

Physical Education – Sheering C. of E. Primary School

‘Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.’ John F. Kennedy

INTENT

At Sheering C of E Primary School our high-quality PE curriculum enables all children to be physically active and to flourish in a range of different physical activities. Our PE curriculum not only inspires all pupils to participate, succeed and excel in both competitive sports and physically demanding activities but also ensures that they understand the importance of leading a healthy lifestyle, having a balanced diet, positive growth mind-set and the resilience to persevere in different situations. Our curriculum allows children to develop the knowledge, skills and vocabulary in a broad range of sporting activities as well as developing transferrable values and life skills such as safety, respect and tolerance. Children have the opportunities practise skills in a range of different activities both working alone, in small groups and in teams as well as having the opportunity to develop leadership roles, organising, and evaluating what needs to be done to improve and motivate excellent sporting attitudes in others.

Key Features and Expectations

Key Features:

- Key vocabulary is highlighted and explicitly taught within the lesson
- Recapping of prior knowledge
- Utilise appropriate equipment safely
- All children will be engaged in dance, gymnastics, OAA (Outdoor and Adventure Activities) and sports activities (competitive and non-competitive team and individual)
- Analyse own and others’ performances
- Mastering fundamental movement skills e.g. running, jumping, throwing and catching, balancing and developing flexibility, coordination, strength, agility, endurance, technique and control.
- Link with science, RSHE in encouraging active, healthy lifestyles.
- Cross-curricular link with PSHE in building team-work, raising self-esteem, developing resilience, collaboration and communication skills
- Whole school celebration of world-wide sporting events e.g. the Olympics
- Children participate in intra and inter-school events (Links with feeder secondary school and other primary schools)
- Community sports day involving competitive sports
- Central display celebrating learning, achievements and participation in events
- Team assembly celebrates sporting achievements inside and out of school. Prestigious sporting awards presented at end of the year for exceptional progress and achievement

Expectations:

- Teach two 1 hour lessons of high quality physical education weekly
- To raise levels of activity, children will be engaged in daily energetic activities e.g. Monday Mile
- Children are confident swimmers who are able to; swim a distance of 25m, use a range of swimming strokes and form a safe-self rescue.
- Each lesson has the long date and a learning question written or labelled in their books which is the focus of the lesson
- Learning is recorded in many different ways; photographic evidence (tapestry); use of art; digital technology
- Termly assessments identifying whether children have not met, met or exceeded the expected standard, this is then used to inform future planning

EYFS links:

Physical Development

In Reception

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating

Gross Motor Skills ELG

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	KS1 PE National Curriculum: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		KS2 PE National Curriculum: Develop flexibility, strength, technique, control and balance			

	<p>Recognise and copy basic actions – travelling, rolling, jumping and staying still.</p> <p>Perform different body shapes at different levels, speed and directions.</p> <p>Hold still shapes and simple balances with some control.</p> <p>Perform a 2 footed jump landing safely.</p> <p>Move around, under, over and through different objects and equipment.</p>	<p>Copy and explore and remember actions to link a number of gymnastic actions into own sequence.</p> <p>Hold a still shape while balancing on different points of the body.</p> <p>Jump in a variety of ways and land safely with increasing control.</p> <p>Perform movement phrases using a range of different body parts.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Climb on and off equipment safely.</p>	<p>Copy, explore and remember a variety of movements.</p> <p>Work independently and with others to create a sequence using own ideas.</p> <p>Travel in a variety of ways and begin to develop good technique when travelling, balancing.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p>	<p>Link skills with control, technique, coordination and fluency using a range of directions and levels.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Recognise how the position of their centre of gravity affects their balance.</p> <p>To perform movements in canon and unison.</p> <p>Create more complex sequences using various body shapes and equipment.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>Use and refine flexibility, strength, balance and power.</p> <p>Develop skills for movement including rolling, bridging and dynamic movement.</p> <p>To perform and evaluate own and others sequences using gymnastics vocabulary.</p>	<p>Create their own complex sequences involving the full range of actions and movements: balancing, traveling, holding shapes, jumping, leaping, swinging and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment and incorporate into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout a performance.</p>
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Dance	Y1	Y2	Y3	Y4	Y5	Y6
	KS1 PE National Curriculum: Perform dances using simple movement patterns		KS2 PE National Curriculum: Perform dances using a range of movement patterns			

