Kidsgrove Primary School

Physical Education

PE: Purpose of study

A high-quality physical education curriculum inspires all pupils to become physically confident citizens whom understand the impact exercise has on their physical and mental wellbeing. Pupils will be provided with a high – quality physical education curriculum that includes a range of competitive sports and activities that can instil a passion to be life – long participants in exercise, either leisurely or competitively. Through our aspiring curriculum, our pupils will develop their physically literacy; improving their motivation, knowledge and physical competence to take responsibility for their own health and value their engagement in physical activity. These opportunities will build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Kidsgrove Primary – PE Progression through EYFS

PD - Gross Motor Skills and Fine Motor Skills

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
• Finding out & exploring • Playing with what they know • Being willing to 'have a go'	• Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do	• Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG	ELG
Gross Motor Skills -Negotiate space and obstacle safely, consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Fine Motor Skills -Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases -Use a range of small tools, include scissors, paint brushes, cutlery -Begin to show accuracy and care when drawing

Nursery Skills	• Continue to develop their movement-balancing, riding and ball skills • Climb stairs, steps and move across climbing equipment using alternative feet maintaining balance-using hands and body to stabilise •Use one handed tools and equipment	• Skip, hop, stand on one leg and hold a pose for a game such as musical statues • Use large muscle movements to wave flags, streamers, paint and make marks •Start taking part in some group activities which they make up for themselves or in teams	•Are increasingly able to use and remember sequences and pattern of movements which are related to music and rhythm •Match their developing physical skills to tasks and activities in the setting e.g. decide to crawl, walk, run across a plank depending on its length/width	• Use a comfortable grip with good control when holding pens and pencils • Choose the right resources to carry out their plan eg using a spade to enlarge a small hole (Sand tray/mud kitchen/gardening) they dug with a trowel • Can grasp and release with 2 hands to throw and catch a large ball/beanbag	•Shows a preference for a dominant hand • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow crates (den building/large scale construction)

Nursery Knowledge	**Autumn** My Family and Me	**Autumn 2** A Special Place to Be	**Spring 1** Let's Go Exploring	**Spring 2** What a wonderful world	**Summer 1** Big and Small	**Summer 2** Superhero Adventures
	•Confident to paint/chalk or make large scale marks with water on large surfaces •Can balance along tyres and stepping stones •Can climb and descend stairs on two story structure using alternate feet	• Use windy weather streamers/ribbons resources to support large movement outdoors • Are active participants in action songs/ rhymes • Be increasingly independent physically, zips, Velcro fastenings, waterproofs, wellies	• . Can engage in focused PE activity which challenges and enhances physical skill/development • Can move with more confidence(creative, adaptive) ie transferring and building on skills and applying them	• Can explain why safety is important in handling tools and equipment • Negotiate spaces at varying speeds in various activities-PE lesson, outdoor play	• Can manipulate an increasing range of resources (tools, equipment, role play outfits, large construction, den building) independently • . Use a knife, fork, spoon independently during snack and/or lunch	• Have a comfortable grip with good control when using pens/pencils • Increased stamina through daily PE participation

Children to be exposed to games and opportunities both indoors and outdoors that will develop their core strength, stability, balance, spatial awareness, coordination and agility. Recognising that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being and fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to play with small world activities and puzzles, art and crafts and using tools will help children to develop proficiency, control and confidence

Kidsgrove Primary – Physical Development (Gross Motor Skills)

PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
• Finding out & exploring • Playing with what they know • Being willing to 'have a go'	• Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do	• Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG

Gross Motor Skills

-Negotiate space and obstacle safely, consideration for themselves and others

- Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

-Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases

-Use a range of small tools, include scissors, paint brushes, cutlery

-Begin to show accuracy and care when drawing

Reception Skills	Revise and refine the fundamental movement skills they have already acquired:- Rolling, crawling, walking Jumping, running, hopping Skipping, climbing and progress to a more fluent style of moving with developing control/grace	• Develop overall body strength, coordination, balance and agility • Use 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 outdoors, alone and in a group	Further develop and refine a range of ball skills including:- throwing catching kicking passing batting aiming	Further develop the skills they need to manage the school day successfully:- mealtimes personal hygiene lining up/queuing Develop their small motor skills to so they can use a range of tools competently, safely and confidently Use a pencil and hold it effectively to form recognisable letters

