

Our P.E. Curriculum

Intention:

Our vision for P.E. is:

For all our pupils to enjoy taking part in physical activity and continue this enjoyment in to secondary school and adulthood – *Learning to Live Living to Learn.*

For all our pupils to have a deep understanding of the importance of physical activity on their physical and mental well-being and to know how to keep themselves healthy

For all our pupils to be physically fit and healthy through the activity they take part in and choose to maintain this level of fitness in to their lives – *Learning to Live, Living to Learn.*

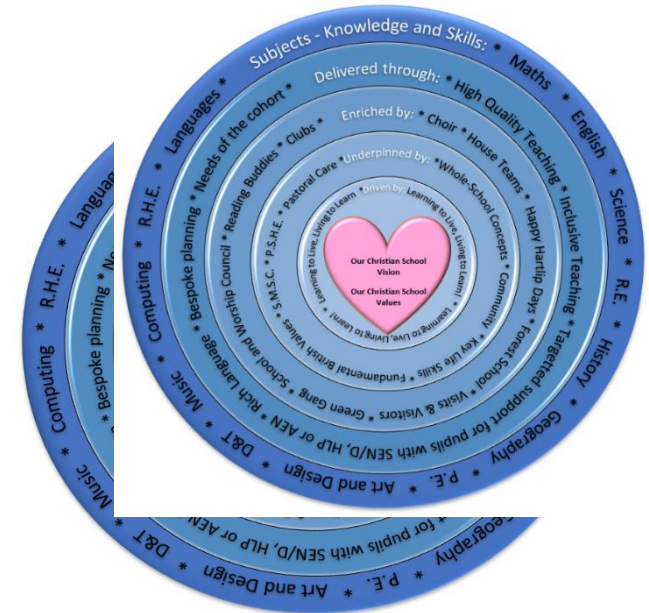
For all our pupils to gain the vital key life skills and understanding of teamwork, fairness and communication to support their well-being and future relationships in all areas of their lives - *Learning to Live Living to Learn.*

Implementation: Every year, each class will study a broad range of physical activities. In KS1, this

includes: Movement skills, Dance, Gymnastics, Game skills and Athletics. Towards the end of KS1, pupil's start to engage in competitive sports. In KS2, pupil's study Dance, Gymnastics, Athletics, Competitive Games, Swimming and Outdoor adventurous activity. Each aspect has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition.

Our Year R class are mixed with Year 1, but the focus on fundamental movement and the educational programme for EYFS runs through the learning.

Our P.E. curriculum focusses on building skills, not only physically but emotionally and socially too. Links to our Learning to Live, Living to Learn whole school concepts are made when possible, particularly with regard to key life skills such as teamwork, resilience, problem-solving, creativity, fairness, respect and communication. Our pupils build these skills throughout their learning P.E.





and develop an enjoyment of physical activities, understanding the importance of it, not only for physical health, but mental health too.

Impact: Our P.E. curriculum focusses on building skills, not only physically but emotionally and socially too. Links to our Learning to Live, Living to Learn whole school concepts are made when possible, particularly with regard to key life skills such as teamwork, resilience, problem-solving, creativity, fairness, respect and communication. Our pupils build these skills throughout their learning P.E. and develop an enjoyment of physical activities, understanding the importance of it, not only for physical health, but mental health too.

