

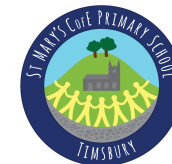


# PE Intent and full curriculum

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We believe that by having an engaging and inspiring curriculum it can motivate children to live an active and healthy life style. The curriculum provides opportunities for all pupils to be physically active and become confident in taking part in physical activity whilst developing their knowledge of health and fitness. Opportunities to compete in sport and other activities build character and help embed values such as teamwork and respect.

At St Marys we want our physically active pupils to have the following characteristics

- The ability to acquire new knowledge and skills; having the willingness and creativity to practise and apply it in a range of different contexts.
- Have suitable levels of physical fitness leading to a great understanding of the mental and physical elements of a healthy lifestyle, promoting long term health and well-being.
- The ability to take initiative and become an excellent young leader, developing knowledge to improve yourself and others.
- A passion for PE aiding development in strong sporting values: Teamwork, Honesty, Respect, Determination, Self belief and passion.



## St.Mary's PE Overview

	Term	Term 2-	Term 3-	Term 4-	Term 5-	Term 6-
Year 1	Fundamental movements Outdoor Adventurous Activities	Fundamental movements Outdoor Adventurous Activities	Dance Outdoor Adventurous Activities	Dance Outdoor Adventurous Activities	Team games Outdoor Adventurous Activities	Athletics Team games Outdoor Adventurous Activities
Year 2	Fundamental movements Outdoor Adventurous Activities	Gymnastics Outdoor Adventurous Activities	Fundamental ball control Outdoor Adventurous Activities	Dance Outdoor Adventurous Activities	Team games Outdoor Adventurous Activities	Athletics Outdoor Adventurous Activities
Year 3	Cricket Outdoor Adventurous Activities	Gymnastics Outdoor Adventurous Activities	Outdoor Adventurous games Swimming	Orienteering Outdoor Adventurous Activities Swimming	Striking and fielding Outdoor Adventurous Activities	Athletics Outdoor Adventurous Activities
Year 4	Cricket Swimming	Outdoor Adventurous Activities Swimming	Dance Outdoor Adventurous Activities	Dance Outdoor Adventurous Activities	Striking and fielding Outdoor Adventurous Activities	Athletics Outdoor Adventurous Activities
Year 5/6	Gymnastics Invasion Games	Gymnastics Cross country	Dance Invasion Games	Dance Orienteering	Striking and fielding Swimming	Athletics Swimming



# KS 1 Progression

	EYFS	Year 1	Year 2
Applying Physical Skills	<p>Move confidently in different ways.</p> <p>Perform a single skill or movement with some control.</p> <p>Perform a small range of skills and link two movements together.</p>	<p>Perform one or two skills or movements with some control.</p> <p>Perform a range of skills and link two or more movements together.</p> <p>Shadow a partner's movements accurately</p> <p>Negotiate space when racing or chasing, adjust speed or change direction</p>	<p>Perform a range of skills with some control and consistency.</p> <p>Perform a sequence of movements with some changes in level, direction and speed.</p> <p>Work collaboratively to pass a ball/bean bag in a team game</p> <p>Balance and move under, over and through apparatus.</p>



<p><b>Personal</b></p>	<p>Enjoy working on a simple task with help.</p> <p>Follow instructions and practise safely.</p> <p>Work on simple tasks on my own.</p>	<p>Follow instructions, practise safely and work on simple tasks by myself</p> <p>Move short distances in water/swim using aid, become more confident in the water.</p>	<p>Try a task several times and ask for help where appropriate.</p> <p>Use a basic stroke to become more confident in and under water.</p>
<p><b>Social</b></p>	<p>Can play with others and take turns and share with help.</p> <p>Can work sensibly with others, taking turns and sharing.</p>	<p>Work sensibly with others, taking turns and sharing.</p>	<p>Work sensibly and safely with others, taking turns and sharing.</p> <p>Help, praise and encourage others in their learning.</p>
<p><b>Cognitive</b></p>	<p>Can follow simple instructions.</p> <p>Can understand and follow simple rules.</p> <p>Can name some things that I am good at.</p>	<p>Understand simple rules and suggest some activities that pupils can do well.</p> <p>Identify a simple goal in PE/games context.</p>	<p>Order instructions, movements and skills, recognise similarities and differences.</p> <p>Explain why someone is achieving or performing well.</p>
<p><b>Creative</b></p>	<p>I can observe and copy others.</p>	<p>Explore and describe different movements</p>	<p>Compare my movements and skills with those of others.</p>



