

Curriculum Skills and Progression Physical Education: 2021 to 2022



Nebula
where stars are born



The Physical Education Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School we are committed to providing a high-quality educational experience for all pupils. As a result, our Physical Education curriculum underpins both our curriculum, and our Christian Values of **courage, compassion and responsibility**.

Courage

During Physical Education lessons at Horsford C of E VA Primary School, we hope that children will feel courageous to challenge themselves through trying new skills and sports, which may be far from their usual interests or 'comfort zone'. All children are taught a varied curriculum and they are encouraged to try their best in all areas of learning, in the hope that they can achieve intrinsic success.

Compassion

An essential part of Physical Education is for the children to have the ability to evaluate how successful their endeavours have been. We recognise that not all of our attempts will turn out the way we wanted, and that this is an important part of the learning process. Compassion plays an integral part of good 'sportsmanship' and we encourage the children to show compassion to themselves and others as they learn, practice and apply their skills.

Responsibility

At Horsford C of E VA Primary school, we give the children all the support they need to tackle new challenges. It is their responsibility to always try the best they can – whatever their initial ability might be. We expect the children to take responsibility and respect the sports equipment in school. We encourage the children to take responsibility for their physical health by exercising and eating a balanced diet.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



| PHYSICAL EDUCATION: AGE RELATED STATUTORY COVERAGE | | |
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| EYFS | KEY STAGE ONE LEARNING | KEY STAGE TWO LEARNING |
| <p>Physical Development EYFS Statutory Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p><i>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p> <p>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.</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • perform dances using simple movement patterns. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, 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 [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming: KS2: Children should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. |

| Physical Education Skills Map | |
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| EYFS | |
| Inquiry | |
| <p>PE is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and physical opportunities can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore music skills independently throughout the week.</p> | |
| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Dress and undress themselves • Demonstrate spatial awareness • Control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely) • Develop fundamental gross motor movement skills (including running, jumping, throwing) <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Enjoy movement • Move creatively using whole body (e.g. dancing, posing, balancing) • Develop basic strength and flexibility • Copy and perform basic movements <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Enjoy participation • Identify a target and begin to throw effectively | <ul style="list-style-type: none"> • Listen to, understand and follow some basic games rules. • Show good awareness of personal space • Watch and comment on what they have seen <p>EVALUATING AND IMPROVING</p> <p>Share skills and talk about one another’s views and opinions using some visual cues.</p> |
| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • Forms all letters correctly • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required <p style="text-align: center;">Use equipment safely and effectively</p> | <ul style="list-style-type: none"> • Comment and reflect on their own skills and those of others <p style="text-align: center;">Apply skills in a variety of situations</p> |

| Personal and Health Early Years | |
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| <p>Reception Statements</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity | <ul style="list-style-type: none"> - healthy eating - toothbrushing - sensible amounts of sleep - having a good sleep routine - being a safe pedestrian |
| Personal Skills | Health Skills |
| <ul style="list-style-type: none"> • Develop confidence and resilience • Compete fairly | <ul style="list-style-type: none"> • Identifies the impact of physical activity on their bodies • Describe the differences in the way their body works and feels when playing different games • Differentiate between healthy and unhealthy foods • Know that physical exercise is good for them and describe what it feels like |
| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • Show an understanding that others can win and celebrate that with them. | <ul style="list-style-type: none"> • Explain the impact that healthy or unhealthy foods will have on their bodies |

| Physical Education Skills Map Year 1 | |
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| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Develop fundamental movement skills (including running, jumping, throwing and catching) • Improve running technique and run for longer distances • Perform a run and jump sequence • Develop an under and over arm throwing action • Maintains stillness on different bases of support with different body shapes • Develop basic strength and flexibility. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required • Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Copy some movements • Jump in different ways • Change their body shape in a range of ways • Perform simple and random dance moves • Show some rhythm in movement and dance <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Move a ball using simple throwing techniques • Explore different ways of moving a ball • Sometimes catch a ball • Stop a ball moving in other ways • Play simple ball games involving kicking, catching or throwing | <ul style="list-style-type: none"> • Develop simple tactics for attacking and defending and ways to score • Describe some basic rules • Show good awareness of space and the actions of others • Watch, describe and comment on what they have seen • Ask for help when I need it • Take it in turns when working in a group. • Praise and motivate others. • Safely use equipment and follow instructions. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Comment on others' actions • Suggest simple improvements • Praise and motivate each other • Talks about how their body feels during activity • Understand that physical activity is good for them |

