



## PE at Amington Heath

### How is this subject taught?

PE at Amington Heath aims to deliver a fun, active and high-quality physical education curriculum which inspires all pupils to develop a love of sport and to grow into healthy, active adults. The curriculum also allows pupils to succeed and excel abilities in competitive sports and other physically demanding activities.

Pupils participate in at least 2 hours of high-quality PE and sporting activities a week. Our PE programme incorporates a variety of sports to ensure all children develop confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils.

When in Year 6, children have the opportunity to become sports leaders. These children are team captains and are responsible for organising games on the playground and supporting staff in PE lessons.

### Plan for progression

The curriculum at Amington Heath has been carefully mapped out to ensure there is a build on progression of skills each year. The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Teachers will assess children at the end of each unit which will help to instruct further learning.

### Enrichment

At Amington Heath, we offer enrichment activities once a term and through after-school clubs. Children have the opportunity to further develop skills and participate in activities which may not be delivered through the national curriculum, for example, martial arts and boxercise.

We also take part in national fitness days and national strategies such as 'Walk to School' week.

Our PE policy can be found here: [Amington Heath Primary and Nursery School PE Policy](#)



## PE Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Body Management	Manipulation and Coordination	Dance	Gymnastics	Speed, Agility, Travel	Cooperate and Solve Problems
Year 1	Attack, Defend, Shoot	Gymnastics	Dance	Send and Return	Run, Jump, Throw	Hit, Catch, Run
Year 2	Attack, Defend, Shoot	Gymnastics	Dance	Send and Return	Run, Jump, Throw	Hit, Catch, Run
Year 3 A	Football	Unit 1 - Gymnastics	Unit 2 – Dance	Athletics	Tennis	Cricket
B	Unit 1 - Dance	Hockey	Tag Rugby	Unit 2 – Gymnastics	Netball	Rounders
Year 4 A	Unit 1 - Dance	Football	Unit 2 – Gymnastics	Tag Rugby	Netball	Rounders
B	Hockey	Unit 1 – Gymnastics	Unit 2 – Dance	Athletics	Tennis	Cricket
Year 5	Football	Gymnastics	Dance	Tennis	Athletics	Cricket
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Year 6	Dance	Football	Gymnastics	Athletics	Cricket	Tennis
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming

Planning can be found on PE Hub. Lessons can be differentiated using STEP method. If we can change the space, task, equipment or people involved in an activity, it can increase the chances of success for those taking part.

If there is more than one sport per half term teach 6 consecutive lessons then move onto next sport. Sports have been chosen to show a progression of skills across year groups and to also support with competitive sport.

Skill progression by activity – Key Stage 1

	Run, Jump, Throw	Send and Return	Hit, Catch, Run	Attack, Defend, Shoot	Dance	Gymnastics
<b>Reception</b>					<ul style="list-style-type: none"> <li>• Recognise actions can be performed to music</li> <li>• Count and move to beats of 8</li> <li>• Copy, repeat and perform some basic actions to music</li> <li>• Work as an individual, partner and as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence in fundamental movements</li> <li>• Experience jumping, sliding, rolling, moving over and under apparatus</li> <li>• Learn and refine a variety of shapes, jumps, balances and rolls</li> <li>• Develop coordination and gross motor skills.</li> <li>• Link simple balance, jump and travel actions</li> </ul>

