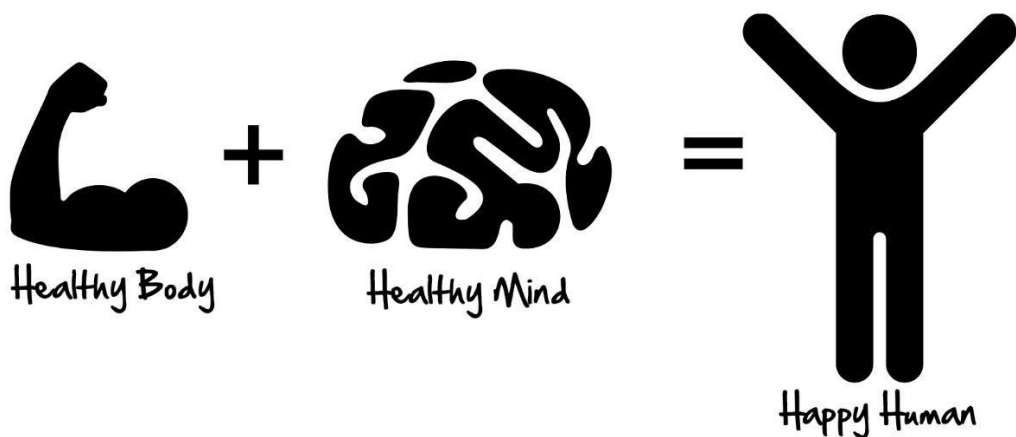




Eden Park P.E. Intent and Progression Statements



1. Background:

These progression statements have been developed across the Trust through dialogue between Heads, PE Leads and Teaching Staff. We have used the following as key source materials:

- National Curriculum PE Programmes of Study 2014
- Teaching Primary Physical Education Lawrence 2017 SAGE
- Progression for PE – Association for Physical Education 2015
- Concept-based teaching and learning - Physical and health education guide (pilot) January 2015 H Lynn Erickson
- Threshold Concepts in Physical Education - A Design Thinking Approach By Fiona C. Chambers, David Aldous, Anna Bryant 2020
- Concepts of Physical Education and Physical Literacy - Bailey et al 2006, Whitehead 2010, Almond (2015)
- Evaluation of a concept-based physical education unit for energy balance education Senlin Chen, Xihe Zhub, Jared Androzzic, Yoon Ho Namd 2016
- How People Learn: Brain, Mind, Experience and School (Bransford et al 2000), published by the National Academy of Sciences and the National Research Council

2. Purpose:

The progression statements are intended to be used to provide a robust framework upon which to build the PE curriculum. They provide an assurance of:

- i. **Conceptual understanding** within PE. Different areas of the PE curriculum are taught in different year groups, not every year. The overall progression and connections that children will make will be in their conceptual understanding. Schools may decide to cover the curriculum in a different order but the expectation is that by the end of Year 6 pupils will have covered all knowledge progression statements and will have revisited the key concepts in numerous contexts.
- ii. **Skills development process.** PE has a very distinctive element inherent in the physical nature of the subject but which is still linked to social and cognitive processes. The progression of these combined aspects is essential to quality PE teaching. Moreover, there is a clear process behind the development of skills within PE that provides a useful basis for the planning of sequential learning sequences.
- iii. **A secure knowledge progression framework** from which schools and teachers can plan and create a sequential and connected curriculum mediated to the needs of their children and their context. There are particular links to Science, Music, RPSHE and Literacy.
- iv. **A basis for assessment and moderation** within and between schools.

Learning is not always a linear progression. These statements are therefore a tool for teachers to adapt to the different needs of their cohorts, classes and individual children.

3. Conceptual Understanding

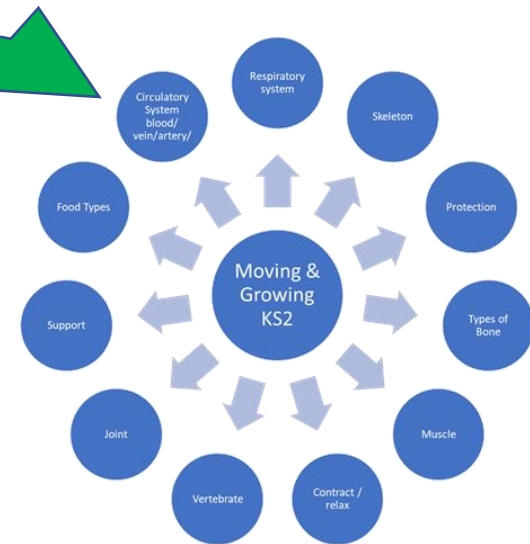
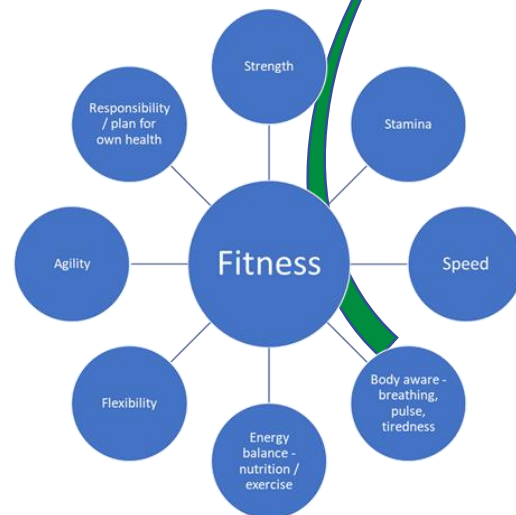
A high-quality physical education curriculum should provide opportunities for pupils to become physically confident in a way which supports their health and fitness, enables them to succeed in physically demanding activities and in sport. It also provides opportunities to build character and social skills in PE specific contexts and help to embed values such as fairness and respect. Cognitive development through tactical awareness and analysis and improvement of performance are integral to high quality PE. These four strands align with 4 Concepts developed by Bailey et al (2006) that are central to the understanding of PE.

