movements? Can I improve sequence based on feedback?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Aut 1 Can I adapt sequences to suit different types of apparatus and criteria? Can I explain how strength and	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Can I move in a controlled way? Can I include change of speed and direction in a sequence?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Can I make complex extended sequences? Can I combine action, balance and shape?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Can I combine own work with that of others? Can I produce sequences to specific timings?

	foundation PE and gymnastics.	<p>Can I copy sequences and repeat them?</p> <p>Can I roll, curl, travel and balance in different ways?</p> <p>Unit 1 Aut 1</p>	<p>Can I think of more than one way to create a sequence which follows some 'rules'?</p> <p>Unit 1 Aut 1 X 2 weeks</p> <p>Unit 4 Spr 2 X 2 weeks</p>	<p>suppleness affect performance?</p> <p>Unit 1 Aut 1 X 2 weeks</p> <p>Unit 5 Sum 1 X 2 weeks</p>	<p>Can I work with a partner to create, repeat and improve a sequence with at least three phases?</p> <p>Unit 1 Aut 1 X 2 weeks</p>	<p>Can I perform consistently to different audiences?</p> <p>Unit 4 Spr 2 X 2 weeks</p>	<p>Can I apply cognitive skills from Real PE 1, Routines to music – balances and holds?</p> <p>Unit 1 Aut 1</p>
Dance	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Using Jasmine PE we will also incorporate foundation PE and dance.</p>	<p>Perform dances using simple movement patterns</p> <p>Can I perform own dance moves?</p> <p>Can I copy or make up a short dance?</p> <p>Can I move safely in a space?</p> <p>Unit 2 Aut 2 x 2 weeks</p> <p>Unit 3 Spr 1 X 2 weeks</p>	<p>Perform dances using simple movement patterns</p> <p>Can I change rhythm, speed, level and direction in dance?</p> <p>Can I make a sequence by linking sections together?</p> <p>Can I use dance to show a mood or feeling?</p> <p>Unit 2 Aut 2</p>	<p>Perform dances using a range of movement patterns</p> <p>Can I improvise freely and translate ideas from a stimulus into movement?</p> <p>Can I share and create phrases with a partner and small group?</p> <p>Can I remember and repeat dance perform phrases?</p> <p>Unit 2 Aut 2</p>	<p>Perform dances using a range of movement patterns</p> <p>Can I take the lead when working with a partner or group?</p> <p>Can I use dance to communicate an idea?</p> <p>Unit 4 Spr 2</p>	<p>Perform dances using a range of movement patterns</p> <p>Can I compose own dances in a creative way?</p> <p>Can I perform dance to an accompaniment?</p> <p>Can my dance show clarity, fluency, accuracy and consistency?</p> <p>Unit 2 Aut 2 x 2 weeks</p>	<p>Perform dances using a range of movement patterns</p> <p>Can I develop sequences in a specific style?</p> <p>Can I choose own music and style?</p> <p>Unit 2 Aut 2 x 2 weeks</p>
Outdoor Adventurous Activity	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games,</p> <p>Climbing – outdoor equipment.,</p> <p>Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options.</p>	<p>Explore or experience outdoor games and activities</p> <p>Unit 6 Sum 2</p>	<p>Explore or experience outdoor games and activities</p> <p>Follow and give instructions</p> <p>Unit 6 Sum 2</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Can I follow a map in a familiar context?</p> <p>Can I use clues to follow a route?</p> <p>Can I follow a route safely?</p> <p>Unit 6 Sum 2</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Can I follow a map in a (more demanding) familiar context?</p> <p>Can I follow a route within a time limit?</p> <p>Unit 6 Sum 2</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Can I follow a map into an unknown location?</p> <p>Can I use clues and a compass to navigate a route?</p> <p>Can I change route to overcome a problem?</p> <p>Can I use new information to change route?</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Can I plan a route and a series of clues for someone else?</p> <p>Can I plan with others, taking account of safety and danger?</p> <p>Unit 5 Sum 1</p>

