



Physical Education

The PE curriculum aims to ensure that all pupils:

- **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**
- **Lead healthy, active lives**

Through the PE curriculum, pupils will develop their knowledge and skills through the following **domains of knowledge**

- **Athletics** (running, jumping, throwing, catching)
- **Dance and movement** (movement, sequences, communicating ideas, rhythm, performance)
- **Gymnastics** (balance, shape, travelling, sequences, flexibility, strength, control)
- **Team Games** (competitive games, attacking and defending, passing, fielding, dribbling, shooting)
- **Outdoor Adventurous Activities** (orientation, problem solving, navigation, maps, compasses, teamwork, communication)
- **Swimming** (water safety, different strokes, confidence)

They will also develop knowledge, skills and confidence in:

- **Leadership** (communication, tactics, refereeing, explaining rules, coaching)
- **Evaluation** (reflecting, analysing, improving, communicating)

- **Responsibility** (Being fit and active, leading a healthy lifestyle)

Key Concepts:

As pupils progress through each unit of work, the following five key concepts will be explored and revisited to develop pupils' knowledge, skills and competence in physical education:

1. **Competence:** The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.
 - **Movement** (self): travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping
 - **Movement** (object control): bouncing, throwing, catching, kicking, striking
 - **Balance:** control, stability
 - **Agility:** changing and controlling direction and position
 - **Coordination:** using senses together, dribbling, hand-eye co-ordination, completing movements in dance
 - **Speed:** moving body or parts of body at controlled pace
 - **Tactics:** strategy, plans
 - **Attacking and defending:** 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)

2. **Performance:** Using physical competence and knowledge to gain a better understanding of physical activity.
 - **Technique:** Skill, ability, capability, proficiency, expertise, style
 - **Performance:** conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
 - **Spatial awareness:** awareness, understanding of self and objects within a space, changes in position
 - **Physical literacy:** performing with confidence, performing actions accurately
 - **Rules:** regulation, directions, commands, guidelines, safety, referee, decision making

3. **Creativity:** Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
 - **Applying tactics:** strategy, games, planning, sequencing, creating

- **Competition:** rivalry, contesting, opposition, match, game, round, heat, event
- **Co-operation:** collaboration, working together, combined effort, teamwork, partnership, coordination
- **Communication:** instructions, discussion, interaction, encouragement, clarity

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

- **Safety:** Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules
- **Health and fitness:** mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)

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

- **Evaluation:** assessment, appraisal, judgement, analysis, improving
- **Determination:** self improvement, resilience, personal best

End points:

By the end of EYFS, pupils will:

- Demonstrate strength, balance and coordination when playing
- Use a range of small tools, including scissors, paint brushes, pencils and cutlery
- Negotiate space and obstacles safely, with consideration for themselves and others
- Confidently and safely use a range of large & small apparatus
- Talk about the different factors that support their overall health and wellbeing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

By the end of Key Stage 1, pupils will:

- master basic movements including running, jumping, throwing and catching
- develop balance, agility and co-ordination
- apply these movements to a range of activities
- participate in team games, developing simple tactics for attacking and defending
- be able to perform dances using simple movement patterns

By the end of Key Stage 2: pupils will:

- use running, jumping, throwing and catching in isolation and in combination
- be able to play competitive games such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance through athletics and gymnastics
- take part in outdoor adventurous activity challenges both individually and within a team
- be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best

Pedagogy

A typical teaching sequence in PE will be designed to teach new skills, practise and refine these and give children the opportunity to use and apply them:

1. 'The Big Picture' – setting the PE learning that is about to take place within the chronology of pupils PE learning and skill development to date, starting with what the children know, understand, are able to do and able to say.
2. Specify key vocabulary to be used and its meaning.
3. Learn new skills and techniques – demonstration, modelling, safety
4. Practise and refine skills and techniques individually, interactively or in teams
5. Use and apply new skills and techniques in games, routines, activities, events
6. Provide opportunities for children to critically review their own work and that of others and make improvements where needed
7. Provide opportunities for competition or performance
8. Assessment and reflection on the learning and skill development that has taken place

Progressive objectives

Our progressive objectives show what pupils should know and be able to do in each aspect of PE as children move through the school. These are used to support planning and the ongoing assessments of pupils' work.

Year Group	Athletics
EYFS	To be able to refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
1	To be able to move by running and jumping with control and care
1	To be able to explore throwing and catching using a range of techniques
2	To master basic throwing and catching.
2	To master basic running and jumping
3	To show control, accuracy and coordination within running and jumping movements at different speeds
3	To be able to take part in a relay, remembering when to run and how to work within a team
4	To be able to run over a long distance and sprint a short distance
4	To be able to throw in different ways and hit a target
4	To be able to jump in different ways
5	To be able to control my body when taking off and landing
5	To be able to throw with accuracy
6	To be able to combine a range of running, jumping, throwing and catching techniques with control.