These have been developed into concept webs (see section below) which teachers use as a scaffold to help children assimilate new knowledge. Moreover, it enables children to begin to make connections across different concepts in other subjects as they build their schema: for example below links are made across from fitness in PE to the circulatory system in science...

Concept Webs (fully developed in appendix 1)

- i. Physical & Health development
- ii. Social development
- iii. Affective (emotional) development
- iv. Cognitive & Creative Development

Connections between concept webs



Children begin to see connections between different concepts.

Eg: In this instance as they build up their awareness of what is happening to their body/pulse/breath in PE they link this to their learning on the circulatory system in Science



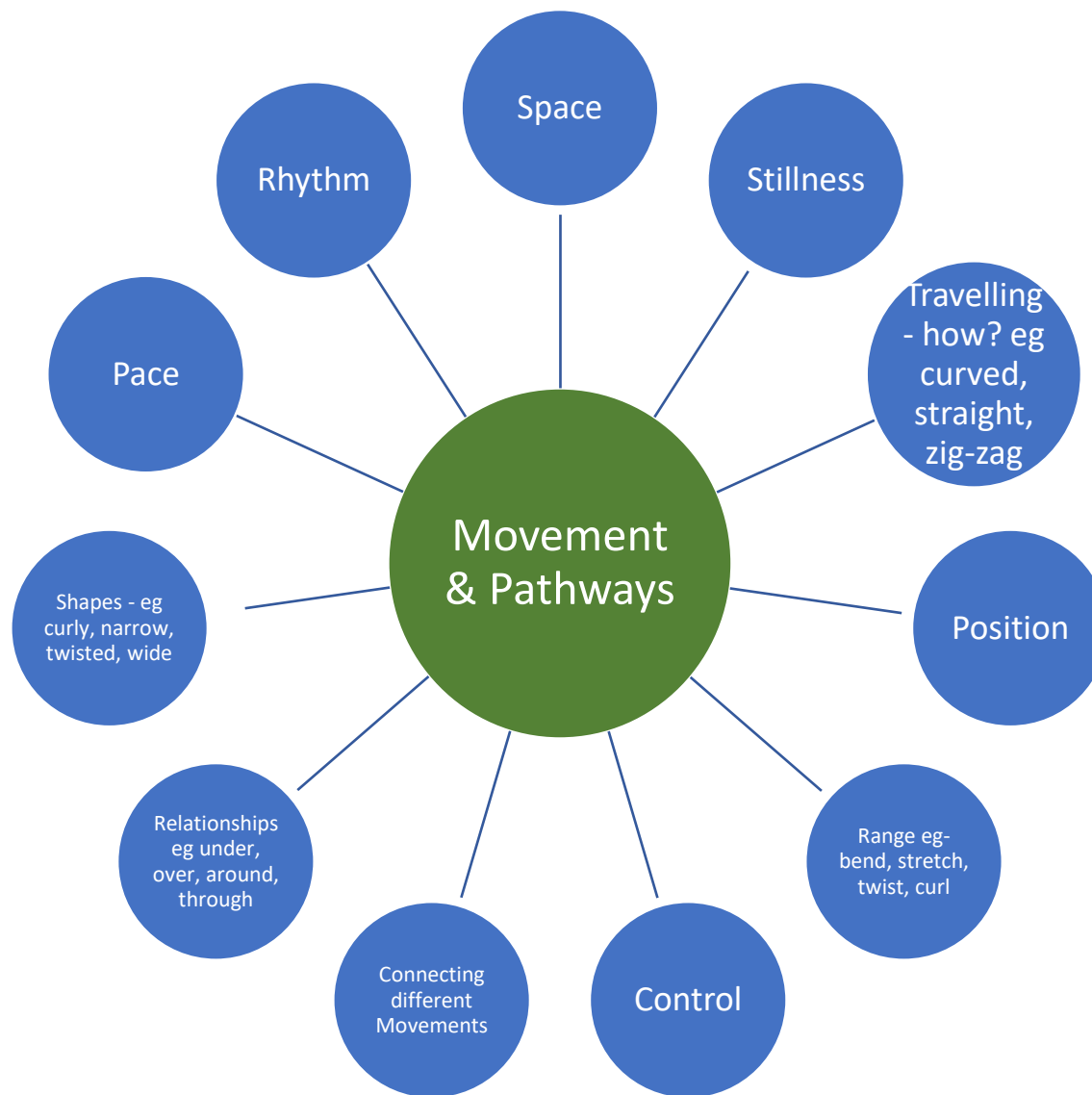
*One of the strongest research summaries supporting the importance of conceptual understanding can be found in *How People Learn: Brain, Mind, Experience and School* (Bransford et al 2000), published by the National Academy of Sciences and the National Research Council:*

