

## Physical Education at Springfield

### Our vision

At Springfield, we know that all children are entitled to an excellent physical education and we believe that all children can develop the competence to excel in a broad range of physical activities. We understand the importance of a well-structured and ambitious PE curriculum in promoting life-long habits of physical activity with the potential to positively impact our children's long term physical and mental health and wellbeing. Our high quality Physical Education curriculum aims to engage and inspire pupils to develop both a love of being physically active and a confidence and competence to participate in a range of challenging physical activities.

As our pupils progress through our curriculum, we maintain a focus on ensuring children are able to engage in physical activity for increasingly sustained periods of time. We teach children to understand and appreciate the value of sustained cardiovascular exercise for their long-term physical and mental health. We also ensure that children are taught to swim competently, confidently and proficiently for at least 25 metres unaided by swimming instructors using a range of strokes. All children are taught safe self-rescue and are taught how to enjoy water safely.

Throughout our PE curriculum, we teach children of all levels of confidence and competence how to engage in competitive sports and activities. We refer to our VERSE in PE lessons - where *everyone* participates and that all participation is *safe, effortful* and *respectful*. Our emphasis on a team ethos is key. Children learn to participate positively in whichever team they are assigned to in a lesson, whilst maintaining a sense of belonging to their class team and therefore respecting and encouraging members of an opposing team in a match or activity.

We place a high value on what our children remember from their primary PE education. We regularly review prior learning to ensure that knowledge, understanding and skills build progressively over time. We also endeavour to ensure that every child leaves Springfield with a positive memory of their experience in PE lessons so that they take with them a sense of motivation and confidence for the next steps in their physical education. We instil in each child a respect for their right to be healthy and active now and in their futures.

### How we plan for and teach Physical Education

In the Early Years physical development is a valued part of every-day learning. Through carefully planned indoor and outdoor opportunities in the continuous provision as well as group movement activities, children develop the strength, coordination, balance and agility needed to engage successfully with future physical education in KS1 and KS2. Children learn to safely and confidently use a range of large and small apparatus. They revise and refine the fundamental movement skills of rolling, walking, jumping, running, hopping, skipping and climbing and progress towards a more fluent style of moving, with developing control. In Nursery and Reception, children begin to develop ball skills such as throwing, catching, kicking, passing, batting and aiming which are refined and built upon in KS1 and applied to a range of meaningful contexts.

As the children progress into Key Stage 1 and throughout Key Stage 2, each class has a weekly PE lesson taught by a specialist PE coach. Each lesson involves a dynamic warm up and a review of prior learning. In every PE lesson, children are taught to be physically competent in one or more relevant movement skills (locomotor, object control and stability skills). They also develop their knowledge of strategies and tactics and their ability to participate in physical activity in a healthy and positive manner. Sustained physical activity is planned for in every lesson so that children develop and maintain their fitness and stamina over time.

At Springfield, children engage in a rich and varied range of physical activities in half-termly units (or termly for swimming). Our curriculum includes three invasion games (basketball, football and hockey) which are taught in alternate year groups to ensure progression and retention over time. We also teach cricket as a non-invasion sport, to develop children's object control and locomotor skills in a different context with significant cultural significance. In Years 1, 2 and 3, specific units broken into small steps are designed to lay firm foundations in children's agility, balance and object control skills. Through KS1 and KS2, this learning is embedded and we build children's competence in gymnastics, dance, and a range of athletic activities such as triple jump, long jump, vortex throwing, shot put and sprinting both as individuals and in team relays. In KS2, children visit a local swimming pool for swimming lessons.

At our school we are committed to providing a range of opportunities for children of all levels of confidence and attainment to participate in healthy competition, through tournaments with local schools and a yearly whole-school sporting event.

### How we evaluate learning in Physical Education

Our specialist PE coach regularly assesses children's progress in PE. In each lesson, children are observed carefully and receive formative feedback to ensure progress. In each unit, children are observed summatively completing key tasks which indicate whether they have achieved the objectives. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to analyse their performance to draw out areas of strength and next steps.