Reception Knowledge	**Autumn** My Environment and Me	**Autumn** Special Times and Places	**Spring** Exploring and Changing	**Spring** Growing and Changing	**Summer** Save Our World	
	•Can access range of equipment/apparatus indoors/outdoors/during PE safely and confidently and with increasing skill •Increased challenge in the environment – children to be aware of risk and be supported in making judgements that support their safety	• . Develop overall body strength (ie resilience/developing pace in daily mile) • Through open ended materials on offer can extend, repeat and practice physical skills such as lifting, carrying, pushing, pulling, constructing, stacking and climbing	• Can move freely and in time to music (dance) • Can use a wide range of one handed tools effectively • Are independent in personal hygiene and accessing snack and lunch	Know and talk about different factors that support their overall health and well-being: -regular physical activity -health eating -toothbrushing -sensible amounts of screen time -having a good sleep routine -being a safe pedestrian	• Development and refinement of ball skills is in response to a variety of sizes • Can engage in ball games with teams, rules, targets for increased precision/accuracy Can engage in and respond to structured activities where guided to draw/write/copy	• Develop the foundations of a handwriting style which is fast, accurate and efficient • Understand rules, taking turns, being considerate, eating with good manners

Children to be exposed to games and opportunities both indoors and outdoors that will develop their core strength, stability, balance, spatial awareness, coordination and agility. Recognising that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being and fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to play with small world activities and puzzles, art and crafts and using tools will help children to develop proficiency, control and confidence

Kidsgrove Primary– Physical Development (Gross Motor Skills)

PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials

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. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing
ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics Movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility	Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming Develop confidence, competence, precision & accuracy with activities that involve a ball Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes	Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences Watch & talk about dance & performance art, expressing their feelings & responses Explore & engage in dance, performing solo or in groups	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Can manage their own personal hygiene know and talk about the different factors that support their overall health and wellbeing Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy

Learning Outcomes	Autumn My Environment and Me / Special Times and Places	Spring Exploring and Changing / Growing and Changing	Summer Save Our World
	⇨ Climb on large and small equipment ⇨ Balance on a bench, strip of wood or beam ⇨ Adjust speed to avoid obstacles ⇨ Find a space ⇨ Manage my own personal hygiene such as washing my hands and brushing my teeth. ⇨ Use a variety of mark making tools with control. ⇨ Talk about the importance or exercise and sleep	⇨ Travel across balancing equipment using different body parts. ⇨ Give my opinion about a movement or actions and explain what is good and what can be improved. ⇨ Throw and catch a ball with accuracy ⇨ Hold my pencil with a dominant hand and write recognisable letters for all set one sounds. ⇨ Explain a healthy diet and different food combinations	⇨ Ride a balance bike effectively and with control ⇨ Write with a clear tripod grip and create accurately formed letters ready for joining. ⇨ Demonstrate skills and techniques to the rest of my class. ⇨ Move in time to music and change my movements in response to what I hear.

Games	Dance	Self-Evaluation

□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.

KS1: Subject content (National curriculum)

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/gymnastic routines using simple movement patterns

KS1 Cycle A - Skills– End points		
Fundamental Movement Skills – Unit 1	• Start and stop when moving at speed. • Use arms effectively when running. • Take off and land on two feet when jumping. • Throw using correct technique for distance. • Show improvement in jumping and throwing. • Take part in running, jumping and throwing competitions.	• Move quickly while being aware of others. • Generate power to start a run or jump. • Move through obstacles with speed and control. • Choose the best throw for a situation. • Use quick feet when sprinting. • Perform static and dynamic balances.
Hit, Catch, Run – Unit 1	• Select space to roll or throw into. • Track and collect a rolling ball. • Catch to stop an opponent scoring. • Hit a ball with hands. • Run between bases to score. • Work as a team to score.	• Hit a ball and score by running. • Defend a target by kicking. • Bowl underarm with control. • Hit using different bats or techniques. • Throw accurately to a base. • Hit into space away from fielders.
Gymnastics – Unit 1	• Perform 'like' actions in a sequence. • Carry and set up apparatus safely. • Use large and small body parts to balance. • Take off and land using taught shapes. • Travel showing good body tension. • Create different levels.	• Combine four elements into a sequence. • Create power in different jumps. • Take weight on hands in varied ways. • Use scaled versions of skills. • Perform a point balance arabesque. • Perform teddy and dolly rolls.
Sending & Receiving – Unit 1	• Slide a beanbag to a target. • Hit a ball in different ways. • Move to return a ball. • Work with a partner to stop and return items.	• Stay on toes to move quickly to a ball. • Identify dominant hand. • Serve using basic rules. • Develop agility in a game.