*Experts' knowledge is **connected and organized around important concepts** (eg, PE – Co-ordination, Science -Newton's second law of motion). To develop competence in an area of inquiry, students must: a) have a deep foundation of factual knowledge, b) understand facts and ideas in the **context of a conceptual framework**, and c) organize knowledge in ways that facilitate retrieval and application organizing information into a conceptual framework allows for greater transfer; that is, it allows the student to apply what was learned in new situations and to learn related information more quickly*

Anderson and Krathwohl's book (2001) updated Benjamin Bloom's Taxonomy of Educational Objectives (1956), and further supports the need to teach for deeper conceptual understanding. By separating factual knowledge from conceptual knowledge, we highlight the need for educators to teach for deep understanding of conceptual knowledge, not just for remembering isolated and small bits of factual knowledge (p 42). Students understand when they build connections between the "new" knowledge to be gained and their prior knowledge. More specifically, the incoming knowledge is integrated with existing schemas and cognitive frameworks. Since concepts are the building blocks for these schemas and frameworks, conceptual knowledge provides a basis for understanding

Appendix 1 Concept Webs : Physical Education and Physical literacy (developed from Bailey et al 2006)

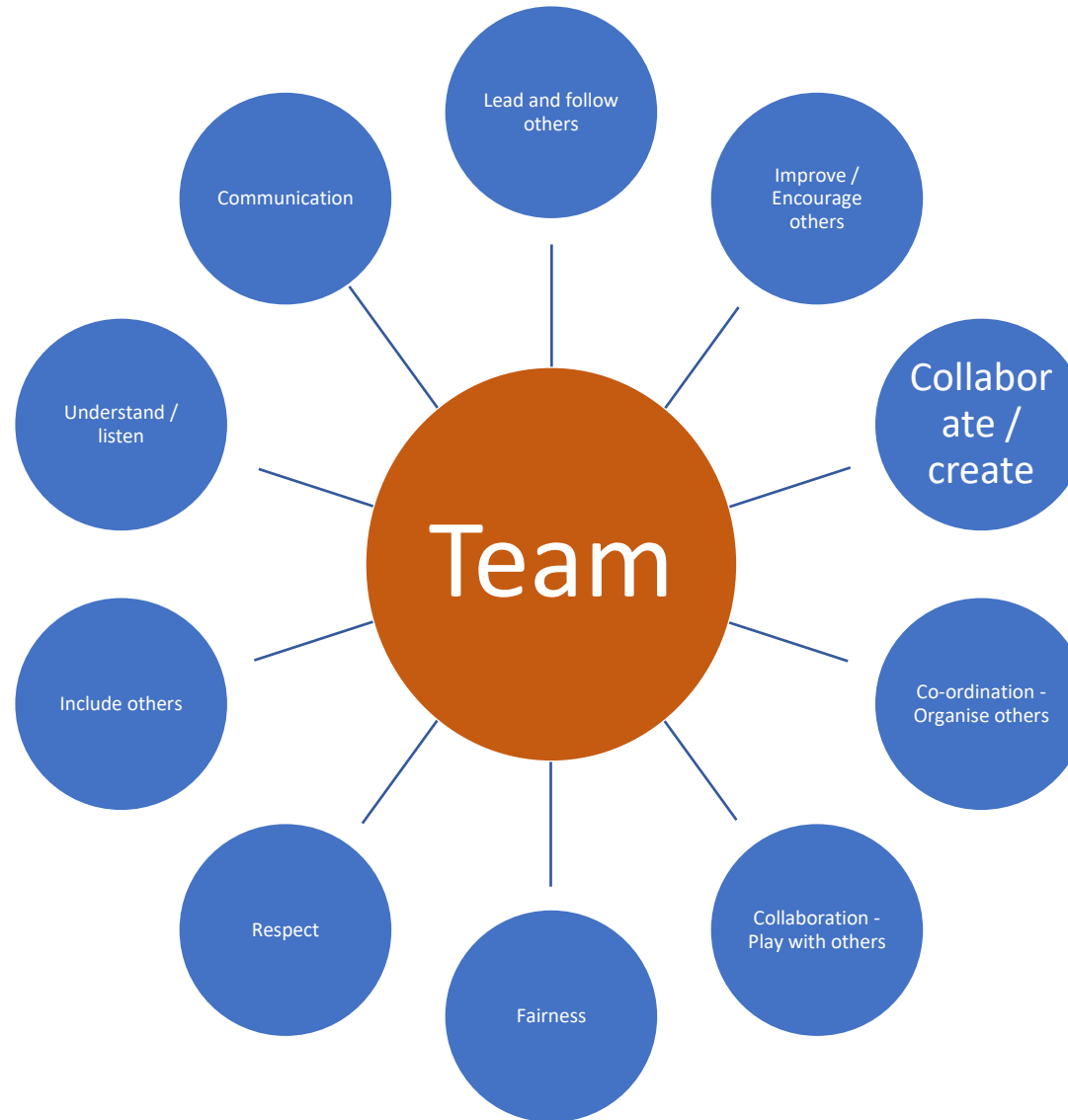
PHYSICAL DEVELOPMENT



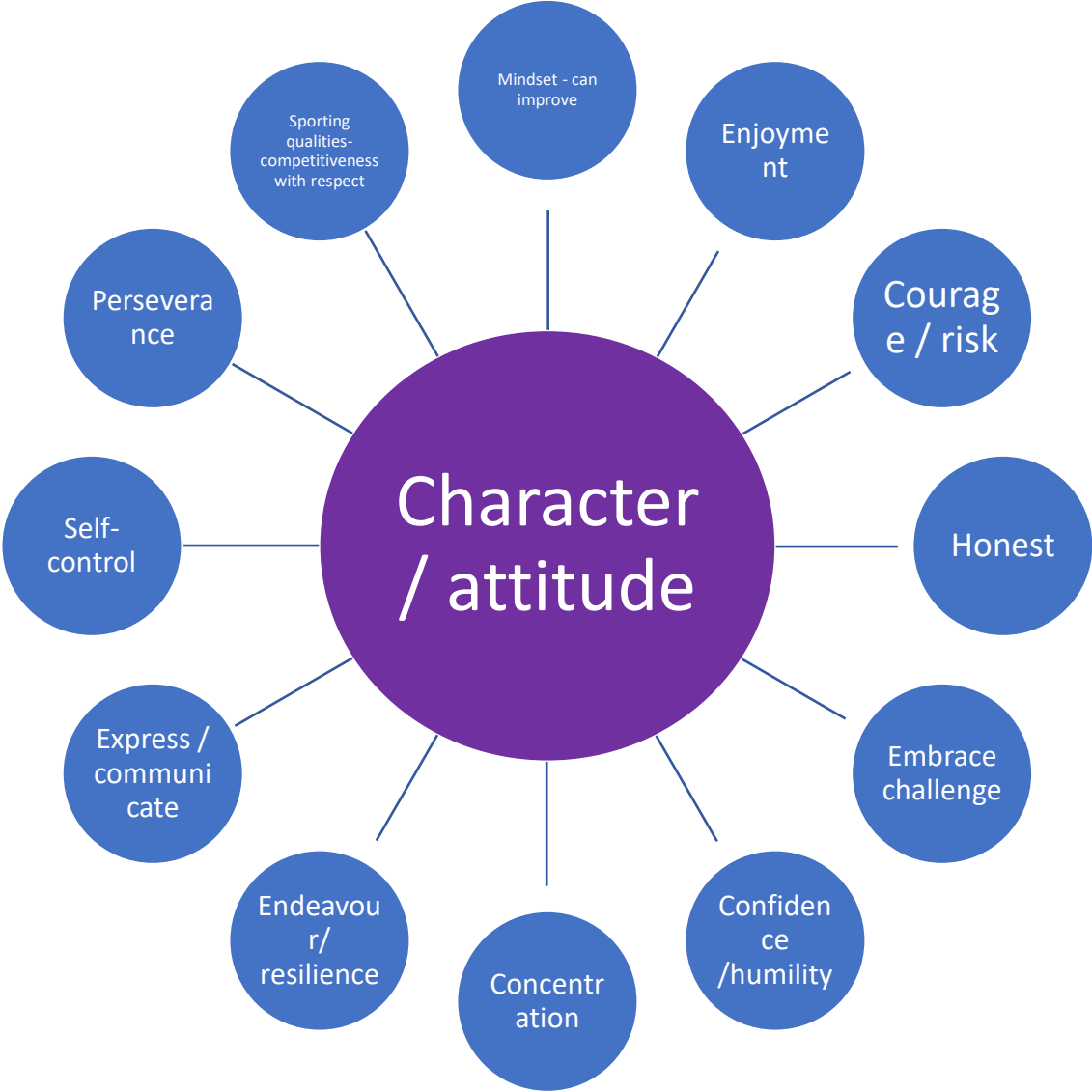




Social development



Affective (Emotional) Development



Cognitive Development

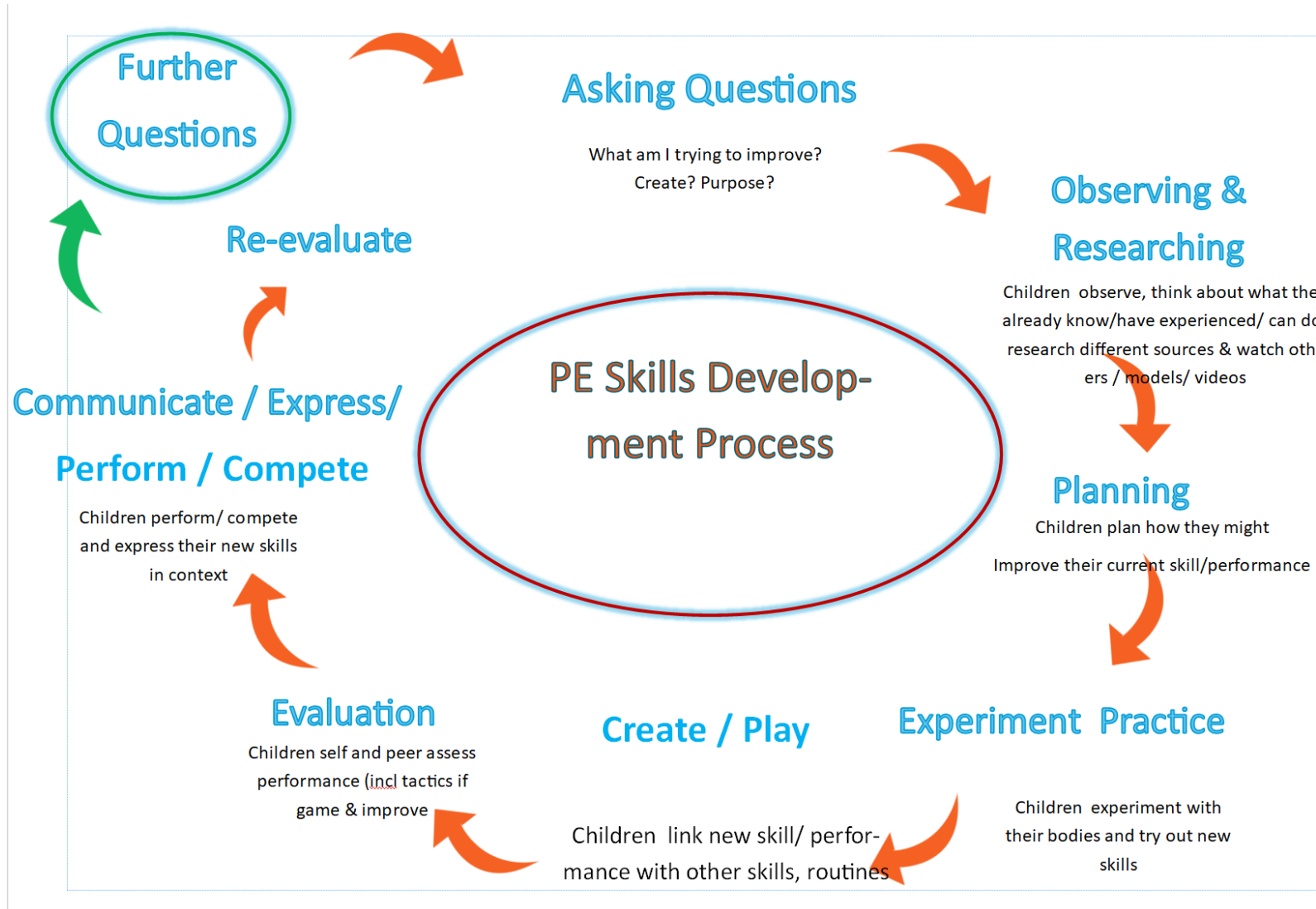




Creative Development



4a Progression of Skills – a Learning Process from the child’s perspective



4b. Progression of Process skills

Process Skill	Early Years	KS1	Lower KS2	Upper KS2
