



East Dene Primary School

Subject Progress Model Overview 2023/24



The PE curriculum aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activity
- Ensure children are physically active for sustained periods of time
- Children are engaged in competitive sports and activities
- Lead healthy, active lives and have a long lasting love for physical education and active lifestyles.

- **General**
- **Dance**
- **Gymnastics**
- **Athletics**
- **Striking & Fielding**
- **Invasion Games**
- **Net/Wall/ Games**
- **Swimming**
- **OAA**

What does PE look like at East Dene Primary School?



Sport is an integral part of life at East Dene Primary School. It provides an opportunity for us to gain confidence, develop physical fitness and learn a range of skills and techniques in a wide variety of sports. We aim to allow to experience a range of different sports, providing extra-curricular opportunities and competition.

Our aim is to create individuals who have a lifelong love of sport and who play for many years to come.

As children grow, we hope they reflect back on positive experiences of school sport whilst at our school. We also aim to signpost talented individuals to clubs in the local area and promote positive relationships with different sporting organisations.

What are our key concepts?

Concept 1: Competence: The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.

What specific skills are required to succeed at this particular activity?

What tactical understanding will allow me to have success at this particular sport?

Concept 2: Performance/Skill: Using physical competence and knowledge to gain a better understanding of physical activity

What are the key characteristics of the skill?

How do I apply the taught skill in this particular sport?

Concept 3: Creativity: Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

How can I apply my knowledge of different skills within a game based situation?

How can I apply my creative skills to outwit & outthink my opponent?

Concept 4: Healthy/Active Lifestyles Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives.

Why is physical activity important to us and our lifestyle?

How can we positively contribute to particular lesson, to support myself and others?

Concept 5: Evaluation and analysis: Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best.

How and why did I have success at a certain sport?

Key Concept	EYFS	Year 1/2	Year 3	Year 4	Year 5	Year 6
<p><u>Concept 1:</u></p> <p>Competence</p> <p>The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity</p>	<p>To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>To progress towards a more fluent style of moving, with developing control and grace</p>	<p>To be able to combine different movements with ease and fluency</p> <p>To be able to strike with a racket or bat</p> <p>To be able to send and receive a ball.</p> <p>To be able to decide the best space to be in during a game.</p> <p>To use hand-eye coordination to control a ball</p> <p>To be able to catch a variety of objects.</p> <p>To be able to control my body</p>	<p>To be able to throw and catch with control.</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>To be able to follow a map in a familiar context</p> <p>To be able to use clues to follow a route safely</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p>	<p>To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others.</p> <p>To be able to include change of speed and direction with control</p> <p>To be able to use dance to communicate an idea through a range of movements and patterns</p>	<p>To be able to use a range of strokes effectively</p> <p>To swim competently, confidently and proficiently over a distance of at least 25m</p> <p>To perform safe self-rescue in different water based situations.</p> <p>To be able to pass in different ways.</p> <p>To be able to use a number of techniques to pass, dribble and shoot.</p> <p>To be able to perform a dance which shows</p>	<p>To be able to use a number of techniques to pass, dribble and shoot with control and accuracy</p> <p>To use different shots in a game situation to outwit an opponent</p> <p>To be able to perform dances using simple movement patterns</p> <p>To be able to demonstrate flexibility, strength, control and balance in a sequence of movements</p>

		<p>when travelling and balancing in different ways</p> <p>To be able to control my body when travelling and balancing in different ways</p> <p>To be able to explore throwing and catching using a range of techniques.</p> <p>To show control, accuracy and coordination within running and jumping movements at different speeds</p>			<p>clarity, fluency, accuracy and consistency</p> <p>To be able to control my body when taking off and landing</p> <p>To be able to throw with accuracy</p>	
<p><u>Concept 2:</u></p> <p>Performance/Skill</p>	<p>To develop overall body-strength, balance, co-</p>	<p>To be able to move and stop safely.</p>	<p>To be able to follow a map in a familiar context 3</p>	<p>To be able to follow a route within a time limit</p>	<p>To develop techniques for ground strokes and volleys</p>	<p>To be able to use clues and a compass to navigate a route</p>