	<p>Respond to a range of stimuli.</p> <p>Perform movement phrases using a range of different body parts.</p> <p>Copy and repeat actions and vary their speed.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Explore, remember and repeat short dance phrases.</p>	<p>Copy, remember and repeat actions to create a motif.</p> <p>Perform movement phrases using a range of different body parts with control and accuracy.</p> <p>Explore different speeds and levels of actions.</p> <p>Put a sequence of actions together with clear beginning, middle and end.</p> <p>Move in time to music using movements that show rhythm and control.</p>	<p>Create motifs in response to different stimuli.</p> <p>Begin to improvise and work cooperatively with a partner to create a simple dance.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Create characters and narratives in response to arrange of stimuli.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style, demonstrating an awareness of the music's rhythm.</p> <p>Confidently improvise with a partner or on their own to compose longer dance sequences.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Move rhythmically and confidently in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence, ensuring transitions flow.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
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C	Y1	Y2	Y3	Y4	Y5	Y6
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KS1 PE National Curriculum: Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

KS2 PE National Curriculum: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending

Striking and hitting a ball

Use hitting skills in a game.	Strike or hit a ball with increasing control.	Demonstrate successful hitting and striking skills.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.	Use different techniques to hit a ball.	Hit a bowled ball over longer distances.
Practise basic striking, sending and receiving.	Learn skills for playing striking and fielding games. Position the body to strike a ball.	Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.

Throwing and catching a ball

Throw underarm and overarm.	Throw different types of equipment in different ways, for accuracy and distance.	Throw and catch with greater control and accuracy.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game	Throw and catch accurately and successfully under pressure in a game.
Catch and bounce a ball.	Throw, catch and bounce a ball with a partner.	Practise the correct technique for catching a ball and use it in a game.			
Use rolling skills in a game.	Use throwing and catching skills in a game.	Perform a range of catching and gathering skills with control.			
Practise accurate throwing and consistent catching.	Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.			

Travelling with a ball

Travel with a ball in different ways.	Bounce and kick a ball whilst moving.	Move with the ball in a variety of ways with some control.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Use kicking skills in a game. Use dribbling skills in a game.	Use two different ways of moving with a ball in a game.		Use ball skills in various ways, and begin to link together.	

Passing a ball

Pass the ball to another player in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Use kicking skills in a game					

Possession

		Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
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Using Space

Use different ways of travelling in different directions or pathways.	Use different ways of travelling at different speeds and following different pathways, directions or courses.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
Run at different speeds.	Change speed and direction whilst running.				
Begin to use space in a game.	Begin to choose and use the best space in a game.				

Attacking and Defending

Begin to use the terms attacking and defending.	Begin to use and understand the terms attacking and defending.	Use simple attacking and defending skills in a game.	Use a range of attacking and defending skills and techniques in a game.	Choose the best tactics for attacking and defending.	Think ahead and create a plan of attack or defence.
Use simple defensive skills such as marking a player or defending a space.	Use at least one technique to attack or defend to play a game successfully.	Use fielding skills to stop a ball from travelling past them	Use fielding skills as an individual to prevent a player from scoring	Shoot in a game.	Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Use simple attacking skills such as dodging to get past a defender.				Use fielding skills as a team to prevent the opposition from scoring.	