	I can explore and describe different movements.		Select and link movements together to fit a theme.
<b>KU Health and Fitness</b>	Aware of the changes to the way I feel when I exercise.  Aware of why exercise is important for good health.	Understand the effect of exercise on our bodies and why it is important for good health.	Articulate how body feels before, during and after exercise, and why.  Use equipment appropriately and move and land safely.
<b>Key Skills ( NC Aims)</b>	<ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements</li> <li>• They move confidently in a range of ways, safely negotiating space</li> </ul>	<ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns.</li> </ul>	
<b>Key Vocabulary and Threshold Concepts</b>		<p><i>Warm-up, heartbeat, walk, jog, skip, gallop, jump, stretch, tall, long, straight, small, curl, back, tummy, bottom, knees, feet, shoulders, hands, hop, crawl, slide, throw, space</i></p> <p>Learning the effect of exercise on our own bodies and how it contributes to a healthy lifestyle.</p>	<p><i>Narrow, tuck, squat, wide, star, muscles, tight, repeat, travel, creep, levels, apparatus, balance, smooth, goal, score, position, pass, attack, entry, exit, water-safety, stroke, push, glide, teamwork</i></p>



		<p>How we can respond creatively to stimuli within dance.</p> <p>Behaving safely in water. Entering and exiting water safely.</p>	<p>Learning the effect of exercise on our own bodies and how it contributes to a healthy lifestyle.</p> <p>How we can respond creatively to stimuli within dance.</p> <p>Understanding the risk in water. Entering and exiting water safely.</p>
<p><b>Skills and knowledge to be assessed for depth of learning</b></p> <p><b>POP tasks</b></p>	<p>Agility 1</p> <p>Can the children follow a ball and collect it?</p> <p>Agility 2</p> <p>Can the children collect a bounced ball?</p>	<p>Agility 1</p> <p>Can the children roll a ball, chase it and collect it facing the opposite direction?</p> <p>Agility 2</p> <p>Standing 1m away from a partner, can the children retrieve a bounced ball before 2 bounces?</p>	<p>Agility 1</p> <p>Can the children, starting in a lying or seated position, chase a ball and collect it facing the opposite direction?</p> <p>Agility 2</p> <p>Standing 1m away from a partner, can the children retrieve a bounced ball before 2 bounces, from a choice of 2 dropped balls from either hand of the partner?</p> <p>Balance 1</p>



	<p>Balance 1</p> <p>Can the children stand still with one foot on the floor for a short period? (on both legs)</p> <p>Balance 2</p> <p>Can the children jump from 2 feet to 2 feet and maintain their balance?</p> <p>Co-ordination 1</p> <p>Roll a ball around cones, hoops and people.</p> <p>Co-ordination 2</p> <p>Can the children follow movements such as side-steps and hopping?</p>	<p>Balance 1</p> <p>Can the children stand still with one foot on the floor for 10 seconds without losing balance? (on both legs)</p> <p>Balance 2</p> <p>Can the children jump from 2 feet to 2 feet forwards, backwards and side to side?</p> <p>Co-ordination 1</p> <p>Sitting on the floor with legs in front of them, can the children roll the ball along the floor around their body using both hands?</p> <p>Co-ordination 2</p> <p>Can the children side-step, gallop, hop and skip appropriately?</p>	<p>Can the children balance on one leg and do mini-squats? (on both legs)</p> <p>Balance 2</p> <p>Can the children jump from 2 feet to 2 feet with a quarter/half turn and keep their balance?</p> <p>Co-ordination 1</p> <p>Standing up, can the children roll a ball up and down their legs and round their upper body?</p> <p>Co-ordination 2</p> <p>Can the children side-step including a 180degree front and reverse pivot in between? Can the children skip so their opposite elbow meets the knee?</p>
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## Fundamental Movements-