Asking Questions	<ul style="list-style-type: none"> To be able to ask for help in how to improve. 	<ul style="list-style-type: none"> Recognition of the need to improve. Identification of what is difficult. To begin to ask simple questions about their own performance, use of equipment, rules of a game. 	<ul style="list-style-type: none"> Identification of what is difficult and what they need to do to improve. Ask questions about how they might improve their performance, how to use equipment with better technique, a tactic they might improve. To ask about why experts are doing something in a particular way. 	<ul style="list-style-type: none"> Asks questions based on their understanding of their current performance and how to improve it. To ask comparative questions linked to other PE contexts or curriculum areas.
Observing & Researching	<ul style="list-style-type: none"> To describe /draw what they see others do 	<ul style="list-style-type: none"> To watch a model (video, teacher or peer modelling) and copy what they see. To be able to compare what they see. To be able to describe what they see using correct vocabulary. 	<ul style="list-style-type: none"> To identify the aspects/techniques of the improved performance. To be able to compare and analyse which model would work best. To be able to analyse different models and which would work best. 	<ul style="list-style-type: none"> To identify specific, precise techniques that they are observing. Observing a range of sports/performance and transferring the experience.
Planning (where appropriate, individually or	<ul style="list-style-type: none"> They are confident speaking in a familiar group, will talk about their ideas, and 	<ul style="list-style-type: none"> Plan Simple sequencing/movements/actions/techniques to improve. 	<ul style="list-style-type: none"> Plan Extended sequencing/movements/actions/techniques to improve. 	<ul style="list-style-type: none"> Setting their own success criteria of what a quality performance would look like and specific plans on how they will meet the criteria.

