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| **P.E EXPECTATIONS/P.O.S from the National Curriculum** |
| **EYFS** |
| \*Please see additional document for EYFS coverage which is tailored to our EYFS curriculum here at St Josephs.  | A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. |
| **KS1**  | **KS2** |
| * 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
 | * 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
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| **Swimming and water safety:** 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 |
| **Intent** |
| We aim to deliver a PE curriculum that develops pupils from Reception to Year 6 in many ways. First and foremost, it is important all children are exposed to activities within lessons that develop their fundamentals of movement. These activities allow them to develop and refine the basic skills needed in all sporting activities and will support developing physically literate children. Alongside this, we want them to enjoy P.E and experience an assortment of activities throughout the school journey. This will come from P.E lessons and extracurricular activities. Our intent is to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sports and mentally and physically challenging activities. Opportunities to compete in a variety of sports and other activities build character and help to embed our key sporting values outlined in our curriculum.  |
| **Implementation** |
| Each week, pupils take part in 2 hours of P.E taught by teachers and, where appropriate., sports coaches that provide CPD to our teaching staff. Our curriculum is further enhanced by participation in numerous sporting tournaments across the year in a wide range of sports and up to 30 after school clubs being offered each week. Additionally, sports coaches provide sporting activities at lunchtimes and mental health workshops for selected children. Alongside this, class teachers are encouraged to utilise active brain breaks in the classroom through dance or yoga and using active lessons where possible.  |
| **Impact** |
| At the end of each Key Stage, pupils are expected to have an understanding of the skills and processes that have been taught during their lessons. As a school, we use summative assessment to determine children’s understanding and inform teachers planning. Each area of the PE curriculum is reviewed on a termly basis by the subject leaders and regular discussions take place with the curriculum lead and teaching staff.  |

The PE curriculum is about developing key physical skills, cognitive development for decision making and developing a child’s social and emotional wellbeing. To ensure our pupils have high quality physical education we follow a programme of study which encompasses Head, Heart, Hands.  See “**Head, Heart, Hands curriculum” for links to the NC.** This will be dsicssued in Real PE lessons through the learning ‘cogs’.

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| (Head) Thinking  | (Heart) Feeling  | (Hands) Doing  |
| * Making decision
* Devising strategies and tactics
* Gaining a deeper understanding
* Gaining knowledge of how exercise and balanced diet positively affect our body

   | * Positive involvement and engagement
* Learning behaviours and attitudes
* Seeking extra-curricular activities
* Building character and developing values
* Leading a healthy and active lifestyle

  | * Becoming physically competent by gaining and building upon fundamental motor skills
* Growth and development
* Being physically active
* Being able to compete
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**Year 1**

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| **Gymnastics** | **Dance** | **Fundamental Movement Skills (Real PE)**(1xweekly each term) | **Team Games**  | **Athletics** | **Striking and Fielding** |
| * Copy and explore basic movements with some control and coordination.
* Perform different body shapes
* Perform at different levels
* Perform 2 footed jump
* Use equipment safely
* Balances with some control

Can link 2-3 simple movements | **Copy and repeat simple****skills*** Follow the leader

jumps, hops, skips* Respond to different

stimuli with a range ofactions* Copy and explore basic

body actionsdemonstrated by theteacher* Copy simple movement

patterns from each otherand explore themovement* Pupils link simple

actions and skills* Compose and link

movement phrases tomake simple dances withclean beginning, middleand end.* practise and repeat

their movement phrasesand perform them in acontrolled way | Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs:* **Separate progression of skills document is used for this.**