P.E. Curriculum Map								
Terms:			Autumn: Our Locality		Spring: Our UK		Summer: Our World	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Learning to Live, Living to Learn' Concepts and Skills:			<ul style="list-style-type: none"> Our Christian School Vision Get Heartsmart Creativity Democracy 	<ul style="list-style-type: none"> People and community Friendship Too much selfie isn't healthy Empathy Founder's Day 	<ul style="list-style-type: none"> Resilience Trust Don't forget to let love in Rule of Law 	<ul style="list-style-type: none"> Forgiveness Problem-solving Don't hold on to what is wrong Tolerance 	<ul style="list-style-type: none"> Communication Environment Thankfulness Fake is a mistake Mutual Respect 	<ul style="list-style-type: none"> Peace No way through isn't true Thinking Individual Liberty World sporting events
Year	Objectives throughout the year	Cycle	Skills, techniques and objectives					
Yr 1 (and YrR)	<ul style="list-style-type: none"> I can analyse my own, and others' performance. I can use my skills to perform in sports and activities. 	A	Fundamental movement skills	Dance – BBC Let's Move: Autumn, Night before Christmas	Gymnastics - Balance	Game skills – throwing and catching	Athletics - Throwing	Game skills – Bat and Ball
			<ul style="list-style-type: none"> I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down. 	<ul style="list-style-type: none"> I can perform a sequence of actions which have a clear start, middle and ending 	<ul style="list-style-type: none"> I can perform a sequence of actions which have a clear start, middle and ending I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down. 	<ul style="list-style-type: none"> I can throw a small ball underarm accurately so that it reaches its target. I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. 	<ul style="list-style-type: none"> I can throw a small ball underarm accurately so that it reaches its target. I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. 	<ul style="list-style-type: none"> I can participate in team games, developing simple tactics for attacking and defending

		B	Fundamental movement skills <ul style="list-style-type: none"> ➤ I can walk along a straight line without swaying to one side or another. ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. 	Dance – BBC Let’s Move: Fireworks, Journey of the Magi, <ul style="list-style-type: none"> ➤ I can perform a sequence of actions which have a clear start, middle and ending 	Gymnastics - Jumping <ul style="list-style-type: none"> ➤ I can perform a sequence of actions which have a clear start, middle and ending ➤ I can jump high, bending my knees and swinging my arms to help move me higher. ➤ I can jump a long distance using my arms and legs to help push me forward and land safely. 	Game skills - throwing and catching <ul style="list-style-type: none"> ➤ I can throw a small ball underarm accurately so that it reaches its target. ➤ I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. 	Athletics – Jumping <ul style="list-style-type: none"> ➤ I can jump high, bending my knees and swinging my arms to help move me higher. ➤ I can jump a long distance using my arms and legs to help push me forward and land safely. 	Game skills– Bat and Ball <ul style="list-style-type: none"> ➤ I can participate in team games, developing simple tactics for attacking and defending
Yr 2	<ul style="list-style-type: none"> ➤ I can say how well I have done compared to others. ➤ I can select the most appropriate skills and actions to perform at my best ➤ I can 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 	A&B	Game skills – ball control <ul style="list-style-type: none"> ➤ I can catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball I cannot bounce out. ➤ I can throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target. 	Dance – BBC Let’s move: winter wonderland, The Nutcracker <ul style="list-style-type: none"> ➤ I can perform a sequence of actions which have a clear start, middle and ending ➤ I can perform dances using simple movement patterns 	Gymnastics – Agility and coordination <ul style="list-style-type: none"> ➤ I can hop on one leg from one place to another, using my arms to help me balance, without putting my other foot down. ➤ I can jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent. 	Game skills – team skills e.g. passing <ul style="list-style-type: none"> ➤ I can participate in team games, developing simple tactics for attacking and defending 	Athletics – Running – short and long distance <ul style="list-style-type: none"> ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. 	Competitive Games - Hockey <ul style="list-style-type: none"> ➤ I can hit a ball using a range of different bats both accurately and for distance. ➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball. ➤ I can participate in team games,