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| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • Create and perform a movement phrase with a beginning, middle and end • Show good awareness of space, apparatus and the actions of others | <ul style="list-style-type: none"> • Carry and set up equipment safely with help • Apply skills in a variety of situations |
| Personal Skills | Health Skills |
| <ul style="list-style-type: none"> • Develop confidence and resilience • Describe the differences in the way their body works and feels when playing different games • Compete fairly showing good sportsmanship | <ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity |
| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • Know running, jumping and throwing is good for them and describe what it feels like | <ul style="list-style-type: none"> • Differentiates between healthy and unhealthy foods |

| Skills Map – Physical Education | |
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| Year 2 – Physical Education | |
| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) • Show good awareness of space and the actions of others • Compete in small sided games fairly showing good sportsmanship • Develop basic strength and flexibility. • Run with a good technique at different speeds • Perform a two footed jump • Show a good throwing technique and extend accuracy and distance • Perform basic gymnastic actions with control and coordination <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Explore, copy, and repeat simple skills and actions • Remember and repeat simple sequences in dance or gym • Copy and remember actions in a sequence • Begin to move with increasing control and care • Make a short dance sequence by putting some movements together • Begin to use rhythm in dance • Make simple moves with increasing control and co-ordination <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Kick and throw a ball, not always with accuracy • Understand the importance of stopping a ball in different ways • Begin to be able to work with a partner • Start to link skills and actions within simple games • Begin to understand some concepts of game e.g. opponent, team mate • Begin to show some understanding of simple tactics | <ul style="list-style-type: none"> • Use a variety of simple tactics in a small sided game • Describe some basic rules • Begin to watch others and focus on specific actions to improve own skills • Handle apparatus safely and recognise risks involved <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about what they are doing and describe the work of others • Suggest ways to improve own and others work • See how their work is similar to, and different from, other children • Understand the importance of being active • Talk about how to exercise safely and how their bodies feel during an activity |

| Greater Depth | Greater Depth |
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| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it |
| Personal Skills | Health Skills |
| <ul style="list-style-type: none"> Work and compete individually and with others in a team Develop competence Develop confidence Know playing games is good for them and describe what it feels like Know running, jumping and throwing is good for them and describe what it feels like Compete fairly showing good sportsmanship | <ul style="list-style-type: none"> Identify physical activities that contribute to fitness Recognise the "good health balance" of nutrition and physical activity |
| Greater Depth | |
| <ul style="list-style-type: none"> Know flexibility, strength and body control is good for them and describe what it feels like. | |

| Physical Education Skills Map | |
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| Year 3 | |
| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching) • Throw and catch with control when under limited pressure to keep possession and score goals • Show an awareness of opponents and team mates during games • Select running speed for appropriate activity • Make up and repeat a short sequence of linked jumps • Adapt a gymnastic sequence to include different levels, speeds or directions • Use more detailed plans and diagrams that take them from familiar to less familiar areas • Develop gymnastic techniques and transitions <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Move across a room in different ways and with an awareness of space • Make increasingly clear and fluent movements • Show contrast in shape and movement • Understand different uses of tense, relax, stretch, curl in movement • Improvise with ideas and movements • Copy, remember, repeat, explore simple actions and movements with control and co ordination • Begin to sequence moves and link actions • Begin to choose movement to show ideas | <ul style="list-style-type: none"> • Show good awareness of space and the actions of others • Use simple rules fairly and extend them to devise their own games • Recognise good performances in themselves and others and use what they have learned improve their own work • Take part in relay activities remembering when to run and what to do • Explain and apply basic safety principles in preparing for exercise <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about differences between their own and others’ actions • Comment on the skills and techniques used in their own and others’ work • Refine movement after evaluation from others • Understand the importance of practice • Describe what effects exercise has on their bodies • Understand the importance of warming up and cooling down |

