



Intent/aims

Our PE curriculum offers a coherent, planned sequence of high-quality teaching that will equip pupils with knowledge and skills about fundamental movement skills, agility, balance, co-ordination whilst also having opportunities for engagement in competitive and co-operative physical activities. It is built from the National Curriculum and our scheme of work The Power of PE. These key themes run through our years. It provides opportunities for every child to become physically confident in a way that 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. The aims of our PE curriculum (below) run through the entire curriculum:

- 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.

The coverage of within EYFS is based upon negotiating space in different ways in both large and small movements.

Within KS1, children will master basic movements within a safe space and develop their balance, agility and co-ordination whilst begin to experience competition (both against themselves and others)

As pupils progress across KS2, use their growing knowledge and skills in more competitive environments and will also use these for outdoor adventurous activities.

Implementation

In order for children to know more and remember more our PE curriculum is built so that lessons recap previous learning with further progression and the key indicators are repeated each year multiple times, building on their previous knowledge. Through the repetition of these indicators children will become more confident sports people as they are having opportunities to practise their skills and recap key knowledge. Within each lesson, children will revise previous learnt skills and knowledge which build year on year. Key vocabulary is shared with children at the beginning of each unit and then specifically when it is used in each lesson. Guidance for adults is provided with the correct teaching points for techniques.

Through our teaching of PE we intend to educate our pupils how to be active and healthy whilst also developing values like fairness and respect in both competitive and co-operative situations.

Impact

The impact of using a full range of resources, including display materials, will be seen across the school with an increase in the profile of PE across the Federation. The teaching of PE across the school will be more consistent with the vocabulary taught and used by the children. The impact will be measured against the key indicators of the Power of PE scheme that teachers will assess each half term through their last PE lesson of the half term which will be planned to provide assessment opportunities e.g. small sided games, stand alone skill practise, dance or gym performance etc.

By end of EYFS

To begin to show skills of running, catching, throwing, balancing, agility and co-ordination (ABC's).

By end of KS1

How to competently show skills of ABC's and participate in team games and against themselves and others.
Our aspirational aim is to ensure all children have an awareness of how to be safe at the beach.

By end of KS2

How to competently apply their KS1 skills with technique, control and be able to compare and evaluate in competitive sports
Be able to swim 25m.
Our aspirational aim is to ensure all our children have an understanding & awareness of beach safety.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
NC Objective	To develop coordination, control and movement Move confidently in a range of ways, safely negotiating space.	Master basic movements including running, jumping, throwing & catching and begin to apply these to a range of activities.		Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Take part in outdoor and adventurous activity challenges both individually and within a team			
Fundamental movement skills including running, jumping, throwing & catching	Show good control and co-ordination in large and small movements. Handle equipment and tools effectively. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Throw and catch displaying a degree of competency, in isolation and in varied environments. Demonstrate changes of direction, level & speed.	Throw and catch displaying competency, in isolation and in varied environments Demonstrate changes of direction, speed & level during performances or in competitive environments	Throw and catch displaying accuracy, in isolation and varied environments. Moves in a fluent and expressive manner. Demonstrate changes of direction, speed & level in competitive environments or during performances. Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Co-ordination).	Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control). Utilise changes of direction, speed & level during performances/competition to succeed. Create movements that convey a clear stimulus, refining these movements into sequences. Change running styles according to distance, with the intention of beating personal best's.	Field, defend and attack tactically by anticipating the direction of play. Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run.	Field, defend and attack tactically by anticipating and reacting to the direction of play. Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles) .



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
NC Objective	<p>Show good control and co-ordination in large and small movements</p> <p>Move confidently in a range of ways, safely negotiating space.</p>	<p>Develop balance, agility and co-ordination and begin to apply these to a range of activities</p> <p>Perform dances using simple movement patterns.</p>		<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p>			
Develop ABCs (Agility, Balance & co-ordination)	<p>Demonstrate changes of direction, level & speed.</p> <p>Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Demonstrate changes of direction, speed & level during performances or in competitive environments.</p> <p>Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).</p> <p>Repeat and Perform sequences of movements.</p>	<p>Moves in a fluent and expressive manner.</p> <p>Create movements that convey a clear stimulus, refining these movements into sequences.</p> <p>Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements.</p> <p>Repeat and Perform sequences of movements.</p>	<p>Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</p> <p>Create complex and well executed sequences containing a variety of gymnastic components.</p> <p>Plan, perform and repeat sequences of movements in a group.</p>	<p>Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</p> <p>Create complex and well executed sequences containing a variety of gymnastic components.</p>	<p>Create complex and well executed sequences containing a variety of gymnastic components.</p> <p>Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</p>	<p>Create complex and well executed sequences containing a variety of gymnastic components.</p> <p>Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.</p>