collaboratively)	<p>will choose the resources they need for their chosen activities</p> <ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences 		<ul style="list-style-type: none"> • Working collaboratively to draw in different ideas within their planning. 	
Experiment Practice/ acquire skills	<ul style="list-style-type: none"> • To take a risk to try something new • They take account of one another's ideas about how to organise their activity 	<ul style="list-style-type: none"> • Try to copy a model they have been shown. • Trying a new skill in different ways. • Determination to continue to practise and improve. 	<ul style="list-style-type: none"> • To choose the appropriate model or technique to experiment with and practise. • Trying a new skill in different ways and in different situations. • Increasing persistence in their practice to gaining better performance. 	<ul style="list-style-type: none"> • Try out a range of techniques and be able to analyse the best ones to continue practising. • Apply the new skill in a range of different ways/with different equipment. • Transfer skills from a range of contexts to support their practice on the new skill.
Create/Play	<ul style="list-style-type: none"> • They represent and try out their own ideas, thoughts and feelings through movement and dance 	<ul style="list-style-type: none"> • Using the skill within small games/performances. • They begin to show some understanding of simple tactics and basic compositional ideas 	<ul style="list-style-type: none"> • Selecting to use the skill at the appropriate time within the game/performance. 	<ul style="list-style-type: none"> • Adapting the skill within small games/performances.
Evaluation	<ul style="list-style-type: none"> • Say why they like some activities more than other 	<ul style="list-style-type: none"> • Identifying what went well and needs to improve. 	<ul style="list-style-type: none"> • Identifying why the skill went well or needs to improve. 	<ul style="list-style-type: none"> • Identifying why the skill went well or needs to improve and how to achieve this.