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| <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Move a ball with control and accuracy • Show increasing confidence when rolling, hitting, kicking a ball • Understand the importance of rules and fairness • Follow rules in games • Understand the concept of both team and opponent • Develop and use simple tactics in team games | |
| <p>Greater Depth</p> | <p>Greater Depth</p> |
| <ul style="list-style-type: none"> • Throw a variety of objects, changing their action for accuracy and distance • Perform combinations of gymnastic actions using floor, mats and apparatus | <ul style="list-style-type: none"> • 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 age-appropriate vocabulary |
| <p>Personal Skills</p> | <p>Health Skills</p> |
| <ul style="list-style-type: none"> • Begin to understand the importance of warming up • Identify that playing extended games improves their stamina • Compete fairly showing good sportsmanship individually and with others • Develop competence and confidence • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes • Be responsible for bringing in appropriate kit making sure it is put back in their bag at the end of the lesson | <ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness • Develop calming techniques and self-regulate emotions with an adult. |
| <p>Greater Depth</p> | <p>Greater Depth</p> |
| <ul style="list-style-type: none"> • Know and describe the effects of different exercise activities on the body and how to improve stamina | <ul style="list-style-type: none"> • 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 |

| Physical Education Skills Map | |
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| Year 4 | |
| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score goals • Change pace, length and direction to outwit their opponent • Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area • Perform a range of gymnastic actions with increased consistency and fluency • Perform a range of jumps showing contrasting techniques and sometimes using a short run up • Work with a partner to show similar and contrasting actions on the floor and apparatus • Combine actions and show clarity of shape in longer sequences, alone or with a partner • Perform dances using a range of movement patterns <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Move in an increasingly coordinated way • Control take-off and landing when jumping • Show increasing control in balance and agility • Uses movements to communicate an idea, using expression and conveying emotion • Refine movements into increasingly complex sequences • Cooperate with others to form sequences • Use different parts of the body for different effects <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Throw, catch, strike, field, stop a ball with increasing control and accuracy • Be increasingly accurate in throwing for distance | <ul style="list-style-type: none"> • Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Handle apparatus safely and recognise risks involved <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Analyse and comment on skills and techniques • Understand how performances can be improved, through practice and reflection • Explain and apply basic safety principles in preparing for exercise • Explain how the body reacts during different types of exercise • Warm up and cool down appropriately |

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| <ul style="list-style-type: none"> • Decide the best way to move a ball for different purposes and needs • Choose an appropriate speed to move a ball • Decide on the best position in team games • Begin to make use of space • Vary skills, actions and ideas within simple games | |
| <p>Greater Depth</p> | <p>Greater Depth</p> |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| <p>Personal Skills</p> | <p>Health Skills</p> |
| <ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Understand how strength, stamina and speed can be improved by playing games • Compete in small sided games fairly showing good sportsmanship • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Recognise that strength and suppleness are important parts of fitness • Get changed to and from PE kit independently in 3 minutes | <ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity |
| <p>Greater Depth</p> | <p>Greater Depth</p> |
| <ul style="list-style-type: none"> • Lead activities and teach to other children | <ul style="list-style-type: none"> • Discusses the importance of hydration and rehydration |