<p>Using physical competence and knowledge to gain a better understanding of physical activity</p>	<p>ordination and agility</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To be able to stop a ball</p>	<p>To be able to throw and kick in different ways</p> <p>To be able to stop a ball</p> <p>To be able to move and stop safely</p> <p>To be able to throw underarm</p> <p>To begin to catch more consistently</p> <p>To be able to plan and perform a sequence of coordinated movements including a balance</p> <p>To be able to use balance, agility and coordination</p>	<p>To be able to use clues to follow a route safely.</p> <p>To be able to throw and catch with control</p> <p>To be able to serve underarm</p> <p>To be able to build up a rally.</p> <p>To be able to adapt sequences to suit different types of apparatus and criteria</p> <p>To be able to compare and contrast gymnastic sequences.</p> <p>To be able to jump in different ways</p>	<p>To be able to play a variety of shots.</p> <p>To demonstrate and use the correct grip on a racket.</p> <p>To develop greater accuracy of strokes</p> <p>To be able to pass, throw and catch accurately with control</p> <p>To be able to keep possession of the ball</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game.</p>	<p>To develop a backhand technique and use it in a game</p> <p>To be able to serve overarm</p> <p>To be able to gain possession by working as part of a team</p> <p>To be able to choose a tactic for defending and attacking.</p> <p>To be able to hit, throw, bowl and catch accurately and with control.</p> <p>To combine action, balance and shape</p>	<p>To be able to plan route and a series of clues for someone else</p> <p>To be able to take part in outdoor and adventurous activity challenges both individually and in a team</p> <p>To be able to use a number of techniques to pass, dribble and shoot with control and accuracy.</p> <p>To be able to apply basic principles suitable for attacking and defending.</p> <p>To be able to use a range of</p>
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		<p>in a range of activities.</p> <p>To be able to move by running and jumping with control and care.</p>		<p>To be able to catch with one hand.</p> <p>To be able to hit, bowl, throw and catch with increasing accuracy</p> <p>To be able to control my body when taking off and landing</p> <p>To be able to throw in different ways and hit a target</p>		<p>techniques with confidence and skill in a game situation.</p> <p>To develop technical sequences in a specific style.</p> <p>To be able to combine a range of running, jumping, throwing and catching techniques with control.</p>
<p><u>Concept 3:</u></p> <p>Creativity</p> <p>Exploring and experimenting with techniques, tactics and compositional ideas to produce</p>	<p>To progress towards a more fluent style of moving, with developing control and grace.</p> <p>To be able to combine different</p>	<p>To be able to use tactics in a game when attacking and defending</p> <p>To be able to follow rules</p> <p>To be able to decide the best</p>	<p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to vary my tactics and adapt my skills depending on what is happening in a game</p> <p>To be able to include a range of</p>	<p>To confidently orientate myself and others to solve problems in unfamiliar environments</p> <p>To confidently orientate myself and others to solve problems in</p>	<p>To use different shots in a game situation to out with an opponent</p> <p>To be able to play competitive games to agreed rules.</p>

<p>efficient and effective outcomes</p>	<p>movements with ease and fluency.</p> <p>To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p>	<p>space to be in during a game</p> <p>To be able to follow rules</p> <p>To master basic running and jumping</p>		<p>shapes in a sequence</p> <p>To be able to run over a long distance and sprint a short distance.</p>	<p>unfamiliar environments</p> <p>To be able to follow a map into an unknown location</p> <p>To be able to use a number of techniques to pass, dribble and shoot</p> <p>To be able to use a range of techniques when fielding.</p> <p>To be able to make complex extended sequences</p> <p>To be able to compose my own dances in a creative ways</p>	<p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team.</p> <p>To be able to play competitive games to agreed rules.</p> <p>To be able to explain rules to others.</p> <p>To be able to communicate a plan to my team.</p> <p>To perform consistently to different audiences.</p> <p>To be able to combine a range of running,</p>
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						<p>jumping, throwing and catching techniques with control.</p> <p>To be able to plan route and a series of clues for someone else</p>
<p><u>Concept 4:</u></p> <p>Healthy/Active Lifestyles</p> <p><u>(This relates to all concepts)</u></p> <p>Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives.</p>	<p>To be able to 'warm up' prior to an activity and discuss basic changes in the body.</p>	<p>To describe how my body feels during different activities.</p> <p>To explain what their body needs to stay healthy and fit Can explain why it is important to warm up and cool down</p>	<p>To explain some of the main principles when preparing to exercise.</p> <p>To explain why exercise is important and the effect it has on the body.</p>	<p>To choose appropriate warm up and cool down exercises. Can explain how their body reacts to different kinds of exercise.</p>	<p>To be able to confidently referee a game applying my knowledge of the rules effectively</p> <p>To share the key changes physically and mentally when we exercise.</p> <p>To confidently explain why we need regular and safe exercise and understand the effect on the</p>	<p>To be able to confidently referee a game applying their knowledge of the rules effectively</p> <p>To be able to lead an effective warm up for a group</p> <p>To devise and choose appropriate warm up and cool down exercises.</p>

					body when this doesn't happen	
<p><u>Concept 5:</u></p> <p>Evaluation and analysis:</p> <p><u>(This relates to all concepts)</u></p> <p>Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best</p>	N/A	<p>To identify a good performance with support.</p> <p>To be able to identify a good performance and say why</p>	<p>To be able to compare my performances with previous ones, explaining differences and effectiveness</p>	<p>To be able to confidently evaluate my own performance and discuss improvements</p>	<p>To be able to confidently evaluate my own and other's performances, discussing improvements (verbally and written)</p>	<p>I confidently evaluate my own and other's performances discussing improvements to deliver a better performance (personal best)</p>



We also have a number of second order concepts which are strands which run through each of these specific areas:

Second order concepts:

These can be used across all aspects of a subject to organise the substantive knowledge taught.

- Teamwork (Communication and the understanding of the strengths of others)
- Respect (Respect for inclusion, diversity and the rules of the game)
- Self-discipline (regulate own emotions)
- Participation (Confidence and a positive mental attitude towards partaking within a range of physical activities)