## Springfield Physical Education Curriculum

Please see separate tables below for small steps progression within each unit, and for how learning builds over a course of units over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	In the Early Years physical development is a valued part of every-day learning. Through carefully planned indoor and outdoor opportunities in the continuous provision as well as group movement activities, children develop the strength, coordination, balance and agility needed to engage successfully with future physical education in KS1 and KS2. Children learn to safely and confidently use a range of large and small apparatus. They revise and refine the fundamental movement skills of rolling, walking, jumping, running, hopping, skipping and climbing and progress towards a more fluent style of moving, with developing control. In Nursery and Reception, children begin to develop ball skills such as throwing, catching, kicking, passing, batting and aiming which are refined and built upon in KS1 and applied to a range of meaningful contexts.					
<b>Year 1</b>	Agility, Balance and Object Control Skills	Invasion game: football	Gymnastics	Dance	Athletics	Cricket
<b>Year 2</b>	Agility, Balance and Object Control Skills	Invasion game: hockey	Gymnastics	Dance	Athletics	Invasion game: basketball
<b>Year 3</b>	Agility, Balance and Object Control Skills	Invasion game: football	Gymnastics	Dance	Athletics	Cricket
<b>Year 4</b>	Swimming		Gymnastics	Invasion game: hockey	Athletics	Invasion game: basketball
<b>Year 5</b>	Dance	Invasion game: football	Swimming		Athletics	Cricket
<b>Year 6</b>	Athletics	Invasion game: hockey	Gymnastics	Invasion game: basketball	Swimming	

**Progression - Small Steps by Unit**

<b>ABCs - agility, balance and control of objects</b>	
<b>Year 1</b>	<p>1 exploring space - travelling in different directions in different ways and using peripheral vision. Learn warm up and cardio routine. Knowledge of warm ups and cardio.</p> <p>2 rolling and receiving bean bag - hand-eye coordination and partner work (cricket later in Y1)</p> <p>3 ball and racquet control - dribble ball with tennis racquet on the ground</p> <p>3 ball and racquet control - dribble ball with tennis racquet on the ground with increasing agility and at a range of speeds</p> <p>5 underarm throws to a target (bean bag and hoop?)</p> <p>6 underarm throw to a partner -catching coordination (cricket later in Y1)</p>
<b>Year 2</b>	<p>1 Learn year 2 warm up and revise KS1 cardio routine. Knowledge of warm ups and cardio.</p> <p>2 underarm throws to a target - longer distance (jnto hoop) (building on Y1 cricket)</p> <p>3 underarm throws to a partner - longer distance, catching coordination</p> <p>4 introduction to hockey stick (build towards hockey later in Y2) - hold stick. Roll bean bag towards partner's stick. Trap and guide back with control.</p> <p>5 throwing and catching with basketball (larger ball - basketball introduced later in Y2)</p> <p>6 ball and racquet control - dribbling with agility, speeds and changing direction (building towards hockey dribbling later in Y2)</p>
<b>Year 3</b>	<p>1 Learn Year 3 warm up and new LKS2 cardio routine. Knowledge of warm ups and cardio.</p> <p>2 awareness of space - dribbling (build on Y1 football dribbling and towards Y3 football dribbling)</p> <p>3 passing the football accurately and with control (review year 2 passing between Y1 football unit and Year 3 football unit)</p> <p>3 rolling and striking ball with cricket bat (build on Y1 cricket and towards Y3 cricket)</p> <p>4 review underarm throws to partner, with and without bounce and catching with cage hands (build towards year 3 cricket)</p> <p>5 awareness of space + throwing and catching. Increasing accuracy, distance and speed of underarm throwing and catching</p>