| Physical Education Skills Map | |
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| Year 5 | |
| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Demonstrate a range of throwing actions using modified equipment with some accuracy and control • Understand and demonstrate the differences between sprinting and distance running • Demonstrate agility and full-body-control whilst changing direction in a confined space • Show control in take-off activities • Develop and refine orienteering and problem-solving skills when working in groups and on their own • Perform dances using a range of movement patterns • Perform combinations of gymnastic actions with different levels, speeds and directions <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Show control / coordination in travel and balance • Perform a range of jumps, showing control • Show increasing clarity and fluency in movements • Make good use of creativity and imagination when composing sequences in dance or gym • Use movement expressively, to convey an idea, mood or feeling • Combine changes of shape, speed and level in sequence • Apply skills, and actions and ideas with increasing coordination and control | <ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of a some games and adapt them to different situations • Show good awareness of space and the actions of others • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Identify good performances and suggest ideas for practices that will improve their play • Work in cooperative groups to use different techniques, speeds and effort to meet challenges • Work cooperatively to put strategies and solutions into action • Predict how different activities will affect heart rate, temperature and performance • Evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Modify and refine skills and techniques to improve any performance • Show a willingness to practise to develop and improve • Conserve energy over longer distances • Independently prepare for exercise, and use cooling down techniques |

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| <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Use a range of throwing techniques, with increasing power and accuracy • Apply a broad range of skills to different situations • Use a range of fielding skills and throw with accuracy to hit a target • Plan different approaches to attacking and defending • Choose the best pace to use in athletics or games • Show growing awareness of space in team games • Work to keep or gain possession • Mark, tackle and intercept other players | |
| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| Personal Skills | Health Skills |
| <ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Recognise that strength and suppleness are important parts of fitness • Recognise when their body is warmer or cooler and when their heart beats faster and slower • Get changed to and from PE kit independently in 3 minutes | <ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Develop calming techniques and self-regulate emotions |
| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • Design and lead activities and teach to other children | <ul style="list-style-type: none"> • Designs a fitness plan to address ways to use physical activity to enhance fitness |

| Physical Education Skills Map | |
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| Year 6 | |
| Physical Skills | Thinking Skills |
| <ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games • Choose appropriate techniques for specific events • Choose the best pace for a running event, in order to sustain running and improve their personal target • Show control and power in take-off and landing activities • Show accuracy and good technique when throwing for distance • Perform dances using a range of movement patterns • Work with a partner or small group to practice and refine a sequence <p>GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Demonstrate precision, control and fluency sustain movements over a longer period of time • Convey expression and emotion in performance • Use changes in and combinations of direction, level and speed within increasingly complex sequences • Begin to improvise, based on previous skills • Plan, perform and repeat sequences, including changes in speed and level <p>PLAYING GAMES</p> <ul style="list-style-type: none"> • Throw with accuracy and power • Combine, vary and choose appropriate strategies and tactics • Choose and use the most appropriate skills, tactics and actions to cause problems • Know how to keep possession • Work within a team, with less focus on self • Understand that a winning team has not always been the best one | <ul style="list-style-type: none"> • Understand, choose and apply a range of tactics and strategies for defence and attack • With help, devise warm up and cool down activities and justify their choices • Explain some safety principles when preparing for and during exercise. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others • Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology • Develop strategies for coaching skills and techniques in others <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Use a range of criteria to judge own and others' work • Monitor their own heart rate and breathing • Understand how heart rate and breathing slows after exercise • Know and use the relationship between power and stamina • Understand how to pace themselves |

| Greater Depth | Greater Depth |
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| <ul style="list-style-type: none"> • 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 • Combine and perform actions, shapes and balances with fluency in increasingly difficult combinations | <ul style="list-style-type: none"> • Organise and judge events and challenges well • Know and apply strategic and tactical principles of a various games and adapt them to different situations • Apply coaching skills across various games/situations |
| Personal Skills | Health Skills |
| <ul style="list-style-type: none"> • Work and compete individually and with others • Develop competence • Develop confidence • Compete in small sided games fairly showing good sportsmanship • Compete in a range of team events • Get changed to and from PE kit independently in 2 minutes | <ul style="list-style-type: none"> • Understand fully why exercise is good for fitness, health and wellbeing • Identify activities that help develop stamina or power and suggest how some can be used in other types of activities |
| Greater Depth | Greater Depth |
| <ul style="list-style-type: none"> • Know the importance and types of fitness and how playing games contributes to a healthy lifestyle | <ul style="list-style-type: none"> • 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 |

| Skills Map – Swimming | | |
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| Working Towards | Expected | Greater Depth |
| <ul style="list-style-type: none"> • Can they swim between 15 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? | <ul style="list-style-type: none"> • Can they swim 25 metres keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance? | <ul style="list-style-type: none"> • Can they swim further than 50 metres? • Can they swim fluently and confidently for over 90 seconds? • Do they use all 3 strokes with control? • Can they swim short distances using butterfly? • Do they breathe so that the pattern of their swimming is not interrupted? • Can they perform a wide range of personal survival techniques confidently? • Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others? |

Examples of Deeper Thinking Questions:

How can you combine your different gymnastic moves into a fluent sequence?