Through this, children will: (NC)* use running, jumping, throwing and catching in isolation and in combination and develop these fundamental movement skills appropriate for their age group as set out in the ‘Real P.E.’ scheme.
* 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
* develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
 | * children begin to understand working as a team within a game
* begin to understand the idea of attacking and defending in its simplest form
* understand the idea of scoring in some way
* begin to understand losing and winning and what this means and how it affects them
* begin to understand being a good sportsperson
* show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.
* Use skills in different ways in different games to try to win
 | * Move energetically. such as running, jumping, dancing hopping, skipping, and climbing
* Run along a track
* Attempt different ways of travelling down a track
* Run at different speeds, jump with accuracy, use a small range of techniques
* Choose which throwing and retrieving technique
 | * children throw small equipment underarm and overarm and begin to understand when to do each type of throw
* children build skills in catching, showing correct hand and body positions
* begin to work on aiming when throwing using targets
* begin to work with rackets/bats to hit a large ball with some aim
* These should be completed in isolation and then followed by using them in mini game-based situations.
* Play as a fielder and get the ball back to a stop zone.
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**Year 2**

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| **Gymnastics** | **Dance** | **Fundamental Movement Skills**(1xweekly each term) | **Team Games**  | **Athletics**  | **Striking and Fielding** | **Healthy lifestyles**(lessons can be taught in isolation/part of PSHCE lessons) |
| * Explore and create different pathways and patterns.
* Uses equipment in a variety of ways to create a sequence

Link movements together to create a sequence | **Copy, remember and repeat skills with control and co-ordination*** Can link several

movements together withcontrol and co-ordination* talk about different

stimuli as the startingpoint for creating dancephrases and short dances* explore actions in

response to stimuliexplore ideas, moods andfeelings by improvising,and by experimentingwith actions, dynamics,directions, levels and agrowing range of possiblemovements* Pupils vary skills,

actions and ideas. Theybegin to show someunderstanding of simpledynamics* Compose and perform

dance phrases and shortdances that expresscommunicate moods,ideas and feelings* remember and repeat a short dance phrase,

showing greater control,coordination and spatialawareness | Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Separate progression of skills document is used for this.** Through this, children will:* use running, jumping, throwing and catching in isolation and in combination and develop these fundamental movement skills appropriate for their age group as set out in the ‘Real P.E.’ scheme.
* 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
* develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
 | * Children continue to work on working as team within a competitive game. Build to doing this successfully with a shared aim.
* Some children practise leadership skills in small leadership roles
* Continue to understand the idea of attacking and defending in its simplest form and put this into practise in small games
* Begin to score in small game scenarios
* Show our values when winning and losing
* show good sportsperson skills individually and with others
 | * Change speed and direction, link running and jumping, throw accurately
* Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance
 | * children throw small equipment underarm and overarm and begin to understand when to do each type of throw
* children build skills in catching, showing correct hand and body positions
* begin to work on aiming when throwing using targets
* begin to work with rackets/bats to hit a large ball with some aim
* Play as a fielder and get the ball back to a stop zone.

These should be completed in isolation and then followed by using them in mini game-based situations.  | * beginning to understand why we do exercise and that it can make our bodies healthier and stronger
* beginning to understand a healthy lifestyle and what effects this has

**Mental Health**Children begin to see that there is a connection between doing exercise and feeling happy.  |

**Year 3**

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| **Gymnastics** | **Dance**Not taught In year 3 due to swimming | **Fundamental Movement Skills**(weekly each term) | **Invasion games skills based** | **Striking and Fielding** | **Athletics** | **Swimming**(10 lessons) | **Outdoor** **and Adventurous Activity** | **Healthy lifestyles**(lessons can be taught in isolation/part of PSHCE lessons) |
| * Applies compositional ideas independently and with others to create a sequence.
* Copies, explores and remembers a variety of movements and uses these to create their own sequence.
* Describes their own work using simple gym vocabulary.
* Beginning to notice similarities and differences between sequences.
* Uses turns whilst travelling in a variety of ways.
* Beginning to show flexibility in movements beginning to develop good technique when travelling, balancing, using equipment etc
 | Select, use and perform with co-ordination andfluency* Respond and perform with a partner, demonstrating actions

that link with fluency andaccuracy* Respond to the stimuli through the appropriate

language, creating theirown ideas and movementphrases* Use a range of actions and begin to combine movement phrases and

patterns.* Begin to respond within a small group, to speed and level.
* Pupils can link

movement phrasestogether with increasedprecision.* Begin to design their

own movement phrasesthat respond to thestimuli or emotion* Use a range of

movement and dancephrases within differentways (unison, canon) witha partner of group* Remember, perform