Year Group	Dance and movement
EYFS	To progress towards a more fluent style of moving, with developing control and grace
1	To be able to perform dance moves
2	To be able to change rhythm, speed, level and direction in my dance
2	To be able to dance with some control and coordination
2	To be able to perform dances using simple movement patterns
3	To be able to improvise freely and translate ideas from a stimulus into movement
3	To be able to share and create phrases with a partner and small group
3	To be able to repeat, remember and perform phrases
4	To be able to use dance to communicate an idea through a range of movements and patterns

5	To be able to compose my own dances in a creative ways
5	To be able to perform to an accompaniment
5	To be able to perform a dance which shows clarity, fluency, accuracy and consistency
6	To be able to develop sequences in a specific style
6	To be able to choose my own music and style
6	To be able to perform dances using simple movement patterns

Year Group	Gymnastics
EYFS	To develop overall body-strength, balance, co-ordination and agility
1	To be able to make my body curled, tense, stretched and relaxed
1	To be able to control my body when travelling and balancing in different ways
2	To be able to plan and perform a sequence of coordinated movements including a balance
2	To be able to use balance, agility and coordination in a range of activities
3	To be able to adapt sequences to suit different types of apparatus and criteria
3	To be able to explain how strength and suppleness affect performance
3	To be able to compare and contrast gymnastic sequences
4	To be able to include change of speed and direction with control
4	To be able to include a range of shapes in a sequence
4	To be able to work with a partner to create, repeat and improve a sequence with at least three phases
5	To be able to make complex extended sequences
5	To combine action, balance and shape
5	To perform consistently to different audiences
6	To develop technical sequences in a specific style
6	To be able to demonstrate flexibility, strength, control and balance in a sequence of movements

Year group	Team Games 1: Striking and fielding (cricket, rounders etc...)
EYFS	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
1	To be able to move and stop safely
1	To be able to throw underarm
1	To begin to catch more consistently
1	To be able to strike with a racket or bat
2	To be able to send and receive
2	To be able to decide the best space to be in during a game
2	To be able to follow rules
2	To use hand-eye coordination to control a ball
2	To be able to catch a variety of objects
3	To be able to throw and catch with control
3	To be aware of space and use it to support team-mates and to cause problems for the opposition
3	To know and use rules fairly
4	To be able to catch with one hand
4	To be able to hit, bowl, throw and catch with increasing accuracy
4	To be able to vary my tactics and adapt my skills depending on what is happening in a game
5	To be able to use a range of techniques when fielding
5	To be able to hit, throw, bowl and catch accurately and with control
6	To be able to play competitive games to agreed rules
6	To be able to explain rules to others
6	To be able to communicate a plan to my team
6	To be able to use a range of techniques with confidence and skill in a game situation

Year group	Team Games 2: Invasion (football, netball, hockey etc...)
EYFS	To be able to combine different movements with ease and fluency
1	To be able to move and stop safely
1	To be able to throw and kick in different ways
1	To be able to stop a ball
2	To be able to throw, hit or kick a ball with increasing accuracy
2	To be able to decide the best space to be in during a game

2	To be able to use tactics in a game when attacking and defending
2	To be able to follow rules
3	To be aware of space and use it to support team-mates and to cause problems for the opposition
3	To know and use rules fairly
4	To be able to pass, throw and catch accurately with control
4	To be able to keep possession of the ball
4	To be able to vary my tactics and adapt my skills depending on what is happening in a game
5	To be able to gain possession by working as part of a team
5	To be able to pass in different ways
5	To be able to choose a tactic for defending and attacking
5	To be able to use a number of techniques to pass, dribble and shoot
6	To be able to play competitive games to agreed rules
6	To be able to explain rules to others
6	To be able to communicate a plan to my team
6	To be able to use a number of techniques to pass, dribble and shoot with control and accuracy
6	To be able to apply basic principles suitable for attacking and defending

Year group	Team Games 3: Net / Wall (tennis, badminton, table tennis)
3	To be able to throw and catch with control
3	To be able to serve underarm
3	To be able to build up a rally
4	To be able to play a variety of shots
4	To demonstrate and use the correct grip on a racket
4	To develop greater accuracy of strokes
5	To develop techniques for ground strokes and volleys
5	To develop a backhand technique and use it in a game
5	To be able to serve overarm
6	To know where a shot should be aimed and show increasing accuracy
6	To use good hand/eye co-ordination when playing and serving
6	To use different shots in a game situation to outwit an opponent

Year Group	Outdoor and adventurous activities
3	To be able to follow a map in a familiar context
3	To be able to use clues to follow a route safely
4	To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others
4	To be able to follow a route within a time limit
5	To confidently orientate myself and others to solve problems in unfamiliar environments
5	To be able to follow a map into an unknown location
5	To be able to use clues and a compass to navigate a route
6	To be able to plan route and a series of clues for someone else
6	To be able to take part in outdoor and adventurous activity challenges both individually and in a team

Year Group	Swimming
Key Stage 2	To be able to use a range of strokes effectively
Key Stage 2	To perform safe self-rescue in different water based situations
Key Stage 2	To swim competently, confidently and proficiently over a distance of at least 25m

Year Group	Evaluation (to be covered through all units)
1	With support, To be able to identify a good performance
2	To be able to identify a good performance and say why
3	To be able to compare my performances with previous ones, explaining differences and effectiveness
4	To be able to confidently evaluate my own performance and discuss improvements
5	To be able to confidently evaluate my own and other's performances, discussing improvements (verbally and written)
6	I confidently evaluate my own and other's performances discussing improvements to deliver a better performance (personal best)

Year Group	Leadership
5	To be able to confidently referee a game applying my knowledge of the rules effectively
5	To be able to give tactical instructions to affect a game situation
5	To be able to lead an effective warm up for a group
6	To be able to confidently referee a game applying their knowledge of the rules effectively
6	To be able to give tactical instructions to affect a game situation
6	To be able to lead an effective warm up for a group