What tactics could you and your team use to outwit your opponents?

What could you do differently next time to try and land the javelin closer to the target?

Why is Sam able to hit the ball over the net more times than James?

| PHYSICAL EDUCATION VOCABULARY MAP | | | |
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| EYFS | Y1/2 | | |
| <ul style="list-style-type: none"> • Move • Over • Under • Through • Balance • Equipment • Safe • Challenge • Healthy • Diet • Exercise • Games • Small Movement • Large movement • Throw • Catch | <p style="text-align: center;">GAMES</p> <ul style="list-style-type: none"> • Striking • Catching • Space • Team • Speed • Tactics • Defend • Attack • Direction • Passing • Shooting • Scoring • Opponent • Control • Rules • Team • Control • Accuracy • Team Work | <p style="text-align: center;">GYMNASTICS AND DANCE</p> <ul style="list-style-type: none"> • Travel • Stillness • Direction • Space • Body parts • Levels • Speed • Forwards • Backwards • Sideways • Sequence • Roll • Slow • Tuck, pike, straddle • Shape • Balance • Beat • Rhythm • Jump • Travel • Stretch • Wide • Narrow • Perform | <p style="text-align: center;">ATHLETICS</p> <ul style="list-style-type: none"> • Throw • Catch • Skip • Aim • Fast • Slow • Safe • Bounce • Race • Repeat • Run • Target • Overarm • Underarm • Walking • Jogging • Baton • Relay • Win • Lose • Evaluate • Competition • Sportsmanship |

| PHYSICAL EDUCATION VOCABULARY MAP | | | | | |
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| YEAR 3/4 | | | YEAR 5/6 | | |
| INVASION AND STRIKING GAMES | GYMNASTICS AND DANCE | ATHLETICS | INVASION AND STRIKING GAMES | GYMNASTICS AND DANCE | ATHLETICS |
| <ul style="list-style-type: none"> • Keep possession • Keep control • Keep the ball • Scoring goal • Keeping score • Making space • Pass/send/receive • Dribble Travel with a ball Back up • Support partner • Make use of space • Points • Goals • Rules • Tactics • Batting • Fielding • Bowler • Wicket • Rounder • Backstop • Target • Defending | <ul style="list-style-type: none"> • Symmetrical • Asymmetrical • Evaluate • Improve • Stretch • Refine • Pathway • Contrasting • Curled • Stretched • Strength • Balance • Forwards • Backwards • Evaluate • Improve • Height • Level • Wide • Tucked • Straight • Twisted • Points • Twist • Space • Improvisation • Repetition | <ul style="list-style-type: none"> • Distance • Sprint • Pace (steady, fast, medium, slow) • Accuracy • Height • Measure • Underarm • Overarm • Jogging • Walk • Hurdles • Landing • Control Preferred landing foot • Time • Stamina • Obstacles • Stance • Throwing action (sling, pull, push) | <ul style="list-style-type: none"> • Keeping possession • Passing • Dribbling • Shooting • Shield ball • Width • Depth • Repossession • Attackers • Defenders • Marking • Batting • Fielding • Bowler • Wicket • Base • Boundary • Innings • Rounder • Backstop • Target • Net • Defending • Hitting • Stance | <ul style="list-style-type: none"> • Dynamics • Combination • Contrasting • Control • Mirroring • Matching • Accurately • Evaluate • Display • Asymmetry • Create • Symmetry • Refinements • Assessment • Strength • Cool down • Warm up • Muscles • Joints • Rotation • Spin Turn • Shape • Landing • Take-off • Flight • Audience | <ul style="list-style-type: none"> • Team • Distance • Measure • Height • Target • Pacing • Obstacles • Leading leg • Hurdle • Throwing • Speed • Accuracy • Take off • Stamina • Performance • Accuracy • Take off • Distance • Target Time • Position • Height • Run up |