and evaluate short dancephrase, showing anunderstanding and anawareness of others. | Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Separate progression of skills document is used for this.** Through this, children will:* use running, jumping, throwing and catching in isolation and in combination and develop these fundamental movement skills appropriate for their age group as set out in the ‘Real P.E.’ scheme.
* develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
 | Understand how to compete against themselves e.g. improving their ‘personal best’. Begin to play in competitive games that apply fundamental movement skills in isolation or in combination. Begin to work on an understanding of ‘healthy competition’ and competing against other children.Showing our learning values to be a good sportsman/sportswoman.Begin to understand the concept of attacking and defending when playing as part of a team to reach an end goal of scoring in some way.  | * Use fielding skills to stop the ball effectively.
* Learn batting control and how you can use the bad/your body to hit the ball to certain areas.
* Learn the role of backstop.
* Work as team, using tactics in order to beat another team.
 | * Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups
* Choose and use throw to reach target, choose which role to play within group situation
 | *(by the end of their lessons in Y5)** Swims competently, confidently and proficiently over a distance of at least 25 metres
* Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
* Performs safe self-rescue in different water-based situations.
 | * Shows an understanding of and begin to use our **school values** when completing OAA activities: **Communication, Adaptability, Teamwork, Courage, Curiosity, Perseverance and Independence.**
* Develop listening skills
* Listens to instructions from a partner/adult
* Beginning to think activities through before attempting them
* Attempt to problem solve simple problems
* Discuss and work with others in a group with a shared goal
* Begin to read and create simple maps using symbols
* Begin to understand the concept of ‘orienteering’ using simple maps
 | * Can describe the effect exercise has on the body
* Can explain the importance of exercise and a healthy lifestyle (healthy eating, enough sleep, good mental health)
* Understands the need to warm up and cool down.

**Mental Health**Children begin to understand the impact of physical activity on their mental health. Children begin to identify active activities that can help their mental health.  |

**Year 4**

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| **Gymnastics**Not taught In year 4 due to swimming | **Dance** | **Athletics** | **Striking and Fielding** | **Fundamental Movement Skills**(weekly each term) | **Invasion Games skills based** | **Swimming**(6 weeks of official lessons required) | **Outdoor** **and Adventurous Activity**Not taught In year 4 due to swimming | **Healthy lifestyles**(lessons can be taught in isolation) |
| * Links skills with control, technique, co-ordination and fluency.
* Understands composition by performing more complex sequences.
* Beginning to use gym vocabulary to describe how to improve and refine performances.
* Develops strength, technique and flexibility throughout performances.
* Creates sequences using various body shapes and equipment.
* Combines equipment with movement to create sequences.
 | Select, use and performwith coordination andfluency* Respond and perform

with a partner,demonstrating actionsthat link with fluency andaccuracy* Respond to the stimuli

through the appropriatelanguage, creating theirown ideas and movementphrases* Use a range of actions

and begin to combinemovement phrases andpatterns.* Pupils can link

movement phrasestogether with increasedprecision.* Begin to design their

own movement phrasesthat respond to thestimuli or emotion* Use a range of

movement and dancephrases within differentways (unison, canon) witha partner of group* Remember, perform

and evaluate short dancephrase, showing anunderstanding and anawareness of others. | Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics. | Catch a small ball hit from different speeds and levels. Use fielding skills to stop the ball effectively and throw accurately back to the bowler. Hit the ball nearly every time with a variety of bats (tennis rackets, rounders, critcket etc). Work as team, using tactics in order to beat another team. | Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Separate progression of skills document is used for this.** Through this, children will:* use running, jumping, throwing and catching in isolation and in combination and develop these fundamental movement skills appropriate for their age group as set out in the ‘Real P.E.’ scheme.
* develop flexibility, strength, technique, control and balance
* compare their performances with previous ones and demonstrate improvement to achieve their personal best
 | Understand how to compete against themselves e.g. improving their ‘personal best’. Begin to play in competitive games that apply fundamental movement skills in isolation or in combination. Begin to work on an understanding of ‘healthy competition’ and competing against other children.Showing our learning values to be a good sportsman/sportswoman.Understanding and applying the concept of attacking and defending when playing as part of a team to reach an end goal of scoring in some way. | * Swims competently, confidently and proficiently over a distance of at least 25 metres
* Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
* Performs safe self-rescue in different water-based situations.
 | * Shows an understanding of and begin to use our **school values** when completing OAA activities: **Communication, Adaptability, Teamwork, Courage, Curiosity, Perseverance and Independence.**
* Choose and apply strategies to solve problems with support.
* Communicate effectively and work as part of a team to achieve an end goal in a group activity
* Read and create simple maps with keys
* Begin to understand the concept of ‘orienteering’ using simple maps
 | * Understands the need to warm up and cool down.