FMS can be categorised under three headings:

- **Locomotion skills** (Agility)
- **Stabilisation skills** (Balance)
- **Object manipulation skills** (Coordination)
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Examples of these skills are:

- **Locomotion:** walking, running, bounding, hopping, leaping, jumping (height), jumping (distance), rolling, galloping, climbing, sliding, skipping, jogging, skating, swimming, swinging, crawling and dodging.
- **Stabilisation:** balancing, stretching, extending, flexing, landing, floating, stopping, twisting, turning, rotating, pivoting, bending, hanging, bracing, tucking and squatting.
- **Manipulation:**
  - Sending: pushing, throwing, bouncing, kicking, punting, rolling an object, striking an object and rolling.
  - Receiving: pulling, catching, stopping and trapping.
  - Travelling with: dribbling (feet), dribbling (hands), dribbling (stick), carrying (hands), bouncing and collecting.

Our Fundamentals will be split into the following sections

1. Static Balance- one leg standing
2. Static Balance- seated
3. Static Balance- Floor work
4. Static Balance- small Base
5. Dynamic Balance
6. Dynamic Balance to Agility
7. Counter Balance in pairs
8. Coordination with Equipment
9. Coordination- Ball skills
10. Coordination- Floor Movement patterns
11. Agility- Ball Chasing





## 12. Agility- reaction and response

# KS2 Progression

	Year 3	Year 4	Year 5	Year 6
Games	Choose, use and vary simple tactics for attacking and defending (e.g. positioning) <i>Invasion (e.g. Football, Netball)</i>	Strike, throw and catch with control and clear sense of direction <i>Striking and Fielding (e.g. Cricket, Rounders)</i>	Carefully select and use a variety of techniques to pass <i>Invasion (e.g. Netball, Football, Rugby)</i>	Choose and combine skills in game situations (running, throwing, catching, passing, and kicking) <i>Invasion (e.g. Rugby, Basketball, Netball, Football)</i>



	<p>Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching</p>	<p>Follow the formal rules of the game and demonstrate they can play fairly</p> <p>Keep possession of a ball (with e.g. hockey stick, hands, feet)</p> <p><i>Invasion (e.g. Hockey)</i></p> <p>Show awareness and accuracy in passing.</p> <p><i>Invasion (e.g. Hockey, Football)</i></p>	<p>Develop consistency in skills of running, throwing, catching, passing, jumping and kicking through practise and repetition</p> <p><i>Invasion (e.g. Netball, Rugby)</i></p> <p>Develop the skills of forehand or backhand when playing racket games, showing control</p> <p><i>Net and Wall (e.g. Tennis, Badminton)</i></p> <p>Hit a bowled or volleyed ball with accuracy in return</p> <p><i>Striking and Fielding (e.g. Rounders, Cricket); Net and Wall (e.g. Tennis)</i></p>	<p>Work alone and with a team to outwit an opponent / opposing team</p> <p>Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play</p> <p><i>Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)</i></p> <p>Act as a good role model within a team, taking a lead role when required</p>
<p><b>Dance</b></p>	<p>Experiment with actions, dynamics, directions and levels</p>	<p>Vary speed and levels within a dance sequence</p> <p>Link movements into dance sequences</p>	<p>Learn different dance styles, explaining the patterns and forms of the dance</p>	<p>Choreograph creative and imaginative dance sequences, independently and in a group</p>