<p style="text-align: center;">Year 1</p>	<ul style="list-style-type: none"> <li>• Suggest links between types of exercises e.g. training speed for different jumping activities</li> <li>• Select correct skill for situation</li> <li>• Start and stop at speed, run in straight lines at different speeds</li> <li>• Develop agility and coordination to take part in a range of activities</li> <li>• Work with a partner to help improve performance</li> <li>• Participate as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Identify space to send a ball into</li> <li>• Describe how they worked with their partner</li> <li>• Move towards a moving ball to return with hand or bat</li> <li>• Score points against opposition over a line/net</li> <li>• Work with a partner to send and return</li> <li>• Play cooperatively in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>• Choose where to send the ball to maximise chance to score</li> <li>• Run between bases to score points</li> <li>• Self-feed ball to hit off hand and strike ball off cone</li> <li>• Show awareness of teammates fielding positions to restrict runs in a simple game scenario</li> <li>• Work collaboratively to score runs showing encouragement and support</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rules and apply them</li> <li>• Make decisions about defending</li> <li>• Begin to engage in competitive activities</li> <li>• Attempt to intercept and catch a thrown ball</li> <li>• Identify the things that they like about exercise</li> <li>• Work with others to score points</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise dances can have themes</li> <li>• Confident to explore space</li> <li>• Perform basic body actions to music</li> <li>• Perform with an awareness of body shape required</li> <li>• Work with a partner</li> <li>• Engage with class to perform together</li> </ul>	<ul style="list-style-type: none"> <li>• Use words such as rolling, travelling, balancing and climbing</li> <li>• Decide which supporting concepts and actions to add to their sequence</li> <li>• Recognise like actions and link them together</li> <li>• Remember and perform a simple sequence</li> <li>• Move on, off and over objects with confidence</li> <li>• Communicate with a partner to create a short sequence</li> </ul>
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<p style="text-align: center;"><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Make choices about appropriate throws for different activities</li> <li>• Identify areas of activities that need improvement</li> <li>• Show increases control of body and limbs</li> <li>• Apply skills to a variety of activities</li> <li>• Work cooperatively to complete running, jumping and throwing tasks</li> <li>• Consider others when playing games</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on and play with dominant hand</li> <li>• Develop tactics to outwit your opponent so they cannot return the ball</li> <li>• Start a game using basic serving skills</li> <li>• Show agility to track the path of ball over a line/net and move towards it</li> <li>• Cooperate to keep a rally going with partner</li> <li>• Develop hitting skills with a variety of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Make choices about where to hit the ball</li> <li>• Make tactical decisions about where to position themselves in the field</li> <li>• Develop hitting skills with a variety of bats</li> <li>• Attempt to play the role of wicket keeper or backstop</li> <li>• Can work in small groups to field and bat</li> <li>• Display sportsmanship when competing against others</li> </ul>	<ul style="list-style-type: none"> <li>• Select the more appropriate skill to move forwards to shoot</li> <li>• Select and apply a range of simple tactics</li> <li>• Can send a ball using feet</li> <li>• Can send a ball using hands</li> <li>• Work with a partner and in small groups to develop skills</li> <li>• Show awareness of teammates and opponents in games</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence to perform in front of others</li> <li>• Select movements that show understanding of theme or story</li> <li>• Show dynamic, expressive and rhythmic qualities</li> <li>• Use basic choreography including speed changes</li> <li>• Comment on ideas and emotions and how they can be portrayed through dance</li> <li>• Work as part of a group to perform a dance</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on aspects of own performances</li> <li>• Comment on aspects of others' performances.</li> <li>• Create and perform a simple sequence</li> <li>• Remember and repeat sequences</li> <li>• Reflect on own performance and use scoring system to judge performance</li> <li>• Develop character and maturity to work in close proximity to others</li> </ul>
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Skill progression by activity – key stage 2