Communicate Express Perform	<ul style="list-style-type: none"> • Have confidence in their own abilities 	<ul style="list-style-type: none"> • Using the skill with increasing competence within a match or performance context. 	<ul style="list-style-type: none"> • Applying skill with increasing competence and confidence within a match or performance context. 	<ul style="list-style-type: none"> • Choosing and applying a range of skills confidently and competently within a match or performance

Compete	<ul style="list-style-type: none"> • 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 effectively, 	<ul style="list-style-type: none"> • Trying hard and encouraging others within that performance or competition. 	<ul style="list-style-type: none"> • Trying hard within that performance or competition with increasing sporting qualities. • They show understanding of tactics and composition by starting to vary how they respond. 	<p>context and apply them accurately and appropriately showing precision, control and fluency.</p> <ul style="list-style-type: none"> • Demonstrating persistence and resilience within a performance or competition with sporting qualities.
Re-evaluate	<ul style="list-style-type: none"> • Say why they like some activities more than other and what they'd like to get better 	<ul style="list-style-type: none"> • Identifying what went well and needs to improve. 	<ul style="list-style-type: none"> • Identifying why the performance went well or needs to improve. • Pupils can see how their work is similar and different to and from the work of others. They use this to improve their own work. 	<ul style="list-style-type: none"> • Identifying why the performance went well or needs to improve and how to achieve this. • They modify and refine skills and techniques to improve their performance.