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	
NC Objective	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. Participate in team games, developing simple tactics for attacking and defending.		To enjoy communicating, collaborating and competing with each other. 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.				
Engagement in competitive and co-operative physical activities	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Initiating activities. Seeking challenge. Showing a 'can do' attitude.	Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team. With guidance participate displaying respect, fair play and working well with others.	Use FUNdamentals of movement to employ simple tactics in varied environments. With guidance participate displaying respect, fair play and working well with others. Demonstrate changes of direction, speed & level during competitive environments.	Use FUNdamentals of movement to employ simple tactics in competitive environments. Displays an understanding of fair play, respect and working well with others. Demonstrate changes of direction, speed & level in competitive environments or during performances. Plan, perform and repeat sequences of movements in a group.	Utilise changes of direction, speed & level during performances/competition to succeed. Select and utilise appropriate tactics and techniques to cause problems for opponents. Displays an understanding of fair play, working well with others and leading a small group.	Display an understanding of fair play, working well with others and leading a medium sized group. Utilise new skills in competitive situations, as an individual or part of a team.	Display an understanding of fair play, working well with others and leading a large group. Utilise new skills in competitive situations, as an individual or part of a team.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
NC Objective	Understand the importance of physical activity—EYFS	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Evaluation & Improvement	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Show an awareness of how the body functions/changes during exercise.	Show an awareness of how the body functions/changes during exercise.	Demonstrates a clear understanding of how the body changes/functions during exercise. compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Demonstrates a developed understanding of how the body changes/functions during exercise. compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Uses knowledge of the relationship between the body and exercise to improve various fitness components compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Uses knowledge of the relationship between the body and exercise to improve all fitness components. compare their performances with previous ones and demonstrate improvement to achieve their personal best.



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
NC Objective			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.			
Swimming & Water Safety			Swim 25m unaided.	Swim 25-50m unaided, demonstrates proficiency in a range of strokes at the surface and below.	Swim 50m fluently with controlled strokes (breast stroke, front and back).	Swim 100m fluently with controlled strokes (breast stroke, front and back).
			Show competence in one stroke when swimming.			



PE — Knowledge & Skills Progression

Overall Aims: Develop competence to excel in a broad range of physical activities; to ensure pupils are physically active for sustained periods of time; pupils engage in competitive sports and activities; pupils lead healthy, active lives

	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Fundamental movement skills including running, jumping, throwing and catching.	Key Vocab Control Develop ABCs	Key Vocab Level Speed Competence in ABCs	Key Vocab High low Underarm Overarm competency	Key Vocab Accuracy Target Control	Key Vocab Technique Vary Flexibility Strength	Key Vocab Defend Attack Tactics Anticipating	Key Vocab Reacting Adapting Anticipation
Develop ABCs (Agility, Balance and Co-ordination)	Key Vocab Sprint, jog, hop, direction, speed, balance.	Key Vocab Co-ordination, balance and control.	Key Vocab Fluent, plan, routines and extension.	Key Vocab Sequence, compose, fluent.	Key Vocab Complex, fluency.	Key Vocab Expression, precision, imaginative .	Key Vocab Expression, precision, imaginative .
Engagement in competition and co-operative physical activities.	Key Vocab Taking turns	Key Vocab Fair play	Key Vocab Respect and tactics.	Key Vocab Competitive and performing.	Key Vocab Technique and performing.	Key Vocab Leading.	Key Vocab Decision-making, officiating, ownership, communication.
Evaluation and improvement	Key Vocab Exercise hydration active	Key Vocab Muscles blood Heart lung	Key Vocab Warm up Cool down	Key Vocab Improvement Similar different Evaluate	Key Vocab Improvement Technique control holding Evaluate	Key Vocab Heart rate Increasing Components	Key Vocab Resilience Self-worth
Swimming and water safety				Key Vocab Front crawl Breaststroke Back stroke	Key Vocab	Key Vocab	Key Vocab