	Y1	Y2	Y3	Y4	Y5	Y6
Athletics	KS1 PE National Curriculum: Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		KS2 PE National Curriculum: Use running, jumping and throwing isolation and in combination			
	<p>Perform and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</p> <p>Show understanding and a basic level of control, combination and consistency when running.</p> <p>Experiment with different jumping techniques showing control, coordination or consistency throughout.</p> <p>Develop coordination and balance whilst exploring different running, throwing and jumping techniques.</p> <p>Develop the distance running technique, understanding the difference between sprinting and running over long distances.</p>		<p>Apply and develop a broad range of athletic skills in different ways.</p> <p>Show control, coordination and consistency when running, jumping and throwing.</p> <p>Choose the appropriate running speed to meet the demands of the task.</p> <p>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p>		<p>Understand and apply appropriate age judgement for the running distance to be covered.</p> <p>Run, jump and throw in combination and in isolation.</p> <p>Combine and perform skills with control. Demonstrate a range of throwing actions e.g. Push, pull, sling using different equipment.</p> <p>Choose the appropriate speed to run at for the distance to be covered.</p> <p>Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control and speed.</p>	
Outdoor and Adventurous	KS1 PE National Curriculum		KS2 PE National Curriculum: Take part in outdoor and adventurous activity challenges both individually and within a team			
			<p>Orientate themselves with increasing confidence and accurately around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a challenge.</p> <p>Communicate clearly with other people in a team.</p> <p>Experience a range of roles within a team and identify the key skills required to succeed at each.</p> <p>Create a simple plan of activity for others to follow and choose the appropriate equipment.</p>	<p>Start to orientate themselves with increasing accuracy around a large trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities as part of a team and independently.</p> <p>Create a plan of activity for others to follow and choose the appropriate equipment for a route that challenges others.</p>	<p>Orientate themselves with increasing accuracy around a large trail whilst under pressure.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities as part of a team and independently, identifying the quickest route.</p> <p>Manage an orienteering event for others to compete in.</p>

	Y1	Y2	Y3	Y4	Y5	Y6
Swimming	KS1 PE National Curriculum		KS2 PE National Curriculum: Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water-based situations			
			<p>Develop basic pool safety skills and confidence in water.</p> <p>Develop travel in vertical or horizontal position and introduce floats.</p> <p>Develop push and glides, any kick action on front and back with or without support aids.</p> <p>Develop entry and exit, travel further, float and submerge.</p> <p>Develop balance, link activities and travel further on whole stroke.</p> <p>Show breath control.</p> <p>Introduction to deeper water</p> <p>Tread water.</p>			

EYFS PE Curriculum Overview	
Autumn 1	Best of Balls
Autumn 2	Gymnastics: Gym in the Jungle
Spring 1	Dance: Dance Till You Drop
Spring 2	Gymnastics: Jumping Jacks
Summer 1	Dance: Dinosaurs
Summer 2	Games: The Olympics

Term	Y1/Y2	Y3/Y4	Y5/Y6
Autumn 1	Gymnastics	Gymnastics	OAA
	Multi-Skills: Throwing and Catching	OAA	Gymnastics
Autumn 2	Dance	Invasion Games	Dance
	Invasion Games	Dodgeball	Invasion Games
Spring 1	Circuit Training	Circuit Training	Circuit Training
	Attacking and Defending	Invasion Games: Football	Invasion Games: Netball
Spring 2	Dance	Dance	Gymnastics
	Multi-Skills: Bat and Ball	Net Wall Games	Net Wall Games: Tennis
Summer 1	Gymnastics	Gymnastics	Dance
	Multi-Skills: Target Games	Striking and Fielding Games	Striking and Fielding Games
Summer 2	Dance	Athletics	Athletics
	Multi-Skills: Sports Day	Dance	Invasion Games: Handball

Cycle B

Term	Y1/Y2	Y3/Y4	Y5/Y6
Autumn 1	Gymnastics	Gymnastics	OAA
	Multi-Skills: Throwing and Catching	OAA	Gymnastics
Autumn 2	Dance	Dance	Dance
	Invasion Games	Invasion Games	Invasion Games
Spring 1	Circuit Training	Circuit Training	Circuit Training
	Attacking and Defending	Invasion Games: Tag Rugby	Invasion Games: Basketball
Spring 2	Dance	Dance	Gymnastics
	Multi-Skills: Bat and Ball	Net Wall Games	Net Wall Games: Volleyball
Summer 1	Gymnastics	Gymnastics	Dance
	Multi-Skills: Running and Jumping	Striking and Fielding Games	Striking and Fielding Games
Summer 2	Yoga	Dance	Athletics
	Multi-Skills: Sports Day	Athletics	Leadership in PE