## Gymnastics

<b>Year 1</b>	<p>1 low-level gymnastics shapes -four shapes (pike, tuck, dish and arch) + focus in balance and control (stomach tucked in), posture</p> <p>2 low-level gymnastics shapes -four shapes from travelling positions + focus on fluency moving from one shape to another whilst maintaining balance, control and posture in shape</p> <p>3 pencil rolls, egg rolls and preparation for the forward roll</p> <p>4 preparation for forward roll/ learning the forward roll</p> <p>5 learning the forward roll</p> <p>6 sequencing - combining four shapes and forward roll</p>
<b>Year 2</b>	<p>1 fluent movement between four low level gymnastics shape with balance, control and posture</p> <p>2 forward roll preparation and forward roll execution</p> <p>3 sequencing - combining four shapes and forward roll</p> <p>4 jumps: tuck jumps, star jumps and pike jumps</p> <p>5 paired sequences using four shapes and three jumps - matching (same) and mirroring (facing)</p> <p>6 sequences in fours - combining matching and mirroring from previous weeks</p>
<b>Year 3</b>	<p>1 review of four shapes and three jumps - with basic linking - partners make contact whilst changing shapes e.g. wrist to wrist or interlock ankles</p> <p>2 paired sequence of shapes at different levels with basic linking</p> <p>3 review of forward roll (tuck to tuck position) and other twists, turns and rolls for transitions</p> <p>4 paired sequences of shapes and jumps at different levels with linking and adding twists, turns and rolls to transitions</p> <p>5 arabesque balance (balance on one leg with other leg behind body and parallel for floor) and counter balances with a partner</p> <p>6 partner sequence with four shapes, jumps, linking, range of transitions including rolls and balances</p>
<b>Year 4</b>	<p>1 review of four shapes and three jumps with basic linking + review transitions including rolls</p> <p>2 individual balances and partner balances - with equipment</p> <p>3 group of four - sequences with four shapes at different levels with links, balances and transitions and three jumps</p> <p>4 introduction to vault</p> <p>5 jumping from height (bench) tuck jump from bench, half-turn off bench (safe landing) (vault practice)</p> <p>6 jumping from height (bench) piked shape from bench, cat leap on bench</p>
<b>Year 6</b>	<p>1 group balances</p> <p>2 vault (can practice group balances while waiting for turn)</p> <p>3 hand-stands</p> <p>4 review of four shapes, three jumps, basic linking, transitions including rolls and balances</p> <p>5 sequences in larger groups (bench per group) including four shapes with linking, balances, jumps and transitions</p> <p>6 refining and performing sequences, giving and receiving specific feedback of posture, balance, control, fluency and improving routine based on feedback</p>

## Dance

<b>Year 1</b>	<ul style="list-style-type: none"> <li>1 travelling in space to music</li> <li>2 travelling in space to music combined with turning and stillness and straight/curved pathways</li> <li>3 language of dynamics applied to travelling in space to music: smooth, jagged, calm, powerful etc.</li> <li>4 moving in unison</li> <li>5 mirroring a partner</li> <li>6 simple routine with unison and mirroring</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>1 review travelling in space to music of different tempos combined with turns, stillness, different types of pathways and language of dynamics (smooth, jagged, calm, powerful etc.)</li> <li>2 review unison and mirroring - adjust to music of different tempos</li> <li>3 cannon - starting slow and increasing speed and fluidity</li> <li>4 simple routine with unison, mirroring and cannon (medium-tempo music)</li> <li>5 simple routine with unison, mirroring and cannon (slow tempo music - balance and control)</li> <li>6 simple routine with unison, mirroring and cannon (fast tempo music - agility)</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>1 review unison, mirroring and cannon to a range of tempos</li> <li>2 contrasting dance moves with a partner</li> <li>3 questioning and answer dance moves with a partner</li> <li>4 devise partner routine with contrast and question and answer (may also weave in unison, mirroring or cannon)</li> <li>5 partners → groups of four. Devise group routines with contrast and question and answer (may also weave in unison, mirroring or cannon)</li> <li>6 Different style of music: new group routines with contrast and question and answer (may also weave in unison, mirroring or cannon)</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>1 review unison, mirroring, cannon, contrasting moves and question and answer moves with a partner</li> <li>2 groups of four - dancing in range of formations (circle, lines, v-shapes)</li> <li>3 groups of four - dancing in range of formations (circle, lines, v-shapes) with different levels (low, medium and high)</li> <li>4 groups of four - devise a routine combining formations, levels and moves to a medium-tempo</li> <li>5 two groups of four work together to give feedback on formations, levels, which moves included (unison, mirroring, cannon, contrasting, question and answer) and refine routines</li> <li>6 final performances of routines (developed weeks 4-6). Routines contain: formations, levels range of moves and ways to travel.</li> </ul>