	Year 3	Year 4	Year 5	Year 6
Football	<ul style="list-style-type: none"> <li>• Recognise where space is during game or activity</li> <li>• Use recognised passes in isolation</li> <li>• Suggest ways to improve some of the skills learnt</li> </ul>	<ul style="list-style-type: none"> <li>• Play using recognised marking techniques</li> <li>• Move into space to help others and the ball over longer distances</li> <li>• Work hard in a game for self and teammates</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of where teammates and opponents are and how this dictates where you run</li> <li>• Combine running and sending the ball</li> <li>• Use learned skills to maintain possession during a game</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and implement a range of strategies to attack and defend</li> <li>• Apply correct body positioning when closing down a player to defend</li> <li>• Work as a pair to improve defence</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Describe features of dances performed by others</li> <li>• Contribute ideas to the structure of dance</li> <li>• Competently include props and other ideas in their dance</li> <li>• Attempt to perform with a sense of dynamics</li> <li>• Express moods and feelings throughout the dance piece</li> <li>• Can decide with others which floor patterns/pathways to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Respond sensitively to professional work</li> <li>• Suggest how professional work can shape our own</li> <li>• Perform with increasing musicality with control and confidence</li> <li>• Dance using a variety of formations confidently</li> <li>• Show sensitivity to a dance idea/theme or story</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently participate in dances from different parts of the world</li> <li>• Confidently participate in dances from different cultures</li> <li>• Refine and improve dances adapting them to include rhythm and expression</li> <li>• Adapt their skills to meet the demands of a range of dance styles</li> <li>• Work collaboratively to produce short dances</li> <li>• Recognise and comment on dances suggesting ways to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret different stimuli with imagination and flair</li> <li>• Identify in others and self where good performance qualities are achieved</li> <li>• Use recognised dance actions and adapt to create motifs and movement patterns</li> <li>• Practise and refine coordination skills through activities such as live aural setting</li> <li>• Take the lead suggesting ideas and refining actions of others</li> <li>• Use facial expression to communicate emotion and further narrative</li> </ul>

<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences in sequences</li> <li>• Modify actions independently using different pathways, directions and shapes</li> <li>• Perform sequences with contrasting actions</li> <li>• Develop body management over a range of floor exercises</li> <li>• Explain why strength and flexibility is important in maintaining a healthy active lifestyle</li> <li>• Comment on peer's gymnastic sequence, describing what they did well</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on ways to improve a piece of work using compositional elements and implement changes</li> <li>• Develop an increased range of actions and shapes to use in more complex sequences</li> <li>• Adapt actions and sequences to work with partners and small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a component for improvement and use guidance from others</li> <li>• Explain the significance of a warm-up and how it relates to gymnastic activity</li> <li>• Attempt to perform more complex skills in isolation such as round-off</li> <li>• Remember and repeat longer sequences with more difficult actions</li> <li>• Work responsibly in trust exercises and when counterbalancing</li> <li>• Lead others in a warmup with confidence in own preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strengths and weakness about a performance</li> <li>• Compose a sequence which will achieve the highest score against criteria</li> <li>• Experience flight on and off apparatus</li> <li>• Perform increasingly complex sequences</li> <li>• Lead group warm up demonstrating the importance of strength and flexibility</li> <li>• Work independently and in small groups to make up sequences to perform to an audience</li> </ul>
<b>Hockey</b>	<ul style="list-style-type: none"> <li>• Implement some hockey rules into games</li> <li>• Can stop the ball safely</li> <li>• Use individual control to help the team and work together to score points</li> </ul>	<ul style="list-style-type: none"> <li>• Choose correct skill to keep possession of the ball un-challenged and challenged</li> <li>• Use dribbling skills to keep possession of the ball</li> <li>• Suggest ways to improve own and others game</li> </ul>	<ul style="list-style-type: none"> <li>• Know and apply the rules consistently in a game situation</li> <li>• Able to combine basic skills such as dribbling and passing</li> <li>• Use appropriate language to explain their attacking and defensive play</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a self-pass and how it is different in hockey to other invasion games</li> <li>• Cooperate as a team to implement attacking and defending strategies</li> <li>• Use and apply boundary rules such as corners, self-pass and side-line</li> </ul>
<b>Tag Rugby</b>	<ul style="list-style-type: none"> <li>• Explore a range of techniques to avoid being tagged</li> <li>• Play using simple tag rugby rules</li> <li>• Listen to others to work as an effective team</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on ways to improve a piece of team play</li> <li>• Play using passing back and sideways rules</li> <li>• Recognise how playing as part of a team can improve your communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise principles of defence</li> <li>• Combine skills such as running and passing</li> <li>• Work cooperatively as a team to defend and attack</li> </ul>	<ul style="list-style-type: none"> <li>• Use STEP principle to plan a warm-up</li> <li>• Implement set plays in attack</li> <li>• Support someone else and take lead in warm-up recognising the importance</li> </ul>
<b>Netball</b>	<ul style="list-style-type: none"> <li>• Be aware and able to undertake the demands of different positions</li> <li>• Send and receive a ball with some consistency to keep possession</li> <li>• Explain how you were able to improve as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Show some awareness of high five positions</li> <li>• Catch the ball executing correct footwork rules</li> <li>• Work as part of a team to get the ball to the shooter within the area</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some specific skills you used in a game and if they were effective or not</li> <li>• Move balls over longer distances accurately, demonstrating power</li> <li>• Use appropriate language to explain their attacking and defensive play</li> </ul>	<ul style="list-style-type: none"> <li>• Make quicker decisions in games (on and off the ball)</li> <li>• Anticipate and attempt to get rebounds as attacker and defender</li> <li>• Explain how you helped your team in attack and defense</li> </ul>