						Unit 6 Sum 2	
Evaluate	<p>Jigsaw: Healthy Me Exercising bodies Physical Activity Healthy food Sleep Keeping clean Safety. Healthy eating</p> <p>Help individual children to develop good personal hygiene, Provide regular reminders about thorough handwashing and toileting.</p> <p>Unit 4 Spr 2</p>	<p>Why do we keep healthy and active?</p> <p>Am I aware exercise is good for my health?</p> <p>Unit 4 Spr 2 Jigsaw</p>	<p>Why do we keep healthy and active?</p> <p>Am I aware exercise is good for my health?</p> <p>Can I describe what I am good at and what I can develop?</p> <p>Unit 4 Spr 2 Jigsaw</p> <p>Unit 6 Sum 2</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best Unit 1-6</p> <p>Can I compare and contrast gymnastic sequences?</p> <p>Can I recognise own improvement in ball games? Unit 5 Sum 1</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Can I provide support and advice to others in gymnastics and dance?</p> <p>Unit 4 Spr 2 Can I be prepared to listen to the ideas of others?</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Can I pick up on something a partner does well and also on something that can be improved?</p> <p>Do I know why my own performance was better or not as good as their last?</p> <p>Unit 5 Sum 1</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Do I know which sports they are good at and find out how to improve further?</p> <p>Unit 6 Sum 2</p>
Swimming	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Understand basic water safety instructions</p> <p>Understand how to stay safe at the beach.</p>	<p>Water confidence and games leading to – starting to swim aiming for competency, confidence and proficiency over increasing distance start to use a stroke effectively, start to show an awareness of safe self-rescue in different water based situations</p> <p>Understand basic water safety instructions including water safety flags</p> <p>Understand how to stay safe at the beach and in rivers and streams</p>	<p>Water confidence and games leading to – starting to swim aiming for competency, confidence and proficiency over increasing distance (5m-10m) start to use a stroke effectively, start to show an awareness of safe self-rescue in different water based situations Spr 2</p> <p>Can I start to swim aiming for competency, confidence and proficiency over increasing distance?</p> <p>Can I start to use a range of strokes effectively, for example front crawl,</p>	<p>start to swim aiming for competency, confidence and proficiency over increasing distance (5m-17m) start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke start to show an awareness of safe self-rescue in different water based situations Spr 1</p> <p>Can I start to swim aiming for competency, confidence and proficiency over increasing distance?</p> <p>Can I start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke?</p>	<p>start to swim aiming for competency, confidence and proficiency over increasing distance (5m-17m) start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke start to show an awareness of safe self-rescue in different water based situations</p> <p>Can I develop my swimming aiming for competency, confidence and proficiency over increasing distance?</p> <p>Can I develop my use of a range of strokes effectively, for example front crawl, backstroke and breaststroke?</p>	<p>Developing techniques and strokes aiming for competency, confidence and proficiency over increasing distance (5m-25m) start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke start to show an awareness of safe self-rescue in different water based situations</p> <p>Can I develop my swimming aiming for competency, confidence and proficiency over increasing distance?</p> <p>Can I develop my use of a range of strokes effectively, for example front crawl, backstroke and breaststroke?</p>	<p>Swim confidently aiming for competency, confidence and proficiency (over 25m), start to use a range of strokes effectively, for example front crawl, backstroke and breaststroke start to show an awareness of safe self-rescue in different water based situations</p> <p>Can I swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>Can I use a range of strokes effectively, for example front crawl, backstroke and breaststroke?</p> <p>Can I perform safe self-rescue in</p>