Appendix 1: PE and Games Long Term Planner

Key Stage 1 & 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|--|
| KS1 Focused activities relating to NC objectives | <p>Gymnastics Skill areas - Shape and balance and travel Personal skills - keeping safe and following instructions, keep trying, know where you are at with your learning.</p> | <p>Dance Winter Dance - explore movement using their bodies in creative ways. Link moves and demonstrate use of level, speed and pathways. Create a short dance motif using counts of 8. Understand and demonstrate use of group work and choreographic elements of mirroring, canon and unison.</p> | <p>Gymnastics Skills - Flight and Rotation Balance, sequence and shape Multi ability skills – jumping and rolling Social Skills - I can ask for help if needed, I can take turns sensibly, I can praise and motivate others.</p> | <p>Games Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.</p> | <p>Athletics Running for speed and distance. Jumping combinations. Cooperative and competitive games.</p> | <p>Games Sending and collecting skills. Overarm and underarm throwing. Creating own competitive mini team games using skills of throwing, catching and running. Scoring and leading their own games.</p> |
| Year 3/4 Focused activities relating to NC objectives | <p>Invasion games Tag rugby, netball, korfbal, hockey Play competitive games with attacking and defending.</p> <p>Striking and Fielding Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.</p> | <p>Dance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best.</p> | <p>Gymnastics Develop flexibility, strength, technique, control and balance.</p> | <p>OAA Team Building/Problem solving & Orienteering</p> | <p>Athletics Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>Striking and Fielding Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games.</p> <p>Net/Wall Games Tennis/Badminton Play competitive games</p> |

Curriculum Skills and Progression Map

| Year 5/6 Focused activities relating to NC objectives | Invasion games Tag rugby, netball, korfball, hockey Play competitive games with attacking and defending. Striking and Fielding Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games. | Dance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best. | Gymnastics Develop flexibility, strength, technique, control and balance. | OAA Team Building/Problem solving & Orienteering | Athletics Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Striking and Fielding Cricket/Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games. Net/Wall Games Tennis/Badminton Play competitive games |
|---|--|---|--|---|--|--|
| Extra curricular clubs | Street Dance – Y 3-6 Gymnastics – Y R-2 | Street Dance – Y 3-6 & showcase Gymnastics – Y R-2 | Street Dance – Y 3-6 Running – Y 3-6 Running – Y R-2 Dance – Y R-2 | Street Dance – Y 3-6 Running – Y 3-6 Running – Y R-2 Dance – Y R-2 | Street Dance – Y 3-6 Running – Y 3-6 Softball tennis – Y R-2 | Street Dance – Y 3-6 & showcase Running – Y 3-6 Softball tennis – Y R-2 |
| Nebula Inter-school activities | KS1 Multi-skills | Tag rugby competition for Y 3-6 | Cross country race for Y 1-6 | Cricket for Y 3/4 | Multi-skills for Y R-2 | Korfball for Y3 Cricket for Y 5/6 |
| Cluster Inter-school activities | League Cross country races for Y 3-6 Y 5/6 football league | League Cross country races for Y 3-6 Y56 football league HHS Athletics for Y5/6 HHS Multi-skills for Y 2 | League Cross country races for Y 3-6 Y 5/6 football league HHS Cross country for Y 1/2 | League Cross country races for Y 3-6 Y 5/6 football league HHS Multi-skills for Y 1 | | City Sports athletics for Y 3-6 HHS Athletics for Y 3-6 HHS Multi-skills for Y R |
| Taster sessions | | SESMA karate Y 3-6 | SESMA self-defence – Y 3-6 | Dance – Y 1-6 ESKA karate – Y 1 2 | | |