	• Rally with a partner. • Send to space.	• Use correct grip to hit self-fed ball. • Use ready position in rallies.
Attack, Defend, Shoot – Unit 1	• Hit a target. • Defend a target. • Roll or slide balls or beanbags. • Shoot to score in a game. • Work with a partner to score. • Use attack and defence skills in a game.	• Kick over long and short distances. • Stop a ball with control using the foot. • Work as a team to keep the ball. • Bounce a ball with a partner. • Bounce while moving. • Pass forward in a game.
Athletics – Unit 1	• Use arms effectively when running. • Perform two-footed jumps. • Throw overarm for distance. • Improve balance, agility and coordination. • Improve throwing accuracy. • Take part in athletics challenges.	• Run over longer distances individually. • Improve strength for jumping. • Create power in throwing. • Use breathing techniques. • Cooperate in pairs for tasks. • Work as a team to achieve high scores.

KS1 Cycle A - Knowledge – End points	
Fundamental Movement Skills – Unit 1	• Know how to move safely in a space. • Know how to change speed when running. • Know how to take off and land safely. • Know what balance means. • Know what an overarm and underarm throw are. • Know how to jump safely and with control.
Gymnastics – Unit 1	• Know how to track a ball. • Know the difference between rolling, throwing and hitting. • Know how to score by running between bases. • Know what fielding means. • Know why we choose different types of throws. • Know how to strike to space.
Sending & Receiving – Unit 1	• Know what a balance is. • Know what levels mean in movement. • Know how to safely use apparatus. • Know gymnastic shapes (star, tuck, straight, pike, straddle). • Know what a sequence is. • Know what tension means in gymnastics.

Hit, Catch, Run – Unit 1	• Know what sending and receiving mean. • Know how to track a moving ball. • Know how to use a ready position. • Know why accuracy is important. • Know what a rally is. • Know what space means in net/wall games.
Attack, Defend, Shoot – Unit 1	• Know what attacking means. • Know what defending is. • Know what a target is. • Know how to aim when sending a ball. • Know what scoring means. • Know the simple rules of an invasion game.
Athletics – Unit 1	• Know what running, jumping and throwing are. • Know what two-footed take-off and landing are. • Know why we warm up. • Know techniques for underarm and overarm throw. • Know how to measure distances. • Know ways to improve performance.

KS1 Cycle B - Skills – End points		
Ball Skills – Unit 2	• Catch a ball over short distance. • Begin to hit with power. • Position in the path of the ball. • Field to a base. • Catch a high ball. • Stop opponents scoring.	• Time runs around bases safely. • Kick into space with different parts of the foot. • Respond to bowling when hitting. • Play wicketkeeper role. • Bowl underarm accurately. • Hit using varied techniques.
Dance – Unit 2	• Perform actions to nursery rhymes. • March and turn in time. • March in formation. • Perform actions in canon. • Perform short dances in canon or rounds. • Copy and repeat actions.	• Perform dances showing different emotions. • Dance with rhythm using clockface pattern. • Create short movement phrases independently. • Copy and repeat actions to create motifs. • Perform motifs in formations. • Use movement pathways.

Team Games – Unit 2	• Send a ball over a net to a partner. • Track and stop using two hands. • Send accurately from different positions. • Spot and hit into space. • Play simple net and wall games with a partner. • Work safely in a court space.	• Feed a ball consistently to a partner. • Send to different court areas. • Throw and catch while seated. • Serve accurately. • Use attacking shots. • Manage themselves in competition.
Fitness – Unit 2	• • Find pulse. • Move sideways to defend. • Bounce ball with control. • Aim at different targets. • Adapt rules in games. • Play in the best defensive position.	• Work as a partner to move the ball forward. • Position as goalkeeper. • Intercept passes. • Throw different equipment. • Move into space after passing. • Use skills in competition.
Striking & Fielding – Unit 2	• • Decide where to stand when fielding. • Position a group of fielders well. • Catch a high ball. • Hit a ball with power. • Field to a base. • Stop opponents scoring.	• • Send a ball using different parts of the foot. • Judge pace when scoring a run. • Play wicketkeeper role. • Respond to different types of bowling. • Bowl underarm accurately. • Hit using different movement patterns.
OAA – Unit 2	• • Follow simple instructions. • Match symbols. • Create hoop dances. • Communicate with a partner. • Use decision-making to hide items. • Work together on simple tasks.	• • Help in group problem solving. • Communicate movement patterns. • Guide blindfolded partners. • Repeat actions with accuracy. • Identify map keys. • Work safely in outdoor tasks.

