

Physical Education

Curriculum Intent

We adhere to the aims of the national curriculum for physical education to ensure that all our children 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 and lead healthy, active lives. There is a clear plan for progression. Children will be supported to close any gaps in their learning. Where children show high ability, talent and interest, they will be effectively challenged. Every effort will be made to identify and lift barriers to learning. The subject will be presented as one to enjoy.

Curriculum Implementation

Pupils participate in a minimum of one PE session a week. This session incorporates a variety of physical skills which underpin the fundamentals of sport and are designed to develop children's physical literacy. These skills can then be applied across a range of sports and used in a variety of contexts. Progression is carefully planned for. This scheme of work also provides children with the opportunity to develop key abilities to be successful not only in PE but across the whole school curriculum. Pupils are encouraged to apply what they have learnt in PE during play and lunch times and beyond school.

Children in years 3, 4, 5 and 6 take part in a terms worth of swimming each academic year. Children not reaching the expected standard have additional swimming sessions to enable them to develop their swimming and water safety skills. Swimming lessons take place at the cluster High School.

We recognise the importance of competition and our children get the opportunity to take part in frequent inter and intra competitions with schools in our cluster. Regular afterschool clubs allow children the opportunity to take part in extra-curricular activities.

We provide additional sport opportunities from outside organisations. This provides sport specialist coaching to our pupils and helps to further develop competitive sport opportunities and feeds in to the development of a healthy, active lifestyle.

Curriculum Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for children 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. The children share an enthusiasm for sport and physical activity.

Progression in PE

Foundation

Physical Development Moving and Handling 40-60 months • Experiments with different ways of moving • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

ELG Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing

Health and Self Care 40 -60 months • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

ELG Children know the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing independently.

Greater Depth

Physical

Forms all letters correctly • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required • Use equipment safely and effectively
Thinking
Comment and reflect on their own skills and those of others • Apply skills in a variety of situations
Personal
Show an understanding that others can win and celebrate that with them
Health
Explain the impact that healthy or unhealthy foods will have on their bodies

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance						
	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p>

		<p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>
--	--	---	--	--	--	---

						Uses more complex dance vocabulary to compare and improve work.
GYMNASTICS						
	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p>

					Understands composition by performing more complex sequences.	Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
GAMES						
	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of</p>

			<p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
--	--	--	--	--	--	--

ATHLETICS

<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p>
--	--	---	--	---	---

		Can use equipment safely	Can use equipment safely and with good control.	and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	
Outdoor Adventurous Activities							
		-	-	Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group.

					Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
Swimming						
					Swims competently, confidently and proficiently over a distance of at least 25 metres	Swims competently, confidently and proficiently over a distance of at least 25 metres
					Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
					Performs safe self-rescue in different water-based situations.	Performs safe self-rescue in different water-based situations.
Evaluation						
	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.			
Healthy Lifestyles						
	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.			

Greater Depth				
	Physical	Thinking	Personal	Health
Year 1	Create and perform a movement phrase with a beginning, middle and end • Show good awareness of space, apparatus and the actions of others	Carry and set up equipment safely with help • Apply skills in a variety of situations	Know running, jumping and throwing is good for them and describe what it feels like	Differentiates between healthy and unhealthy foods
Year 2	Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness • Know the difference between tension and relaxation in their body • Throwing accurately and consistently towards a target	Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it	Know flexibility, strength and body control is good for them and describe what it feels like.	
Year3	Throw a variety of objects, changing their action for accuracy and distance • Perform combinations of gymnastic actions using floor, mats and apparatus	Use ideas they have learned in one task and apply them in another • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Explain how others can perform a movement or skill using ageappropriate vocabulary	Know and describe the effects of different exercise activities on the body and how to improve stamina	Describes the concept of fitness and provides examples of physical activity to enhance fitness • Identifies foods that are beneficial for before and after physical activity

Year 4	Choose and use a range of ball skills with a good degree of accuracy • Use a variety of techniques and tactics to attack, keep possession and score • To use a range of throwing and catching styles to beat an opponent • Use all members of a team effectively	Relate different athletic activities to changes in heart rate, breathing and temperature • Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games • Develop calming techniques and self-regulate emotions • Coach peers with assistance from resources • Suggest suitable ways to increase the challenge in a task	Lead activities and teach to other children	Discusses the importance of hydration and rehydration
Year 5	Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control • Perform actions, shapes and balances with good body tension and extension	With help, devise warm up and cool down activities and justify their choices • Know and apply the strategic and tactical principles of various games and adapt them to different situations • Develop strategies for coaching skills and techniques in others	Design and lead activities and teach to other children	Designs a fitness plan to address ways to use physical activity to enhance fitness
Year 6	Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment •	Organise and judge events and challenges well • Know and apply strategic and tactical principles of a various games and adapt them to different situations •	Know the importance and types of fitness and how playing games contributes to a healthy lifestyle	Designs a fitness plan to address ways to use physical activity to enhance fitness • Analyses the impact of food choices relative to physical activity, youth sports & personal health

	Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations	Apply coaching skills across various games/situations		
--	--	---	--	--

Key Vocabulary		
Foundation	KS1	KS2
Move • Over • Under • Through • Balance • Equipment • Safe • Challenge • Healthy • Diet • Exercise • Games • Small Movement • Large movement • Throw • Catch	• Balance • Ability • Coordination • Tactics • Attacking • Defending • Performing • Sportsmanship • Competition	• Flexibility • Strength • Technique • Control • Perseverance • Stamina • Accuracy • Opponent • Tense • Relax • Stretch • Curl • Cooperation • Competence • Strategy • Precision