								developing simple tactics for attacking and defending
Yr 3/4	<ul style="list-style-type: none"> ➤ I can improve my performance by considering how others have performed. ➤ I can say how well I have done compared to others and give reasons for my performance ➤ I can support teammates or a partner in different sports and games using tactics and skills to our advantage. 	A	Competitive Games – Kwick Cricket	Dance – BBC KS2 workshop: Romans	Swimming	Swimming	Athletics – Running and Jumping	Competitive Games - Netball
			<ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. ➤ I can hit a ball using a range of different bats both accurately and for distance. 	<ul style="list-style-type: none"> ➤ I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs. ➤ I can 'skip sideways' in a rhythmical movement using my arms to help me move along. 	<ul style="list-style-type: none"> ➤ I am confident in getting into the water and moving around in different directions. ➤ don't mind getting water splashed on my face. ➤ I can float in the water on my back or front with the aid of a float ➤ I can push off from the side and float across the pool. ➤ I know how to stay safe in water - stay in depth / signal for help / follow instructions and signs / etc. ➤ I can jump into the pool with confidence. ➤ I can blow bubbles with my mouth and nose underwater. ➤ I can put my feet on the bottom after floating on my front or back. ➤ I can push off from the side of the pool and float on my back ➤ I can float on my front, spin onto my back and then back onto my front again. 	<ul style="list-style-type: none"> ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can run fast in a straight line using my arms to help balance my movement. ➤ 	<ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can perform a chest pass accurately to a partner. 	
		B	Competitive Games - Tennis	Gymnastics – Balance and jumping	Swimming	Swimming	Athletics - Throwing	Competitive Games - Basketball
			<ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. 	<ul style="list-style-type: none"> ➤ I can do a forward roll in a straight line and end up on my feet. 	<ul style="list-style-type: none"> ➤ I am confident in getting into the water and moving around in different directions. ➤ don't mind getting water splashed on my face. 	<ul style="list-style-type: none"> ➤ I can call upon a range of skills and abilities to perform 	<ul style="list-style-type: none"> ➤ I can understand the tactics used against me by others. 	

			<ul style="list-style-type: none"> ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can hit a ball using a range of different bats both accurately and for distance. 	<ul style="list-style-type: none"> ➤ I can climb steadily and confidently moving one foot after the other. ➤ I can stand on one foot without wobbling or swaying 	<ul style="list-style-type: none"> ➤ I can float in the water on my back or front with the aid of a float ➤ I can push off from the side and float across the pool. ➤ I know how to stay safe in water - stay in depth / signal for help / follow instructions and signs / etc. ➤ I can jump into the pool with confidence. ➤ I can blow bubbles with my mouth and nose underwater. ➤ I can put my feet on the bottom after floating on my front or back. ➤ I can push off from the side of the pool and float on my back ➤ I can float on my front, spin onto my back and then back onto my front again. 	<p>well in different sports / games.</p>	<ul style="list-style-type: none"> ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers. 	
Yr 5/6	<ul style="list-style-type: none"> ➤ I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone. ➤ I can perform better by taking into account my own previous tactics and also how successful they were. ➤ I can work out how well I have performed and describe this using appropriate terms for the activity. ➤ I enjoy sports and activities as part of 	A	Competitive Games - Tag Rugby	Dance – BBC step-by-step: The Blitz	Terms 3&4: Gymnastics – control and Flexibility (Yr6) Competitive Games – Football (Yr6)	Terms 3&4: Swimming (Yr5)	Athletics – Running – short and long distance, running with jumping, throwing and catching	Competitive Games – Rounders / Outdoor and Adventurous
			<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my 	<ul style="list-style-type: none"> ➤ I can gallop in a steady and rhythmical movement. ➤ I can perform dances using a range of movement patterns 	<ul style="list-style-type: none"> ➤ I can make a sequence of one footed leaps using my arms to help move me along. ➤ I can kick a football accurately using my body to balance and help power the kick. ➤ I can drop a football and kick it accurately, as it bounces upwards. 	<ul style="list-style-type: none"> ➤ See swimming objectives below 	<ul style="list-style-type: none"> ➤ I can use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses. ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I can take part in organised games and sports using my

<p>my interests and hobbies.</p> <p>➤ I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>		<p>skills and tactics to help my team</p> <p>➤</p>		<p>➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball.</p>			<p>skills and tactics to help my team</p> <p>➤ I can take part in outdoor and adventurous activity challenges both individually and within a team</p>
	<p>B</p>	<p>Competitive Games – Tri Golf</p>	<p>Dance – BBC step-by-step: Alfred the Great</p>	<p>Terms 3&4: Gymnastics – control and Flexibility (Yr6) Competitive Games – Football (Yr6)</p>	<p>Terms 3&4: Swimming (Yr5)</p>	<p>Athletics – Throwing</p>	<p>Competitive Games – Rounders / Outdoor and Adventurous</p>
	<p>➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses.</p> <p>➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly</p> <p>➤ I can take part in organised games and sports using my skills and tactics to help my team</p>	<p>➤ I can gallop in a steady and rhythmical movement.</p>	<p>➤ I can make a sequence of one footed leaps using my arms to help move me along.</p> <p>➤ I can kick a football accurately using my body to balance and help power the kick.</p> <p>➤ I can drop a football and kick it accurately, as it bounces upwards.</p> <p>➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball.</p>	<p>➤ See swimming objectives below</p>	<p>I can develop flexibility, strength, technique, control and balance</p>	<p>➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses.</p> <p>➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly</p> <p>➤ I can take part in organised games and sports using my skills and tactics to help my team</p> <p>➤ I can take part in outdoor and adventurous activity challenges both individually and within a team</p>	



Skills and Knowledge Progression Sequence						
	Pre-Requisite	Year R	Year 1	Year 2	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary	➤ Walk, run, hop, pose, jump, crawl, wave,	➤ Roll, climb, skip, control, strength, balance, throw, catch	➤ Sway, direction, swinging, bending, coordination, underarm	➤ Long distance, agility, bounce, target, overarm, position, sequence	➤ Rhythm, power, chest pass, accuracy, performance, target, competitive,	➤ Gallop, dribble, accuracy, prediction, opponant
SKILLS: Acquiring and developing skills – Movement	<ul style="list-style-type: none"> ➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ➤ Go up steps and stairs, or climb up apparatus, using alternate feet. ➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ➤ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. ➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether 	<ul style="list-style-type: none"> ➤ 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. ➤ Develop overall body-strength, balance, co-ordination and agility. ➤ Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes ➤ Combine different movements with ease and fluency 	<ul style="list-style-type: none"> ➤ I can walk along a straight line without swaying to one side or another. ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. ➤ I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down. ➤ I can jump a long distance using my arms and legs to help push me forward and land safely. ➤ I can jump high, bending my knees and swinging my 	<ul style="list-style-type: none"> ➤ I can run in between posts placed in a long line bending my legs and body to help me change direction. ➤ I can hop on one leg from one place to another, using my arms to help me balance, without putting my other foot down. ➤ I can jump a long distance using my arms and legs to help push me forward and landing safely with my knees bent and my feet together ➤ I can jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent. 	<ul style="list-style-type: none"> ➤ I can stand on one foot without wobbling or swaying ➤ I can climb steadily and confidently moving one foot after the other. ➤ I can 'skip sideways' in a rhythmical movement using my arms to help me move along ➤ I can run fast in a straight line using my arms to help balance my movement. ➤ I can do a forward roll in a straight line and end up on my feet. ➤ I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs. 	<ul style="list-style-type: none"> ➤ I can make a sequence of one footed leaps using my arms to help move me along. ➤ I can gallop in a steady and rhythmical movement.



	to crawl, walk or run across a plank, depending on its length and width	➤ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	arms to help move me higher.			
SKILLS: Acquiring and developing skills – Balls and equipment/ apparatus	<ul style="list-style-type: none"> ➤ Use large-muscle movements to wave flags and streamers, paint and make marks. ➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ➤ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. ➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> ➤ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ➤ 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. ➤ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. knives, forks and spoons 	<ul style="list-style-type: none"> ➤ I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag I cannot fall out. ➤ I can throw a small ball underarm accurately so that it reaches its target. 	<ul style="list-style-type: none"> ➤ I can catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball I cannot bounce out. ➤ I can throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target. 	<ul style="list-style-type: none"> ➤ I can kick a football accurately using my body to balance and help power the kick. ➤ I can perform a chest pass accurately to a partner. 	<ul style="list-style-type: none"> ➤ I can dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball. ➤ I can drop a football and kick it accurately, as it bounces upwards. ➤ I can do a 'basketball' dribble, bouncing a ball between a row of cones, controlling the bounces with my fingers. ➤ I can hit a ball using a range of different bats both accurately and for distance.



<p>SKILLS: Acquiring skills and using tactics</p>	<ul style="list-style-type: none"> ➤ Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> ➤ Continue to take part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> ➤ I can use my skills to perform in sports and activities. ➤ I can perform a sequence of actions which have a clear start, middle and ending 	<ul style="list-style-type: none"> ➤ I can select the most appropriate skills and actions to perform at my best 	<ul style="list-style-type: none"> ➤ . ➤ I can call upon a range of skills and abilities to perform well in different sports / games. ➤ I can understand the tactics used against me by others. ➤ I can support teammates or a partner in different sports and games using tactics and skills to our advantage. 	<ul style="list-style-type: none"> ➤ I can take part in organised games and sports using my skills and tactics to help my team ➤ I can predict what an opponent might do during a game or activity and alter my performance accordingly ➤ I enjoy sports and activities as part of my interests and hobbies. ➤ I can plan a course of actions against an opponent based on my strengths and their weaknesses.
<p>SKILLS: Evaluating and improving performance</p>			<ul style="list-style-type: none"> ➤ I can analyse my own, and others' performance. 	<ul style="list-style-type: none"> ➤ I can say how well I have done compared to others. 	<ul style="list-style-type: none"> ➤ I can say how well I have done compared to others and give reasons for my performance. ➤ I can improve my performance by considering how others have performed. 	<ul style="list-style-type: none"> ➤ I can work out how well I have performed and describe this using appropriate terms for the activity. ➤ I can perform better by taking into account my own previous tactics and also how successful they were. ➤ I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone.
<p>SWIMMING (Year 3-5)</p>	<p>STAGE 1 (KS2)</p> <ul style="list-style-type: none"> ➤ I am confident in getting into the water and moving around in different directions. ➤ don't mind getting water splashed on my face. ➤ I can float in the water on my back or front with the aid of a float ➤ I can push off from the side and float across the pool. 	<p>STAGE 2 (KS2)</p> <ul style="list-style-type: none"> ➤ I can jump into the pool with confidence. ➤ I can blow bubbles with my mouth and nose underwater. ➤ I can put my feet on the bottom after floating on my front or back. ➤ I can push off from the side of the pool and float on my back 	<p>STAGE 3 (KS2)</p> <ul style="list-style-type: none"> ➤ I can jump into a pool and go underwater briefly ➤ I can glide underwater from the side of the pool ➤ I can pick up an object from the bottom of the pool. ➤ I know how to keep safe and avoid dangers in and around water. 	<p>STAGE 4 (KS2)</p> <ul style="list-style-type: none"> ➤ I can dive below the surface from a float or breaststroke position. ➤ I can swim for a minimum of 10m using a range of strokes effectively. ➤ I can confidently jump into deep water using a range of different shaped jumps ➤ I can do a forward roll from a float or breaststroke position 		



	<ul style="list-style-type: none"> ➤ I know how to stay safe in water - stay in depth / signal for help / follow instructions and signs / etc. 	<ul style="list-style-type: none"> ➤ I can float on my front, spin onto my back and then back onto my front again. 	<ul style="list-style-type: none"> ➤ I can change my shape or position whilst floating in water ➤ I can swim for a minimum of 10m using my preferred stroke 	<ul style="list-style-type: none"> ➤ I can swim a minimum of 10m wearing everyday clothes ➤ I can climb out of the pool without using the steps ➤ I can swim a minimum of 25m using any efficient stroke ➤ I can do a sequence of rolls, twists and turns in deep-water with confidence
<p>End of Key Stage NC end points</p>	<p>ELG</p> <ul style="list-style-type: none"> ➤ 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>KS1</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>KS2</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 ➤ 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 	

Cycle Pathways Progression