KS1 Cycle B - Knowledge – End points	
Ball Skills – Unit 2	• Know how to track a ball in the air. • Know why footwork matters in striking and fielding. • Know what a base is. • Know what power means in striking. • Know how to position to field effectively.
Dance – Unit 2	• Know what rhythm is. • Know how to copy and repeat movements. • Know how actions can show feelings.

	• Know what canon is. • Know how to perform safely in a space. • Know what a motif is.
Team Games – Unit 2	• Know what a net/wall game is. • Know what a court is. • Know basic rules for sending and returning. • Know how to aim for space. • Know safe movement in team games.
Fitness – Unit 2	• Know how to find the pulse. • Know why exercise is important. • Know what agility, balance and coordination mean. • Know ways we can move to defend. • Know why we change rules to make games fair.
Striking & Fielding – Unit 2	• Know how to track a high ball. • Know what fielding positions are. • Know what striking means. • Know how to judge when to run. • Know what a wicketkeeper does.
OAA – Unit 2	• Know what a symbol is. • Know why communication is important. • Know the meaning of simple map symbols. • Know how to follow simple instructions. • Know what teamwork means.

Cultural capital links			
Experiences KS1 will have access to a range of extra curricula activities as well as an opportunity to experience inclusive sports in	**SMSC** Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.	**British values** **Individual Liberty** – Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.	**Acorn Values** • Never Give Up is taught by exploring personal best challenges, we aim for children to be physically and mentally resilient when participating in

the summer term in preparation for the sporting events. Throughout the school year, KS1 will have access to sports clubs each term.	Moral Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team. Social PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication and leadership skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision-making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Cultural Through participation in sporting competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some of the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.	The Rule of Law – A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play.	challenges against themselves and others. • Respect is taught through being responsible and respectful for the equipment they use within the environment. Children have the understanding of how to store equipment safely after lessons. • One Team is taught through the idea of working to the best of their ability within a team. • One Team s is taught through playing in a sporting manner and considering other people's feelings when we compete against them, this includes celebrating in a considerate manner and congratulate those that win.

KS2: Subject content (National curriculum)

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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.

Lower Key Stage 2 – Cycle A – Skills - End points

Unit	Year 3	Year 4
Football – Unit 1	• Use the ready position to return a ball. • Hit the ball to different parts of the court using a forehand hit. • Perform an underarm serve to start a rally. • Move towards a ball to return it over the net. • Play cooperatively with a partner to keep the ball moving. • Perform forehand hits to score points.	• Return to the middle after playing a shot. • Use the forehand accurately. • Play a backhand shot with some control. • Combine ready position and court movement. • Work with a partner to score. • Use forehand and backhand to score.

Gymnastics – Unit 1	• Show full extension during a balance. • Move in and out of contrasting shapes with fluency. • Perform a sequence using different types of rolls. • Perform powerful jumps from low apparatus. • Perform in unison with a partner. • Create a group performance using contrasting actions.	• Perform a 6-element sequence with changes in speed and direction. • Use the STEP principle to create a partner sequence. • Take weight on hands with control. • Develop a sequence using compositional ideas. • Cooperate as a group to refine a short sequence. • Compare and judge sequences.
OAA – Unit 1	• Use clear communication. • Work with others to complete map-reading tasks. • Draw and create a clear route on a map. • Work with others to identify improvements. • Take part in trust-based activities safely.	• Work collaboratively to complete problem-solving tasks. • Create shapes whilst blindfolded. • Name and recognise cardinal points. • Complete orienteering tasks under time pressure. • Use a map with a partner to follow a course. • Recognise and recall map symbols.
Cricket – Unit 1	• Hit a stationary ball using the straight drive. • Bowl underarm with consistency. • Use correct footwork to strike a bowled ball. • Stop a moving ball with the long barrier. • Throw longer distances overarm. • Perform as a wicketkeeper.	• Hit the ball in different directions. • Anticipate runs to score singles. • Intercept a moving ball with one hand. • Attempt to bowl overarm. • Play a pull shot in a game. • Field a bouncing ball effectively.
Hockey – Unit 1	• Keep close control using the flat side of the stick. • Control the ball and pass into space. • Use defensive body position. • Stop a moving ball consistently. • Improve agility in game situations. • Avoid feet contacting the ball and apply rules.	• Perform a push pass with accuracy. • Perform a straight dribble. • Use reverse-stick to control a ball. • Use a slap pass over longer distances. • Turn to keep control and move into space. • Develop new skills in competitive situations.
Athletics – Unit 1	• Perform jumping and hopping sequences. • Run at different speeds. • Approach and jump hurdles. • Throw a javelin using pull-throw. • Perform skipping techniques. • Keep score accurately across events.	• Challenge ourselves in athletics tasks. • Accelerate over short distances. • Run and jump with one-footed take-off. • Use a sling action to throw a discus. • Run on a curve and exchange a baton. • Apply skills competitively.
<u>Lower Key Stage 2 – Cycle A – Knowledge - End points</u>		
Football – Unit 1	• Know when to send the ball with the inside of the foot. • Know when you would use the trap to stop a ball. • Know why ball possession is essential in a game. • Know why players move into space to receive a pass.	