## Athletics

Year 1	<ul style="list-style-type: none"> <li>1 jumping and landing safely</li> <li>2 jumping and landing using different techniques - controlled landings</li> <li>3 tuck jumps - jumping with height and controlling landing</li> <li>4 jumps in a sequence (different jumps)</li> <li>5 preparation for throwing</li> <li>6 sprinting opposite arm and leg coordination</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>1 jumping for height</li> <li>2 standing long jump</li> <li>3 jumps in a sequence including jumps with height and standing long jump</li> <li>4 overarm throw (beanbag) - preparation of technique for vortex</li> <li>5 sprinting - shoulders low and relaxed</li> <li>6 sprinting - arm and leg coordination, shoulder position and personal bests</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>1 long jump - jumping and landing safely (drive off back leg and elevate arms to gain height and momentum + land safely with bent knees)</li> <li>2 long jump - speed in approach (start low and drive legs and arms as fast as possible)</li> <li>3 shot put - body position and grip</li> <li>4 shot put - pushing the shot put</li> <li>5 sprinting - starting line</li> <li>6 sprinting - relay anticipation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>1 triple jump - hop off one leg with bent knee for balance and spring</li> <li>2 triple jump - focus on arm elevation through the sequence</li> <li>3 throwing - vortex in a straight line</li> <li>4 throwing - vortex in a straight line with increased accuracy and distance</li> <li>5 sprinting - driving off and landing on the forefoot (balls of feet)</li> <li>6 sprinting - relay anticipation and communication</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>1 long jump - jumping and landing safely (drive off back leg and elevate arms to gain height and momentum + land safely with bent knees)</li> <li>2 long jump - speed in approach (start low and drive legs and arms as fast as possible)</li> <li>3 shot put - position, grip and push with measurement</li> <li>4 shot put - position, grip and push with measurement, giving and responding to feedback</li> <li>5 sprinting - fast arms (elbows back)</li> <li>6 sprinting - relays including baton passing</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>1 triple jump - review starting hop, complete three parts with increased fluidity and control</li> <li>2 triple jump - increased accuracy, control and with measurement</li> <li>3 throwing vortex - in a straight line with measurement</li> <li>4 throwing vortex - in straight line, with measurement, giving and responding to feedback</li> <li>5 sprinting - relays including baton passing</li> <li>6 sprinting - changing direction by pushing off of the back leg</li> </ul>

## Football

Year 1	<ol style="list-style-type: none"><li>1 dribbling the football - awareness of space (eyes ahead and chin up)</li><li>2 dribbling the football - insides of feet and close ball control</li><li>3 sending and receiving the football - ready to receive the ball and trap in using sole of feet (heel down and toe up)</li><li>4 sending and receiving the football - pass with the inside of the foot and follow through</li><li>5 striking the football to a target - accuracy of pass to partner and communication</li><li>6 striking the football to a target - pass with inside of foot, arm out for balance and follow through towards target</li></ol>
Year 3	<ol style="list-style-type: none"><li>1 dribbling the ball - close ball control and knees slightly bent and always looking for space (peripheral vision)</li><li>2 dribbling with increased accuracy and control - using various parts of the feet</li><li>3 passing the football - trap the ball (heel down and toe up), communication with partner and pass with inside of foot</li><li>4 passing the football - adjust foot position quickly to get body behind the ball to pass</li><li>5 passing the football - first touch</li><li>6 short passes and long passes</li></ol>
Year 5	<ol style="list-style-type: none"><li>1 dribbling the football - ball control, looking for space, accuracy, agility</li><li>2 dribbling the football and changing direction - drag turn</li><li>2 passing the football - trapping the ball, partner communication and adjusting foot position</li><li>3 passing the football on the move - pass to partner from dribbling</li><li>4 passing the ball on the move - passing through a gate</li><li>5 step overs, feints, dummies - pre-empting imaginary defender</li><li>6 tactics for attack and defence</li><li>7 tactics for attack and defence</li></ol>

## Hockey

Year 2	<ol style="list-style-type: none"><li>1 awareness of space and agility</li><li>2 holding the stick and dribbling (walking)</li><li>3 dribbling the ball - close ball control at increased speed</li><li>4 dribbling the ball - ball control and changing direction</li><li>5 passing the ball - push pass over short distance</li><li>6 dribbling and passing</li></ol>
Year 4	<ol style="list-style-type: none"><li>1 dribbling the ball - close ball control and awareness of space</li><li>2 dribbling the ball - changing direction at greater speed</li><li>3 push passes - transfer weight from back to front foot on release of ball</li><li>4 push passes with increased coordination - equal speed for partners and communication</li><li>5 dribbling the ball in tight spaces - use toe end around cones not curved end</li><li>6 striking from a stationary position</li></ol>
Year 6	<ol style="list-style-type: none"><li>1 dribbling the ball - control, awareness of space, changing direction</li><li>2 push passes - stop, control, transfer weight and execute over longer distances with higher accuracy</li><li>3 striking the ball - clip hit technique</li><li>4 dribbling and striking</li><li>5 striking a moving ball</li><li>6 tactics for attacking and defending</li></ol>