			backstroke and breaststroke? Can I start to show an awareness of safe self rescue in different water based situations? Unit 4 Spr 2	Can I start to show an awareness of safe self-rescue in different water based situations? Unit 3 Spr 1	Can I develop my awareness of safe self-rescue in different water based situations? Unit 2 Aut 2	Can I develop my awareness of safe self-rescue in different water based situations? Can I attempt to swim 5m, 10m, 17m or 25m using a stroke effectively? Unit 1 Aut 1	different water based situations? Can I attempt to swim 5m, 10m, 17m or 25m using a stroke effectively? Unit 6 Sum 2
Jasmine Real PE Knowledge Based	Unit 1 Personal I enjoy working on simple tasks with help. Aut 1 Unit 2 Social I can play with others and take turns and share with help. Aut 2 Unit 3 Cognitive I can follow simple instructions. Spr 1 Unit 4 Creative I can observe and copy others. Spr 2 Unit 5 Applying Physical I can move confidently in different ways. Sum 1 Unit 6 Health and Fitness I am aware of the changes to the way I feel when I exercise. Sum 2	Unit 1 Personal I can follow instructions, practise safely and work on simple tasks by myself. Aut 1 Unit 2 Social I can work sensibly with others, taking turns and Sharing. Aut 2 Unit 3 Cognitive I can understand and follow simple rules and can name some things I am good at. Spr 1 Unit 4 Creative I can explore and describe different movements. Spr 2 Unit 5 Applying Physical I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. Sum 1	Unit 1 Personal I try several times if at first I don't succeed and I ask for help when appropriate. Aut 1 Unit 2 Social I can help praise and encourage others in their learning. Aut 2 Unit 3 Cognitive I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. Spr 1 Unit 4 Creative I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. Spr 2 Unit 5 Applying Physical	Unit 1 Personal I know where I am with my learning and I have begun to challenge myself. Aut 1 Unit 2 Social I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. Aut 2 Unit 3 Cognitive I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. Spr 1 Unit 4 Creative I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in	Unit 1 Personal I know where I am with my learning and I have begun to challenge myself. Aut 1 Unit 2 Social I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. Aut 2 Unit 3 Cognitive I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. Spr 1 Unit 4 Creative I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in	Unit 1 Personal I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. Aut 1 Unit 2 Social I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. Aut 2 Unit 3 Cognitive I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. Spr 1 Unit 4 Creative I can perform a variety of movements and skills with good	Unit 1 Personal I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. Aut 1 Unit 2 Social I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. Aut 2 Unit 3 Cognitive I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. Spr 1 Unit 4 Creative I can use combinations of skills confidently in sport specific contexts. I

		<p>Unit 6 Health and Fitness I am aware of why exercise is important for good health. Sum 2</p>	<p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. Sum 1</p> <p>Unit 6 Health and Fitness I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. Sum 2</p>	<p>movements and expression. Spr 2</p> <p>Unit 5 Applying Physical I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Sum 1</p> <p>Unit 6 Health and Fitness I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p>	<p>movements and expression. Spr 2</p> <p>Unit 5 Applying Physical I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Sum 1</p> <p>Unit 6 Health and Fitness I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. Sum 2</p>	<p>body tension. I can link actions together so that they flow in running, jumping and throwing activities. Spr 2</p> <p>Unit 5 Applying Physical I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. Sum 1</p> <p>Unit 6 Health and Fitness I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. Sum 2</p>	<p>can perform a range of skills fluently and accurately in practice situations. Spr 2</p> <p>Unit 5 Applying Physical I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. Sum 1</p> <p>Unit 6 Health and Fitness I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. Sum 2</p>
Vocabulary	<p>Gymnastics Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy</p> <p>Athletics Walk Jog Throw Target Jump Run Hop Skip Fast Pass In pairs</p>	<p>Gymnastics place stretch push pull hop skip step spring crawl still slowly tall long wide narrow up down forwards high low elbows bottom back around through extension roll copy pathway along jump land balance tension curved straight zig-zag shape over hang grip</p> <p>Games Avoiding Tracking a ball Rolling Striking Overarm throw</p>	<p>Gymnastics In front Speed Slow fast Wide Shape Narrow Long Land Over Jump Off High Low Stretch Point Balance Twisted Curled Level Medium Backwards Sideways Forwards Zig zag Angular Under Through Behind Tension Copy Smooth Sequence Height</p> <p>Games Avoiding Tracking a ball Rolling Striking Overarm throw</p>	<p>Gymnastics Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under</p> <p>Games Keep possession Keep the ball Scoring goals Keeping score Making space Pass/send/receive Dribble Travel with a</p>	<p>Gymnastics 90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away</p> <p>Games Keep possession Keep the ball Scoring</p>	<p>Gymnastics Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Display Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Cool down Warm up Muscles Joints Explore Rotation Spin Turn Shape Landing Take-off Flight</p>	<p>Gymnastics Co-operate Audience Assessment Elements Twist Obstacles Refine Aesthetically Criteria Extension Judgement Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Games</p>