	• Know how to dribble a football using the outside of the foot. • Know the key steps to cushioning a ball when receiving a pass.
Gymnastics – Unit 1	Know what contrast means in a gymnastics context. • Know what it means to show extension in a shape. • Know ways to move in and out of shapes with fluency. • Know how to use rolls effectively in a sequence. • Know how to exert power in a jump. • Know how to use unison effectively with a partner and group.
OAA – Unit 1	Know ways to communicate clearly to complete a task. • Know why it is important to recognise symbols on a map key. • Know why accuracy is vital in different tasks, including when drawing a map. • Know the importance of analysing a performance after a task. • Know how to explain a task to others in a group. • Know why trust is important in completing tasks with others.
Cricket – Unit 1	• Know how to hit a straight drive that travels along the floor. • Know how to bowl accurately underarm. • Know how to move towards a delivered ball to hit it consistently. • Know when to use a long barrier to stop a moving ball. • Know when to use an overarm throw. • Know how the wicketkeeper supports the fielding team.
Hockey – Unit 1 •	Know the anatomy of the hockey stick. • Know when you would dribble the ball. • Know other invasion games where you would pass to space. • Know how to perform the defensive body position. • Know how to stop a moving ball. • Know what sport-specific agility means. • Know what happens if the ball hits a foot.
Athletics – Unit 1	• Know what a good approach and taking off for a jump is. • Know the importance of changing pace when running. • Know key techniques to hurdle obstacles while maintaining pace.

	• Know how to use the pull-throw technique in javelin. • Know links between athletics and real-life skills. • Know different skipping techniques. • Know how to compete in athletic activities.

Lower Key Stage 2 – Cycle B -Skills - End points

Unit	Year 3	Year 4
Tag Rugby – Unit 2	• Use speed to run past defenders. • Use a short pass in a game. • Use agility to evade tagging. • Understand and apply tag protocol. • Close down attacker's space. • Perform a backward pass to continue attack.	• Use accurate passes to create an attack. • Pick the ball up from the floor to attack. • Keep possession and build attack. • Avoid being tagged. • Use changes in speed to create gaps. • Create attacking opportunities in games.
Gymnastics – Unit 2	• Perform Japana. • Use bounces and broad jumps in a sequence. • Attempt a half-lever. • Transition from Japana to other shapes. • Use stretching to increase flexibility. • Show strength, flexibility and control.	• Perform a weighted bunny hop. • Perform arabesque balance and roll. • Engage core muscles for stability. • Transition from front to side support. • Perform a shoulder stand with control. • Show smooth transitions in sequences.
Handball – Unit 2	• Use the ready position to catch. • Perform accurate passes. • Move using the three-step rule. • Block and intercept passes. • Use quick passes to attack. • Develop accurate passing into space.	• Protect the ball after catching. • Use overarm shooting techniques. • Build an attack using 3-man weave. • Perform turns to defend. • Perform a 7m throw with accuracy. • Use a throw-off to restart.
Volleyball – Unit 2	• Send a ball in seated volleyball. • Receive a high ball overhead. • Serve overarm. • Move in seated volleyball. • Use cooperation for tasks. • Make contacts before returning overhead.	• Play using 'three contacts'. • Move about the court and anticipate. • Give partner more reaction time. • Move to the net to receive. • Move close to the net ready to receive. • Serve underarm correctly.
Tennis – Unit 2	• Use ready position to return a ball. • Hit forehand to different areas. • Serve underarm. • Move towards ball to return.	• Return to middle after shots. • Use forehand accurately in games. • Play controlled backhand shots. • Combine ready position and movement.