	Remember and repeat dance phrases		Actions are controlled and express emotions	Choreograph and perform more complex sequences
<b>Gymnastics</b>	<p>Demonstrate control and coordination when performing a range of actions with transitions</p> <p>Devise, repeat and perform a short sequence that shows changes in speed, level and direction</p> <p>Create a sequence using apparatus</p>	<p>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling</p> <p>Show changes of direction, speed and level during a gymnastic sequence</p> <p>Create successful and stable balances and shapes</p> <p>Decide on strategies, skills and equipment needed to complete a challenge based on experience</p>	<p>Perform a range of gymnastic actions with consistency, fluency and clarity of movement</p> <p>Show body tension and extension and good weight transference when performing</p> <p>Combine dynamics when making sequences using changes of speed, level and direction</p>	<p>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements</p> <p>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances</p> <p>Rehearse, refine and perfect gymnastic skills</p>



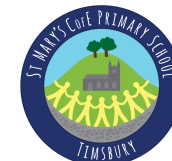
<p><b>Athletics</b></p>	<p>Run at a speed appropriate to the distance</p> <p>Jump from a standing position</p> <p>Able to throw a ball using an under and over arm technique</p>	<p>Sprint over a short distance</p> <p>Pace running over longer distances</p> <p>Develop techniques to be able to throw further</p> <p>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate</p>	<p>Choose the best pace for running over a variety of distances</p> <p>Use a range of throws accurately to hit a target over a range of distances</p> <p>Combine running and jumping in athletic activities (long jump)</p>	<p>When running over a range of distances, show stamina, speed and control</p> <p>Throw accurately, perfecting techniques by analysing the movement and body shape</p> <p>Demonstrate control, balance and power in take-off and landing when jumping</p> <p>Compete with others, recording results, setting targets and endeavouring to improve performance.</p>
<p><b>Outdoor Education</b></p>	<p>Use basic maps and diagrams to orientate themselves and to move from one place to another</p> <p>Use maps and compasses to orientate themselves</p>		<p>Read a variety of maps and plans of the environment, recognising symbols and features</p>	



	<p>Adjusts plans and actions depending on changing situations</p> <p>Able to work in a group to plan actions to solve a problem</p>	<p>Value the importance of planning and thinking as they work through their challenge</p> <p>Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills</p>		
<p><b>Swimming</b></p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>			
<p><b>Knowledge and Understanding of Health and Fitness</b></p>	<p>Explain how their body feels during a range of physical activities, making reference to different parts of the body</p>	<p>Recognise changes in heart rate, temperature and breathing rate</p>	<p>Explain and demonstrate why and how people warm up for exercise</p> <p>Explain how physical exercise is important for good health</p>	<p>Understand and explain the short and long term effects of exercise</p> <p>Lead warm up and cool down activities in ways that enhance the forthcoming activity</p>



				Explain why regular exercise is important to general health and well-being
<b>Key Vocabulary</b>	demonstrate, observe, evaluate, challenge, audience, possession, area, opposition, self-rescue, distance, defend, coordination, control	demonstrate, observe, evaluate, challenge, audience, possession, area, opposition, self-rescue, distance, defend, coordination, control	mobility, tension, linking, agility, barrier, expression, stimulus, gesture, dynamic, motif, composition, strategy, territory, submerge, buoyancy, formation, pressure, tactics, flexibility, phrase	mobility, tension, linking, agility, barrier, expression, stimulus, gesture, dynamic, motif, composition, strategy, territory, submerge, buoyancy, formation, pressure, tactics, flexibility, phrase
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>▪ use <b>running, jumping, throwing</b> and <b>catching</b> in isolation and in combination</li> <li>▪ play <b>competitive games</b>, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for <b>attacking and defending</b></li> <li>▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>▪ perform <b>dances</b> using a range of movement patterns</li> <li>▪ take part in outdoor and <b>adventurous activity</b> challenges both individually and within a team</li> <li>▪ compare performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul>			
	Applying	Applying	Applying	Applying