<b>Tennis</b>	<ul style="list-style-type: none"> <li>• Keep count/score of a game</li> <li>• Can play within boundaries</li> <li>• Identify how they could play tennis in their own communities</li> </ul>	<ul style="list-style-type: none"> <li>• Choose ways to send the ball to make it difficult for opponent to return</li> <li>• Explore shots on both sides of the body and attempt with confidence</li> <li>• Play competitively with others and against others in modified games</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate and collaborate with others to play in a sportsman like ay</li> <li>• Apply some control when returning the ball/shuttle including foot placement, shot selection and aim</li> <li>• Play with others with some flow to the game, keeping track of their own scores</li> </ul>	<ul style="list-style-type: none"> <li>• Make appropriate choices in games about the best shot to use</li> <li>• Begin to use full scoring systems</li> <li>• Use speaking and listening skills to umpire and play with peers without dispute</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Compete with others and score points</li> <li>• Link running and jumping activities with some fluency and consistency</li> <li>• Identify how to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on ways to improve runs, jumps and throws and implement changes</li> <li>• Throw a variety of objects demonstrating accuracy</li> <li>• Work with others to score and record distance and times accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between good and poor performances and suggest ways to improve self and others</li> <li>• Sustain pace over shorter and longer distances</li> <li>• Able to run as part of a team in relay style</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately and confidently judge across a range of athletics activities</li> <li>• Choose appropriate run up distance for athletic jumps</li> <li>• Use appropriate language to deliver a taught activity to their peers</li> </ul>
<b>Rounders</b>	<ul style="list-style-type: none"> <li>• Explain how fielders work together to restrict batters runs</li> <li>• Strike a bowled ball with some consistency</li> <li>• Identify how to improve own and others work and be tactful</li> </ul>	<ul style="list-style-type: none"> <li>• Use and apply the basic rules of the game</li> <li>• Play confidently in a variety of roles such as fielder, bowler, backward, backstop etc.</li> <li>• In their local community can they identify locations in which they could play rounders style games</li> </ul>	<ul style="list-style-type: none"> <li>• In a game situation, play using a range of simple tactics such as getting players out to restrict the attack</li> <li>• Maximise fielding position on bases to get players out</li> <li>• Show commitment towards their team and perseverance during game play</li> </ul>	<ul style="list-style-type: none"> <li>• In rounders, correctly use the rules for running round bases</li> <li>• Play within small sided games using standard rounders markings</li> <li>• Understand teammates perspective and motivation when accumulating runs/rounders</li> </ul>
<b>Cricket</b>	<ul style="list-style-type: none"> <li>• Strike a ball with some consistency</li> <li>• Play in simplified games</li> <li>• Field as a team to return the ball to the bowler/base effectively</li> </ul>	<ul style="list-style-type: none"> <li>• With increasing accuracy, choose where to direct a hit from a bowled ball</li> <li>• Track and intercept the ball along the ground sometimes collecting with 1 hand</li> <li>• Show fair play such as accepting if they were run out or stumped</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise where increased flexibility and power is an advantage</li> <li>• Begin to employ specific bowling techniques such as overarm in cricket</li> <li>• Work collaboratively with others to both score runs and restrict runs when in field</li> </ul>	<ul style="list-style-type: none"> <li>• Apply with consistency standard rules of (modified) games</li> <li>• Attempt to track and catch high balls in isolation and game play</li> <li>• Work collaboratively in teams to compete against themselves and others</li> </ul>