	• Rally cooperatively with partner. • Use forehand to score points.	• Work with partner to score. • Use forehand and backhand to score.
Athletics – Unit 2	• Perform jumping and hopping sequences. • Run at different speeds. • Approach and jump hurdles. • Throw a javelin using pull-throw. • Perform skipping techniques. • Keep score accurately across events.	• Challenge ourselves in athletics tasks. • Accelerate over short distances. • Run and jump with one-footed take-off. • Use a sling action to throw a discus. • Run on a curve and exchange a baton. • Apply skills competitively.
<u>Lower Key Stage 2 – Cycle B -Knowledge - End points</u>		
Tag Rugby – Unit 2	Know why consistency in passing is needed to build an attack. • Know when you would pick up a ball from the floor. • Know why it is important to keep possession as a team. • Know how to evade defenders when running at speed. • Know how to identify space in a game. • Know some elements of fitness needed for tag rugby.	
Gymnastics – Unit 2	• Know what a japana is. • Know how to define what a bounce is. • Know what a half lever is and why it is a pike-shape. • Know why body tension improves as we get stronger. • Know what box splits are. • Know what static stretching means.	
Handball – Unit 2	• Know how to protect the ball after it is caught. • Know how to shoot using the overarm technique. • Know that a three-man weave is used in other sports. • Know what to do when your team loses possession of the ball. • Know what a 7m throw is and when it is awarded. • Know the rules of the throw-off to restart a game.	
Volleyball – Unit 2	• Know why sitting volleyball was invented. • Know what the seated ready position is in sitting volleyball. • Know how to start a point using an overarm serve. • Know that players need to move around the court. • Know the role of boundaries in sitting volleyball.	

	• Know and play with the basic rules of sitting volleyball.
Tennis – Unit 2	• Know how to keep score in tennis. • Know how to describe different styles of tennis shots. • Know what the Ready Position is. • Know why you move towards the ball. • Know how to play with a partner over a net. • Know how to start a point. • Know court boundaries.
Athletics – Unit 2	Know how to select the most appropriate technique for best performance. • Know how to use a run-up to increase distance. • Know what a sling throw is used for. • Know how to measure a throw accurately. • Know when and how to perform a relay baton exchange. • Know how to measure and track scores in competitive events.

Cultural capital links

Experiences	**SMSC**	**British values**	**School values**
During Y3 and 4 children get to experience a range of sports and activities. This ranges from participating in sporting events	**Spiritual** PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils	**Individual Liberty** – Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities.	• **Never Give Up** is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results

and leading/coaching peers	are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance. **Moral** Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team. **Social** PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. **Cultural** Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.	**Democracy –** Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. **Mutual Respect –** Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone's abilities and performances during lessons and extra-curricular activities. **Tolerance –** Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games. **The Rule of Law** – A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.	when testing ourselves in self competition. • **Courage** is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study. • **Respect** is taught through the idea putting other children's views and ideas in front of own to allow all children to feel valued and listened to when participating in team games. **One Team** is taught through playing in a sporting manner and considering other people's feelings when we compete against them, this includes celebrating in a considerate manner and congratulate those that win.

KS2: Subject content (National curriculum)

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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.