<p><b>POP tasks</b></p>	<p>Give the child a longer sequence that they need to repeat and show controlled movement. (e.g. gymnastics sequence/dance performance/dribbling in ball games)</p> <p>Personal</p> <p>Can the children set themselves a suitable challenge to compete against. (e.g. number of baskets scored in a minute/number of steps up on a bench/time of balance).</p> <p>Social</p> <p>Can the children show and explain to others their ideas? (e.g. dance performance/sequence of movements in gymnastics/different ways to pass a ball in netball in a circle).</p>	<p>Can the children react and respond to a situation? (e.g. rugby - turn around and catch a ball.)</p> <p>Personal</p> <p>Give the children a hard challenge. Can the children show resilience and react positively when things are difficult?</p> <p>Social</p> <p>Can the children lead a small group through a warm up as a young leader? Can the other children follow the warm up sensibly?</p>	<p>Can the children show agility in their movements and landings? (e.g. different jumps in gymnastics/catching a ball in netball and landing on feet correctly.)</p> <p>Personal</p> <p>Can the children explain their strengths and weaknesses based on a unit of PE? (I can tag well but I need to improve on my marking etc)</p> <p>Social</p> <p>Can the children observe and give appropriate feedback as a young coach?</p>	<p>Can the children apply skills they have learnt into a different context? (e.g. marking in netball -&gt; marking in a game of tag/jumps in gymnastics -&gt; dance).</p> <p>Personal</p> <p>Can the children suggest ways to improve on their weaknesses? Can they modify their ideas if necessary?</p> <p>Social</p> <p>Can the children motivate other people in a team or small group as a young captain?</p>
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	<p>Cognitive</p> <p>On a particular skill, can the children explain what they are doing well and what they need to improve? (e.g. I can use two hands to catch a ball but need to bring it closer to my body/my balance is good but I wobble a bit)</p> <p>Creative</p> <p>Can the children make up their own rules to a game they are given? (e.g. 4v4 possession game. Maybe introduce time limit? Number of passes? You can't move?)</p> <p>Healthy and Fitness</p> <p>Can the children describe how and why their body changes during and after exercise?</p>	<p>Cognitive</p> <p>In a sequence/ routine/ performance, can the children explain what they are doing well and what they need to improve? (e.g. in triple jump, I can hop well but struggle with the jump at the end)</p> <p>Creative</p> <p>Can the children adapt an activity to make it more challenging? (e.g. balancing. On the other leg? Whilst throwing and catching a ball?)</p> <p>Health and Fitness</p>	<p>Cognitive</p> <p>Can the children suggest tactics to help their team get an advantage?</p> <p>Creative</p> <p>Can the children adapt a dance based on different pieces of music?</p>	<p>Cognitive</p> <p>Can the children react to new rules in a game, develop new tactics, and implement them to aid success? (e.g. add an extra player to a netball team - how will you change your tactics? / Football - you are only allowed one touch)</p> <p>Creative</p> <p>Can the children adapt their dance based on engaging an audience?</p> <p>Health and Fitness</p>
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		Can the children describe the fundamental fitness areas? (cardio, muscular, aerobic, anaerobic etc)	Health and Fitness  Can the children, in small groups, design and lead suitable warm-up and cool down activities?	Can the children design and lead a basic fitness activity?
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### Invasion Games-

An **invasion game** is the term used for any **game** where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced **games** focus on teamwork, keeping possession, scoring and defending.

Examples of some games are:

Football, Rugby, Hockey, Lacrosse, Tag-Capture the flag games, Netball and Basketball

By playing modified invasion games you will be using the sport as your focus but not playing full matches. For example you may be focussing on football but your game will be based on them making 10 passes to score a goal not actually having to shoot.

### Bat and ball games-

These are games that involve manipulation of a ball to beat an opponent to score a point.



Examples of some games are:

Tennis, Cricket, Rounders, Badminton and Squash