Progression Statements

	Knowledge and Understanding (including the understanding of fitness and health)	Skills	Evaluation and Improving Performance (self/peer)
Reception*	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways. • Mounts stairs, steps or climbing equipment using alternate feet. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand briefly on one foot when shown. • Can catch a large ball. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence & skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object when pushing, patting, throwing, catching or kicking it. • Children know the importance of good health and how to maintain this e.g. physical exercise and a healthy diet. • Children can talk about ways to keep healthy and safe. 		
Yr 1/2	<p>Fitness and health Know that they need to warm up and cool down, and explain why</p> <p>Know how their bodies feel after exercising - Know where their heart is and understand why it beats faster when exercising</p> <p>Dance Use simple dance vocabulary to describe movement</p> <p>Talk about dance linking movement to moods, ideas and feelings</p>	<p>Dance Explore actions in response to stimuli</p> <p>Explore ideas, moods and feelings by improvising and experimenting with actions, dynamics, directions, levels and a growing range of movements.</p>	<p>Dance</p> <ul style="list-style-type: none"> • Show an understanding of mood and describe how a dance makes them feel • identify what they like and dislike and give reasons why

	<p>Understand how the music informs your dance choices</p> <p>Gymnastics</p> <ul style="list-style-type: none"> Recognise and avoid risks when handling and placing apparatus <p>Games</p> <ul style="list-style-type: none"> To develop knowledge of the rules for different games 	<p>Perform dance sequences in a controlled way using rhythmic and dynamic qualities to express moods, ideas and feelings. Remember and repeat a short dance sequence showing greater control, coordination and spatial awareness. Choose and link actions to make short sequences that express an idea, mood or feeling.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> Perform a range of actions with control and coordination repeat accurately sequences of gymnastic actions move smoothly to a position of stillness to a travelling movement to be able to control your body in the start and finish position devise, repeat and perform a short sequence in which there is a clear beginning, middle and end Show control accuracy and fluency when using a combination of floor, mats and apparatuses <p>Games</p> <ul style="list-style-type: none"> Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control Choose and use tactics to be successful in competitive situations Show good spatial awareness of others in running, chasing and avoiding games, making 	<ul style="list-style-type: none"> Identify what is the same and what is different about two dance sequences <p>Gymnastics</p> <ul style="list-style-type: none"> Describe a sequence, identifying what movements it contains and whether it has been performed smoothly and with control. Also, explain how it could be improved <p>Games</p> <ul style="list-style-type: none"> Share actions and ideas with their peers in order to improve their skills
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		simple, rapid decisions about when and where to run	
Yr 3/4	<p>Fitness and health</p> <ul style="list-style-type: none"> Devise routines of stretching exercises that prepare them for physical activity <p>Dance</p> <ul style="list-style-type: none"> Describe and interpret dance movements using appropriate dance vocabulary Show understanding of warming up and cooling down and, choose appropriate activities to do on their own <p>Gymnastics</p> <ul style="list-style-type: none"> Understand that strength and suppleness/flexibility are keys features of gymnastics performance Develop knowledge and understanding of different stretching exercises to prepare their bodies for gymnastics work and be able to explain why these are important <p>Athletics</p> <ul style="list-style-type: none"> Recognise and record that their body works differently in different types of challenge and event 	<p>Dance</p> <ul style="list-style-type: none"> show an imaginative response to different stimuli through their use of language and choice of movement experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, repetition <p>Gymnastics</p> <ul style="list-style-type: none"> Create a short sequence by making similar or contrasting shapes on the floor and apparatus with a partner Perform a range of actions and agilities with consistency and fluency Combine actions to lengthen sequences with changes of speed, level, and direction <p>Athletics</p> <ul style="list-style-type: none"> Run consistently and smoothly at different speeds 	<p>Dance</p> <ul style="list-style-type: none"> Suggest how dances and performances can be improved so that they communicate more effectively to the audience <p>Gymnastics</p> <ul style="list-style-type: none"> Make simple assessments of performance based on a criterion given by the teacher and use these assessments to modify and refine their sequences and others work <p>Athletics</p>