## Basketball

Year 2	<ol style="list-style-type: none"><li>1 develop an awareness of space</li><li>2 combine awareness of space with footwork and changing direction</li><li>3 sending and receiving the basketball</li><li>4 sending and receiving the basketball</li><li>5 dribbling the basketball</li><li>6 dribbling the basketball</li></ol>
Year 4	<ol style="list-style-type: none"><li>1 dribbling with accuracy and control - awareness of space and changes of direction</li><li>2 bounce pass and chest pass</li><li>3 dribbling under pressure from an opponent</li><li>4 passing whilst under pressure from an opponent</li><li>5 scoring - lay up and set shots</li><li>6 developing defensive stance</li></ol>
Year 6	<ol style="list-style-type: none"><li>1 dribbling with accuracy and control and whilst under pressure from opponents</li><li>2 passing and moving (bounce passes and chest passes)</li><li>3 safe side passing (passing the ball on opposite side of the defender)</li><li>4 team spacing on the attack combined with defensive stance</li><li>5 person ahead principle - getting the ball forward</li><li>6 creating space near the basket and scoring (lay up and set shots)</li></ol>

## Cricket

Year 1	<ol style="list-style-type: none"><li>1 rolling the ball - hold ball next to ankle and bend knees</li><li>2 rolling the ball - hand follows through in straight line to target</li><li>3 striking the ball with a cricket bat - front foot batting, standing side on to wicket</li><li>4 striking the ball with a cricket bat - correct hold position and stance</li><li>5 throwing towards a target (underarm)</li><li>5 striking from an underarm bowl</li><li>6 understand the basic rules of doubles cricket (embed above skills of striking, throwing and catching)</li></ol>
Year 3	<ol style="list-style-type: none"><li>1 catching the cricket ball from roll - bend left knee at right angle and keep right foot close to heel of left to form barrier</li><li>2 throwing accurately - snake fingers (index and middle finger over top of ball, thumb underneath and follow through by pointing index finger to target on release) and catching (cage hands)</li><li>3 bowling to a target in a straight line - correct hold position</li><li>4 striking the ball - front foot batting, stand to side, correct bat hold position and stance</li><li>5 bowling to a target in a straight line and sprinting after striking</li><li>6 tactics: fielding and anticipation of where the ball may go (continuous catch cricket in 3s)</li></ol>
Year 5	<ol style="list-style-type: none"><li>1 rolling accurately over longer distances and catching from rolling over longer distances and at greater speed</li><li>2 throwing accurately (hand position) over longer distances and catching from movement in air (longer distances)</li><li>3 bowling to a target from a longer distance with increase accuracy</li><li>4 striking the ball (front foot batting) with increased accuracy</li><li>5 striking and sprinting - increased accuracy, agility and speed</li><li>6 tactics: fielding and anticipation of where the ball may go (batting rotation game)</li></ol>

### Warming Up - Progression of knowledge and skills

KS1	<p>-Understanding objectives of warm up: prevent injury and get warm. -Link getting warm to Y2 science (keeping our body healthy) and exercising the heart as a muscle. Key vocabulary: prepare/ preparation = getting ready. Prevent = stop from happening. Injury = hurting your body. Harm = hurt.</p>
LKS2	<p>-Understanding objectives of warm up: review 2 points from KS1 (prevention of injury and getting warm) Review key vocabulary: preparation, prevent, injury, harm. -Link to Y3 science learning about muscles for movement - muscles work with bones and joints to enable us to move. Dynamic warm-ups loosen our muscles ready for physical activity.</p>
UKS2	<p>Review objectives of warm up and associated vocabulary: -prevent injury -get warm -Review link to Y3 science learning about muscles, joints and bones for movement Explain increased heart rate in the context of cardiovascular health. Ensure children understand the heart is a muscle pumping blood with oxygen and nutrients around the body (ahead of circulatory system science unit in Year 6).</p>

### Outdoor Cardio - progression of stamina and fitness

KS1	Jogging a lap of the pitch - steady stamina and pacing.
LKS2	Jogging 2-3 laps of the pitch - steady stamina and pacing.
UKS2	Jogging 1-3 laps of the playground - steady stamina and pacing.

### Indoor Cardio - progression of stamina and fitness

KS1	Star jumps, running on the spot and reaching up and touching toes in sequence.
LKS2	Simple aerobic sequence including: star jumps, running on the spot, knees up running, reaching up and touching toes, lunges and side steps.
UKS2	More developed aerobic sequence using moves from LKS2 for longer duration/ increased repetitions and bursts of high intensity. Bleep tests.