		<p>Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring</p> <p>Dance Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm</p> <p>Athletics Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve</p>	<p>Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring</p> <p>Dance Dance Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm</p> <p>Athletics Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve</p>	<p>ball Back up Support partner Make use of space Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally</p> <p>Dance Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern</p> <p>Athletics Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay</p>	<p>goals Keeping score Making space Pass/send/receive Dribble Travel with a ball Back up Support partner Make use of space Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally</p> <p>Dance Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern</p> <p>Athletics Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay</p>	<p>Games Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally</p> <p>Dance Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration</p> <p>Athletics Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Projectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles</p>	<p>Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally</p> <p>Dance Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Phrase Interpret Exploration</p> <p>Athletics Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Projectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles</p>
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Half Termly Units	Nigel Carson Soccer Schools Focus
Unit 1 Aut 1	Invasion Games / Team Games Skills
Unit 2 Aut 2	Invasion Games / Football
Unit 3 Spr 1	SAQ (Speed, Agility, Quickness) / Dodgeball
Unit 4 Spr 2	Racket Sports / Tennis
Unit 5 Sum 1	Striking and Fielding / Cricket
Unit 6 Sum 2	Athletics

Implementation

Children are taught regularly by both teaching staff and/or a sports instructor from EYFS to Year 6. The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs. Child 'Sports Ambassadors' supervise sports activities at lunchtime, including: football, hockey, basketball and netball. They also have a say in pupil voice, when making decisions in school, for example, choosing playground sports equipment.

At Cayton School, we have achieved the Healthy Schools Silver Award and we also encourage all children to take part in the Daily Mile as part of our Physical Activity focus. As an Active School, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active. We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further.

EYFS

As part of the EYFS statutory framework pupils are taught:

- Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key stage 2

Pupils 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are 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 gymnastics]
- 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.

Swimming

Each year group from Year 2 to Year 6 will attend swimming lessons for one half term, we provide this extra swimming practice because we feel it is important for children living in a coastal town, to learn water safety and confidence.

Jasmine Real PE - 'Teachers create an environment that allows pupils to focus on learning. The teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.'

Impact

At Cayton School, children will become confident and enthusiastic in Physical education. They will be able to transfer their knowledge of fundamental skills into real life sporting situations and become healthy, motivated children. A high up take of children attending PE lessons and extra-curricular sports clubs will continue to be seen. The school will continue to be successful in local and county sports competitions.

Jasmine Real PE - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Behaviours & Attitudes - Pupils consistently have highly positive attitudes. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.

Personal Development - The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.

Purpose of Study

For Cayton school to offer high quality physical education that continuously improves the 'whole child' through developing fundamental skills beginning in EYFS and KS1, transferring these skills into sports specific, competitive games in KS2. These core fundamental skills will be structured across 6 units based on 'Personal', 'Social', 'Cognitive', 'Creative', 'Physical' and 'Health and Fitness'. These units aim to support children in becoming more rounded, critical thinkers that can self assess and develop. A well sequenced curriculum offers sufficient knowledge and skills for future learning and employment.

National Curriculum Aims

The national curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives