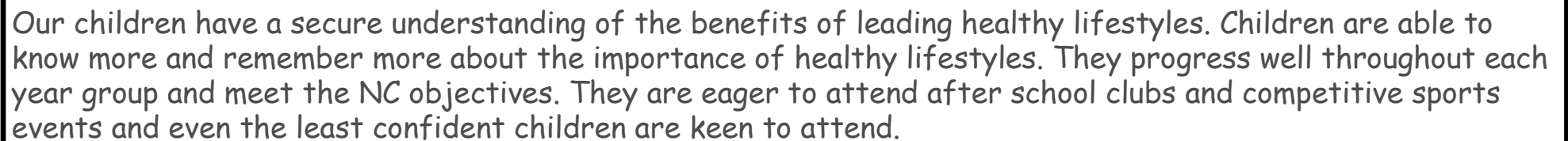


Our Intent

Our Physical Education curriculum ensures that children are active, understand healthy living (including mental health) and have the opportunity to develop life-long skills through physical education. They will have:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.





National Curriculum.

Expectations

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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. 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.

Key Stage 1 National Curriculum Expectations

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to: 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.



Key Stage 2 National Curriculum Expectations

Pupils should be taught to: 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.

In particular, pupils should be taught to: 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.

P.E. Curriculum FS-KS1

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS</u>	Autumn 1- Spatial awareness games. Autumn 2—Gymnastics. Autumn 1—Moving in different ways. Autumn 2—Body shape and balance.		Spring 1—Dance Spring 1—Combining different Spring 2—Carrying and steering movements with ease and fluency.	Autumn 2—Games	Summer 1—Games Athletics Summer 2—Ball skills Sports Day	Autumn 2— Autumn 2—
<u>KS1</u> <u>CYCLE A</u>	Y1/2 Autumn 1: Gymnastics /games (invasion) Year 1/2 Autumn 2: Gymnastics/games (net/wall)		Y1/2 Spring 1: Dance/games (net/wall) Year 1/2 Spring 2: Dance/games (net/wall)		Y1/2 Summer 1: Games (strike/field) Y1/2 Summer 2: Games/athletics skills (sports day preparation)	
<u>KS1</u> <u>CYCLE B</u>	Y1/2 Autumn 1: Gymnastics /games (invasion) Year 1/2 Autumn 2: Gymnastics/games (net/wall)		Y1/2 Spring 1: Dance/games (net/wall) Year 1/2 Spring 2: Dance/games (net/wall)		Y1/2 Summer 1: Games (strike/field) Y1/2 Summer 2: Games/athletics skills (sports day preparation)	

P.E. Curriculum FS-YR 6 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3 Plus swim- ming	Autumn 1—Gym/OAA/Games—invasion Autumn 2— Gym/OAA/Games—invasion		Spring 1—Dance/Games—net/wall Spring 2—Dance/Games—net/wall		Summer 1—Games- strike and field Athletics Summer 2—Games- strike and field Athletics	
YEAR 4	Autumn 1—Gym/OAA/Games—invasion Autumn 2— Gym/OAA/Games—invasion		Spring 1—Dance/Games—net/wall Spring 2—Dance/Games—net/wall		Summer 1—Games- strike and field Athletics Summer 2—Games- strike and field Athletics	
YEAR 5	Autumn 1—Gym/OAA/Games—invasion Autumn 2— Gym/OAA/Games—invasion		Spring 1—Dance/Games—net/wall Spring 2—Dance/Games—net/wall		Summer 1—Games- strike and field Athletics Summer 2—Games- strike and field Athletics	
YEAR 6	Autumn 1—Gym/OAA/Games—invasion Autumn 2— Gym/OAA/Games—invasion		Spring 1—Dance/Games—net/wall Spring 2—Dance/Games—net/wall		Summer 1—Games- strike and field Athletics Summer 2—Games- strike and field Athletics	



SHCPS P.E. Skills Progression



Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness		I can describe how my body feels before, during and after an activity. I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to stay healthy.	I can explain why it is important to warm up and cool down. I can identify some muscle groups used in gymnastic activities.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different exercises. I can explain why we need regular and safe exercise.
Acquiring and developing skills.		I can copy actions. I can repeat actions and skills. I can move with control and care. I can copy and remember actions. I can move equipment carefully.	I can copy and remember actions. I can repeat and explore actions with control and coordination.	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control. I can make up my own small sided game.	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game. I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.

SHCPS P.E. Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and improving		I can talk about what I have done. I can describe what other people did. I can say how I could improve.	With help, I can recognise how performances could be improved. I can explain how my work is similar and different from that of others. I can use my comparison to improve my work.	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.
Dance		I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely. I can dance imaginatively.	I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling. I can make up a short dance.	I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. I can take the lead when working with a partner or group.	I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled. I can make sure my dance moves are clear and fluent.	I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.	I can develop imaginative dances in a specific style. I can choose my own music, style and dance.



SHCPS P.E. Skills Progression



Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games		I can throw under-arm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways. I can hit a ball with a bat. I can follow rules.	I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules. I can use hitting, kicking and/or rolling in a game.	I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition.	I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand.	I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot.	I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire.
Gymnastics		I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways. I can climb safely.	I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence. I can plan and show a sequence of moves. I can improve my sequence.	I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can work in a controlled way. I can adapt sequences to suit different apparatus.	I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape. I can work with a partner to create, repeat and improve a sequence with at least three phases.	I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent.	I can combine my own work with that of others. I can link my sequences to specific timings.



SHCPS P.E. Skills Progression



Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics				I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action.	I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping. I can run over a long distance.	I am controlled when taking off and landing in a jump. I can throw with accuracy. I can follow specific rules.	I can demonstrate stamina. I can use my skills in different situations.
Outdoor and adventure				I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information.	I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.