**Mental Health**Children begin to understand the impact of physical activity on their mental health. Children begin to identify active activities that can help their mental health. |

**Year 5**

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| **Gymnastics**12 weeks | **Dance**Not taught in year 5 as taught for 12 weeks in year 6 | **Competitive Sport-specific Games**(weekly each term) | **Striking and fielding** | **Athletics** | **Swimming** (10 lessons required)  | **Outdoor** **and Adventurous** | **Fundamental Movement Skills**(Every other half term) | **Healthy life styles**(lessons can be taught in isolation/part of PSHCE lessons) |
| * Select and combine their skills, techniques and ideas.
* Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
* Draw on what they know about strategy, tactics and composition when performing and evaluating.
* Analyse and comment on skills and techniques and how these are applied in their own and others' work.
* Uses more complex gym vocabulary to describe how to improve and refine performances.
* Develops strength, technique and flexibility throughout performances.
* Links skills with control, technique, co-ordination and fluency.
* Understands composition by performing more complex sequences.
 | * Respond to a variety of

stimuli showing a rangeof actions performed withcontrol and fluency* experiment with a wide

range of actions, varyingand combining spatialpatterns, speed, tensionand continuity whenworking on their own,with a partner and in agroup* Pupils link skills, ideas

& techniques accuratelyand appropriately* Create and perform

dances using a range ofmovement patterns inresponse to a range ofstimuli* use different

compositional ideas tocreate motifsincorporating unison,canon, action andreaction, question andanswer* remember, practise

and combine longer,more complex dancephrases  | * Understand healthy competition against others.
* Work on competing against themselves to achieve a personal best
* Showing our school learning values to be a good sportsman/sportswoman.
* Uses running, jumping, throwing and catching in isolation and combination.
* Build the skills needed and rules to follow in a range of sports such as: basketball, handball, football, netball, hockey, tag rugby, tennis etc
* Build on understanding of attacking and defending when playing as part of a team
* Vary skills, actions and ideas and link these in ways that suit the games activity.
* Shows confidence in using ball skills in various ways, and can link these together.
* Uses skills with co-ordination, control and fluency.
* Begin to think about creating their own games using knowledge and skills.
* Can make suggestions as to what resources can be used to differentiate a game.
 | * Consistently catch a small ball hit from different speeds and levels.
* Use fielding skills to consistently stop the ball effectively and throw accurately back to the bowler.
* Consistently hit the ball every time with an appropriate bat.
* Work as team, using tactics in order to beat another team.
 | * Beginning to build a variety of running techniques and use with confidence including both for speed and long distance.
* Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
* Beginning to record self and peers performances and evaluate these.
* Demonstrates accuracy and confidence in throwing and catching activities.
* Describes good athletic performance using correct vocabulary.
* Can use equipment safely and with good control.
* Uses running, jumping, throwing and catching in isolation and combination.
 | *(by the end of their lessons in Y5)** Swims competently, confidently and proficiently over a distance of at least 25 metres
* Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
* Performs safe self-rescue in different water-based situations.
 | * Develops strong listening skills.
* Uses and interprets simple maps.
* Think activities through and problem solve using general knowledge.
* Choose and apply strategies to solve problems with support.
* Discuss and work with others in a group.
* Demonstrates an understanding of how to stay safe.
 | Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Separate progression of skills document is used for this.** Children will be taught 3 Real P.E unites in Year 5 and 3 in Year 6. This will ensure there is an opportunity in the year for children to refine their fundamental movement skills.  | * Understands the need to warm up and cool down.
* Can describe the effect exercise has on the body
* Can explain the importance of exercise and a healthy lifestyle.