Upper Key Stage 2 Cycle A – Skills – End points		
	Year 5	Year 6

Handball – Unit 1	• Attempt a jump shot. • Goal keep by closing the angles attackers can shoot from. • Abide by the double-fault rule. • Perform a pivot to create space to pass or shoot. • Select and apply new skills in a competitive situation.	• Play in a game abiding by the double-dribble rule. • Attempt screening in a game. • Show patience around the D to find the best shooting position. • Control the ball while dribbling under pressure. • Counterattack into space with speed. • Develop decision-making skills in game situations.
Gymnastics – Unit 1	• Perform controlled flight onto high apparatus. • Dismount from high apparatus. • Develop sequences using flight in canon formation. • Use equipment such as hoops/balls in group sequences. • Create paired flight using canon and unison. • Perform a 6-element sequence to music. • Perform partner balances as base and flyer.	• Perform a 10-element sequence using floor & apparatus. • Perform with equipment & respond creatively to music. • Create judging criteria & assess performances. • Create and perform interesting group patterns. • Show correct walk-on and start-sequence presentation. • Perform a 10-element sequence to a 1-min time limit.
Football – Unit 1	• Turn with the ball. • Travel quickly and effectively with the ball. • Combine running with passing. • Maintain position in attack to create space. • Attempt a stepover to beat a defender. • Control a bouncing ball close to the body.	• Set up a shooting opportunity for a teammate. • Restrict an opponent's space by defending with a partner. • Perform a penalty kick with power and accuracy. • Attack and shoot as a pair. • Perform as a covering defender. • Use close control to maintain possession under pressure.
Cricket – Unit 1	• Hit the ball in different directions. • Anticipate when to run to score singles. • Intercept a moving ball one-handed. • Attempt to bowl overarm. • Play a pull shot in a game. • Field a bouncing ball effectively.	Create pressure on a batter by using a ring field • Track and catch a high ball consistently • Perform a short-pitched bowl to get a batter to hit the ball in the air • Work in a pair to restrict runs scored when fielding • Play an on-drive • Set an attacking field
Volleyball – Unit 1	• Play using the principle of three contacts. • Move about the court to anticipate where the ball will be played. • Throw the ball higher to give partner more reaction time. • Move to the net to receive the ball. • Move close to the net in ready position. • Serve underarm with correct technique.	

Athletics – Unit 1	• Run for speed and distance individually & in teams. • Pace a run over longer distances. • Explore different jumping styles to improve distance. • Use the push-throw technique. • Exchange a baton in a restricted area. • Design an activity using the STEP principle.	Use the sprint start technique to increase speed. • Perform the 3 phases of the triple jump. • Perform the heave throw technique. • Assess their ability to play a role in parlauf. • Perform the scissor jump technique. • Record & relay results over a range of track/field events
<u>Upper Key Stage 2 Cycle A - Knowledge – End points</u>		
Handball – Unit 1	• Know how quick reactions benefit gameplay. • Know why varying a serve short or long affects opponents. • Know what footwork is and why it matters. • Know how to make it difficult for opponents to score. • Know boundaries of a singles court. • Know how to select different service shots. • Know how and why an umpire improves a game. • Know when to use smash and drop shot. • Know doubles service rotation. • Know defensive formations in doubles. • Know why net play is important. • Know why communication is essential in doubles. • Know basic doubles rules and scoring.	
Gymnastics – Unit 1	• • Know why a round-off is complex. • Know ways to create symmetry in partner work. • Know ways to create asymmetry. • Know what counterbalance is. • Know how compositional ideas link to balances. • Know how to give constructive feedback. • Know what a pathway is. • Know cartwheel technique components. • Know how to transition smoothly between shapes. • Know how to refine balances. • Know criteria used to judge routines. • Know safety considerations for apparatus work.	
Football – Unit 1	• • Know how to turn and change direction. • Know benefits of running quickly with the ball. • Know team benefits of passing on the move. • Know why creating space is important.	

	• Know how a stepover works. • Know ways to stop a bouncing ball. • Know how to support a teammate to score. • Know how to restrict an opponent's space. • Know correct technique for penalty kicks. • Know roles of attacking pairs. • Know how covering defence works. • Know techniques for keeping possession.
Cricket – Unit 1	• • Know grip and stance for striking. • Know underarm and overarm bowling keys. • Know fielding positions and roles. • Know when to use long barrier. • Know scoring opportunities. • Know wicketkeeper responsibilities. • Know tactical shot selection. • Know how to judge single runs. • Know backstop role. • Know how to stop long hits effectively. • Know throw choices based on distance.
Volleyball – Unit 1	• Know what 'Three Contacts' means. • Know ready position. • Know service rules. • Know why sending ball to teammate builds attack. • Know why communication near net matters.
Athletics – Unit 1	• • Know phases of sprinting. • Know pacing strategies. • Know how run-up affects jump distance. • Know push and heave throwing differences. • Know baton exchange rules. • Know how to measure events accurately. • Know why crouch start creates power. • Know phases of triple jump. • Know which events use which throws. • Know what a parlaff is. • Know personal strengths across events.
<u>Upper Key Stage 2 Cycle B - Skills – End points</u>	