	<p>Invasion Games</p> <ul style="list-style-type: none"> To understand the qualities of a successful attacker and defender Understand how strength, stamina and speed can be improved by playing invasion games <p>Net/Wall games</p> <ul style="list-style-type: none"> To have a knowledge and understanding of various tactics you could use to be successful against an opponent To develop knowledge of the rules and scoring systems and interpret them fairly e.g. tennis <p>Striking and fielding</p>	<ul style="list-style-type: none"> Demonstrate different combinations of jumps, showing control and coordination Throw a range of objects into a target area with consistency and accuracy Pace their effort well in different types of events so that they can keep going steadily and maintain quality of their action <p>Invasion Games</p> <ul style="list-style-type: none"> Use a range of techniques when passing e.g. high, low, bounce, fast, slow Change direction and speed when dribbling and passing the ball, showing consistency and control in games when under pressure Play games with some fluency and accuracy using a range of throwing and catching techniques <p>Net/Wall games</p> <ul style="list-style-type: none"> Play games using a racket, getting their body into positions, hitting a ball fed to them accurately and increasingly keeping a rally going using a small range of shots <ul style="list-style-type: none"> Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights <p>Striking and fielding</p>	<ul style="list-style-type: none"> Suggest with guidance, a target for improving performance in different athletic events e.g. distance, time, length and height <p>Invasion Games</p> <ul style="list-style-type: none"> Adapt rules in agreement with others and make rules for their own games which they explain and teach to others <p>Net/Wall games</p> <ul style="list-style-type: none"> Identify aspects of their game that need improving and say how to achieve this <p>Striking and fielding</p>
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	<ul style="list-style-type: none"> • To develop knowledge and understanding of the best positions to stand when fielding • To develop knowledge of the rules and scoring systems and interpret them fairly e.g. cricket 	<ul style="list-style-type: none"> • Use a range of skills e.g. throwing, striking, intercepting and stopping a ball with good control and accuracy • To be able to pass, catch and return the ball quickly and accurately within a small team • To be able to bat and run to bases to be able to score points • Choose specific tactics to be successful in a game and to make the game hard for their opponents to score 	<ul style="list-style-type: none"> • Identify aspects of their game that need improving and say how to achieve this •
Yr 5/6	<p>Fitness and health</p> <ul style="list-style-type: none"> • Know how to improve their own health and fitness • Understand how exercise and physical activity contributes to a healthy lifestyle • Identify and explain what contributes to an unhealthy lifestyle • Recognise and describe the effects of exercise on the body • Know the importance of strength and flexibility for physical activity • Explain the importance of warming up and cooling down and what happens to the body at these times <p>Dance</p> <ul style="list-style-type: none"> • Critically reflect how dance contributes to fitness and wellbeing • Explore and explain how costume, music and set can help to improve a dance performance <p>Gymnastics</p>	<p>Dance</p> <ul style="list-style-type: none"> • Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns • Perform with clarity and sensitivity to a piece of music, communicating a dance idea on their own, with a partner and in a group <p>Gymnastics</p>	<p>Dance</p> <p>- Use appropriate terminology to interpret and critically reflect on their own and others work</p> <p>Gymnastics</p>

	<ul style="list-style-type: none"> To explain the importance of muscle tension, extension and control to execute movements with finesse <p>Athletics</p> <ul style="list-style-type: none"> Know and understand the basic principles of relay take overs Identify why some athletic activities can improve strength, power or stamina, and explain how these can help their performance in other types of activities <p>Invasion Games</p> <ul style="list-style-type: none"> To develop knowledge of various warm ups and be able to independently select one accordingly depending on the game being played Be able to uphold the role of a referee/umpire by having a clear, deepened understanding of the rules of a game <p>Net/Wall games</p> <ul style="list-style-type: none"> Be able to uphold the role of a referee/umpire by having a clear, deepened understanding of the rules of a game and the scoring system 	<ul style="list-style-type: none"> Create longer sequences and perform them with fluency and clarity of movement Vary direction, levels and pathways to improve the look of a sequence Work effectively with a partner or small group to practise and refine their work <p>Athletics</p> <ul style="list-style-type: none"> Sustain their pace over both long and short distances Throw with greater control, accuracy and efficiency Perform a range of jumps showing power, control and consistency at both take off and landing <p>Invasion Games</p> <ul style="list-style-type: none"> Apply basic principles of team play to keep possession of the ball, using marking, tackling, and or interception to improve their defence Know what position they are playing in and how to contribute when attacking and defending playing effectively as part of a team Use different techniques for passing, controlling, dribbling and shooting the ball in games <p>Net/Wall games</p> <ul style="list-style-type: none"> Play shots on both sides of the body and above their heads Hit the ball with purpose varying the speed, height and direction Make appropriate choices in games about the best shot to use in order to score points Begin to use full scoring systems 	<ul style="list-style-type: none"> Explain how a sequence is formed using appropriate terminology to evaluate technique and composition of both their own and others' performances <p>Athletics</p> <ul style="list-style-type: none"> Identify parts of the performance that need to be practised and refined and suggest improvements <p>Invasion Games</p> <ul style="list-style-type: none"> Identify aspects of their own and others' performances that need improvement and suggest how to improve them <p>Net/Wall games</p> <ul style="list-style-type: none"> Work with others, adapting their play to suit their own and others' strengths
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	<p>Striking and fielding</p> <ul style="list-style-type: none"> • Gauge when to run after hitting the ball • Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding <p>Outdoors and Adventurous Activities (</p> <ul style="list-style-type: none"> • Read a variety of maps and plans accurately recognising symbols and features 	<ul style="list-style-type: none"> • Develop doubles play and team play (volleyball) <p>Striking and fielding</p> <ul style="list-style-type: none"> • Strike a bowled ball with accuracy • Use a range of fielding skills e.g. catching, throwing, bowling, intercepting with growing control and consistency • Work collaboratively in pairs, groups and small sided games • Understand and implement a range of tactics with success <p>Outdoors and Adventurous Activities (</p> <ul style="list-style-type: none"> • Read a variety of maps and plans accurately recognising symbols and features • Use physical and team work skills week in a variety of different challenges 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • Evaluate others performance and suggest how they could improve by communicating and modelling <p>Outdoors and Adventurous Activities</p> <ul style="list-style-type: none"> • Identity what they have done well and adapt plans to be more efficient when facing similar challenges
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