**Mental Health**Children begin to understand the impact of physical activity on their mental health. Children begin to identify active activities that can help their mental health. |

**Year 6**

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| **Gymnastics**Not taught in year 6 as taught for 12 weeks in year 5 | **Dance**12 weeks of dance | **Competitive Sport-specific Games**(Each term) | **Striking and Fielding**  | **Athletics** | **Fundamental Movement Skills**(Every other half term) | **Outdoor** **and Adventurous** | **Healthy life styles**(lessons can be taught in isolation/part of PSHCE lessons) |
| * Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
* Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.
* Adapts sequences to include a partner or a small group.
* Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
* Draw on what they know about strategy, tactics and composition when performing and evaluating.
* Analyse and comment on skills and techniques and how these are applied in their own and others' work.
* Uses more complex gym vocabulary to describe how to improve and refine performances.
* Develops strength, technique and flexibility throughout performances.
 | **Showing precision,****control and fluency*** Perform a variety of

dance styles withaccuracy and consistency* explore, improvise and choose appropriate material to create new motifs in a chosen dance

style* respond to a range of stimuli improvising freely using a range of controlled movements and patterns
* Pupils select and

combine skills,techniques and ideasdemonstrating theirknowledge of composition* Extend compositional

skills incorporating awider range of dancestyles and formscompose, develop andadapt motifs to makedance phrases and usethese in longer dances* select and use a range

of compositional ideas tocreate motifs thatdemonstrate their danceidea | * Understand healthy competition against others.
* Compete against themselves to achieve a personal best
* Showing our school learning values to be a good sportsman/sportswoman.
* Uses running, jumping, throwing and catching in isolation and combination.
* Build the skills needed and rules to follow in a range of sports such as: basketball, handball, football, netball, hockey, tag rugby, tennis etc
* Build on understanding of attacking and defending when playing as part of a team
* Vary skills, actions and ideas and link these in ways that suit the games activity.
* Shows confidence in using ball skills in various ways, and can link these together.
* Uses skills with co-ordination, control and fluency.
* Begin to think about creating their own games using knowledge and skills.
* Can make suggestions as to what resources can be used to differentiate a game.
* Begin to work on coaching skills and leading games/activities for others.
 | * Consistently control a small ball in both batting and fielding situations.
* Attempt a small range of recognised shots in isolation and in competitive scenarios.
* Use a range of tactics for attacking and defending in role of bowler, batter and fielder.
 | * Build a variety of running techniques and use with confidence including both for speed and long distance (understanding pacing themselves depending on distance)
* Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)
* Record self and peers performances and evaluate these in the hope of improving in future.
* Demonstrates accuracy and confidence in throwing and catching activities.
* Describes good athletic performance using correct vocabulary.
* Can use equipment safely and with good control.
* Uses running, jumping, throwing and catching in isolation and combination.
 | Use ‘Real P.E.’ scheme of work to work through the multi-ability cogs.  **Separate progression of skills document is used for this.** * Children will be taught 3 Real P.E unites in Year 5 and 3 in Year 6. This will ensure there is an opportunity in the year for children to refine their fundamental movement skills.
 | * Develops strong listening skills.
* Shows an understanding of and always uses our **school values** when completing OAA activities: **Communication, Adaptability, Teamwork, Courage, Curiosity, Perseverance and Independence.**
* Uses and interprets maps. Create own map using keys for personal and others use.
* Think activities through and problem solve using general knowledge.
* Choose and apply strategies to solve problems independently.
* Discuss and work with others in a group effectively.
* Demonstrates an understanding of how to stay safe in outdoor environments.
 | * Understands the need to warm up and cool down.
* Can describe the effect exercise has on the body
* Can explain the importance of exercise and a healthy lifestyle.

**Mental Health**Children begin to understand the impact of physical activity on their mental health. Children begin to identify active activities that can help their mental health. |