Tag Rugby – Unit 2	• Use defensive positions to tag attackers. • Pass accurately & consistently on the move. • Defend as a team to deny space. • Use a pop pass over short distances. • Move the ball quickly using the magic-diamond formation. • Use the 3-step and pass rule with confidence	• Create attacking continuity by supporting the ball carrier. • Use set plays in attack to create space. • Develop the 3-step rule. • Attack the space as a ball carrier. • Transition quickly from attack to defence. • Change from attacking to defensive formation when possession is lost. • Observe and analyse a partner's performance
Gymnastics – Unit 2	• Use space creatively in an L-shaped pathway. • Refine round-off technique. • Refine over-the-shoulder roll into handstand finish. • Link two cartwheels. • Transition smoothly into a bridge with control. • Develop a 6-element partner sequence including asymmetry	• Perform a complex sequence. • Perform with percussion sounds. • Understand judging criteria. • Use compositional ideas in group work. • Understand male/female entrance. • Adapt sequences to criteria such as time limits.
Handball – Unit 2	• Attempt a jump shot. • Perform a pivot to create space to pass or shoot. • Apply new skills in competitive games.	Play in a game abiding by the double-dribble rule. • Attempt screening in a game. • Show patience around the D to find the best shooting position. • Control the ball while dribbling under pressure. • Counterattack into space with speed. • Develop decision-making skills in game situations.
Badminton – Unit 2	• Make it difficult for opponent to score points. • Apply basic court positions in singles. • Hit long and short serves accurately. • Use close control including net shots. • Use footwork to recover after shots. • Apply a range of movements and shots in competition.	• Use the smash shot in doubles. • Hit a drop shot using correct technique. • Develop reaction time at the net. • Communicate effectively with a partner. • Use defensive formations to prevent scoring.
Rounders – Unit 2	• Judge how far to run based on hit distance. • Throw over short distances with power. • Follow the ball's path to field effectively. • Use the backwards-hit rule tactically. • Hit into gaps to maximise score. • Set a field to limit batting team's scoring.	• Bowl tactically to make hitting difficult. • Track & catch a high ball. • Use fast bowling to deceive opponent. • Work as a pair to field long balls. • Apply tactics when running bases. • Apply attacking and defensive tactics competitively
<u>Upper Key Stage 2 Cycle B - Knowledge – End points</u>		
Tag Rugby – Unit 2	• Know defensive formations. • Know why passing before contact matters. • Know how to create width. • Know pop pass purpose.	

	• Know why speed changes matter. • Know importance of supporting runner. • Know set plays. • Know reading defensive gaps. • Know transition principles. • Know spatial awareness cues. • Know rules around tagging.
Gymnastics – Unit 2	• Know what a pathway is. • Know definition of bounce. • Know what a half lever is. • Know why tension improves strength. • Know box splits. • Know static stretching purpose. • Know judging criteria. • Know percussion use in routines. • Know canon/unison application. • Know safety for weight-bearing moves. • Know adaptations for time limits.
Handball – Unit 2	• Know catching cues. • Know basic passing variations. • Know defensive positions. • Know shot selection.
Badminton – Unit 2	• Know how to score in singles. • Know why height affects shots. • Know when to use net shots. • Know footwork patterns. • Know shot selection for rallies. • Know smash vs drop functions. • Know doubles rotations. • Know defensive formations. • Know communication importance. • Know advanced doubles rules.
Rounders – Unit 2	• Know how to judge runs. • Know fielding roles. • Know backwards-hit rule. • Know scoring system. • Know bowling rules. • Know tactical bowling.

	• Know catching techniques for high balls. • Know long-field strategies. • Know base-running tactics. • Know defensive setups.
End of KS2 objectives	
Swimming	• Swim competently over 25 metres. Use a range of strokes effectively. Perform safe self-rescue operations.
Outdoor adventure activities *Residential Opportunity KS2*	• Participate in challenging outdoor and adventure activities as a team (raft building, orienteering and canoeing) and individually (rock climbing).

Cultural capital links

Experiences	SMSC	British values	School values
During Y5 and Y6 children can access a range of competitive and non-competitive experiences. Children access life skills such as swimming and Bike ability sessions. All children are expected to have represented school by the time they leave Y6. We also have a variety of visitors who provide workshops on inclusivity in sport, health and nutrition, mental health and wellbeing.	**Spiritual** PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance. **Moral** Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team. **Social** PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision-making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with	**Individual Liberty** – Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. **Democracy –** Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. **Mutual Respect –** Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone's abilities and performances during lessons and extra-curricular activities. **Tolerance –** Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games. **The Rule of Law** –	• **Never Give Up** is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition. • **Ambition** is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study. • **Respect** is taught through the idea putting other children's views and ideas in front of own to allow all children to feel valued and listened to when

	a variety of other children they may not normally choose to mix with in classroom situations. Cultural Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances	A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.	participating in team games.