

P.E Intent:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness both physically and mentally. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

P.E. Implementation:

- A sense of fun.
- A well-structured, progressive and exciting P.E. curriculum based upon four substantive areas (**1: Fundamental Movement Skills, 2: Sports, 3. Healthy Participation, 4: Swimming**)
- High quality P.E. teaching through delivery of composite and disciplinary knowledge.
- Development of the ‘whole child.’
- Engagement in extra-curricular active opportunities.
- Inclusive resourcing and planning to ensure that all children succeed.

1: Fundamental Movement Skills

Children will be taught both ‘Know what’ (declarative) and ‘Know how’ (procedural)

Motor Competence	Competences	EYFS (Reception)	Early Learning Goal	Year 1	Year 2	NC end of KS1 expectations	Year 3	Year 4	Year 5	Year 6	NC end of KS2 expectations
Locomotive skills:	Walk	<ul style="list-style-type: none"> Walking is smooth and easy Body is straight, with good posture Arms swing freely in a relaxed manner and in opposition to legs Toes point straight ahead Strides are easy 	Experiments with different ways of moving	<ul style="list-style-type: none"> Walk at various speeds and levels Walk in different directions Walk individually, in pairs and in groups Walk to a rhythm, sustaining an efficient walking style 		<ul style="list-style-type: none"> Develop fundamental movement skills Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 					<ul style="list-style-type: none"> Use fundamental movement skills in different ways Link them to make actions Use running, jumping, throwing and catching in isolation and in combination
	Run and dodge	<ul style="list-style-type: none"> Run on toes Run around obstacles and corners Run on a variety of surfaces Run in space, through different pathways and levels Run at varying speeds Dodge through different pathways, levels and speeds, and with others 	Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	<ul style="list-style-type: none"> Stop quickly on a signal Run backward as well as forward Running style is efficient Run in varying directions 	<ul style="list-style-type: none"> Can do sustained running and sprint activities Can evading opponents (e.g. in tag games) Can run with others without bumping into them 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination Begin to apply these in a range of activities, competitive sport and other physically-demanding 	<ul style="list-style-type: none"> Perform correct arm and leg action for an effective run 				<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance

P.E. Curriculum Map

	<ul style="list-style-type: none"> Jump off the bottom stair Jump over a line on the floor Jump with two feet from a stationary position approximately 60 centimetres Lands without falling over 	Jumps off an object and lands appropriately	<ul style="list-style-type: none"> Jump to a rhythm Jump over ropes and obstacles Jump with two feet from a stationary position approximately 80 centimetres Jump safely (knees bent) Perform star jump, pencil jump, bunny hop 	<ul style="list-style-type: none"> Perform tuck jump, running jump, two foot to one foot and vice versa. 	activities	<ul style="list-style-type: none"> Jump off equipment safely Land with control and balance Perform pike, straddle, 180, 360 	<ul style="list-style-type: none"> Combine a controlled jump with another movement (e.g. jumping and catching, jumping and throwing) 		
	<ul style="list-style-type: none"> Hop on a preferred leg four to six times Starting to hop on their non-preferred leg Perform a basic gallop with a preferred leg emerging 		<ul style="list-style-type: none"> Hop on either leg Hop forwards along a line on either leg Alternate hop with another rhythmic pattern such as side sliding. Sustain a skip for a longer distance Gallop with either leg emerging 	<ul style="list-style-type: none"> Can skip at various speeds Skip with a rope 					
	<ul style="list-style-type: none"> Climb climbing frames and ladders Move under an obstacle Balance on 1 leg for a short period Climb stairs 	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	<ul style="list-style-type: none"> Walk the length of a narrow beam Balance on one leg for at least 5 seconds Make different body shapes on equipment and with others 	<ul style="list-style-type: none"> Use arms to support an effective balance Walk the length of a beam sideways and backwards Balance with another Balance on equipment of various heights 					
	<ul style="list-style-type: none"> Land on feet from a variety of jumps and jumps off low obstacles 		<ul style="list-style-type: none"> Land on feet from various heights and distances Recognise the importance of absorbing the shock of the landing e.g. knees bent, on toes 	<ul style="list-style-type: none"> Confidence and control in landing comfortably and safely in even in changing or unpredictable situations. Can hold balance on landing 					
Stability skills:	<ul style="list-style-type: none"> Explore and discover the many ways their body and body parts can rotate, rock and roll Rock backwards Rock in a round or ball-like position Roll with a straight body 		<ul style="list-style-type: none"> Roll in different directions 	<ul style="list-style-type: none"> Perform rotation activities on equipment Can change direction or speed 					

P.E. Curriculum Map

	Core Strength	<ul style="list-style-type: none"> Use core muscles to achieve good posture when sitting on the floor or at a table 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 					
	Bounce	<ul style="list-style-type: none"> Bounce a large ball on the floor and catch it with two hands 		<ul style="list-style-type: none"> Bounce a large ball with one hand Bounce a small ball on the floor and catch it with two hands 	<ul style="list-style-type: none"> Dribble a large ball with one hand- bouncing with consistence height and rhythm 					
Object control:	Throw (over and under arm)	<ul style="list-style-type: none"> Explore throwing in different ways involving a variety of balls 	Increasing control over an object in pushing, patting, throwing, catching or kicking it	<ul style="list-style-type: none"> Throw a ball in various directions and varying force and distance Throw at a stationary target Use a variety of throwing actions in static contexts 	<ul style="list-style-type: none"> Some accuracy in strength and direction of throw Throw in changing environments, like throwing to a moving target 	<p>Develop correct technique for throwing:</p> <ul style="list-style-type: none"> Tennis ball over arm Large ball one handed (shoulder pass) Large ball two handed (over head, chest pass) 	<p>Throw with accurate direction and distance:</p> <ul style="list-style-type: none"> Tennis ball over arm Large ball one handed (shoulder pass) Large ball two handed (over head, chest pass) 			
	Catch	<ul style="list-style-type: none"> Explore catching in different ways involving a variety of balls Catch a large soft ball on extended arms 		<ul style="list-style-type: none"> Smaller ball can be caught in their hands Catch in static contexts 	<ul style="list-style-type: none"> Consistently and securely catch large and small balls Catching from varying distances 	<ul style="list-style-type: none"> Applying catching to changing environments, like moving to a catch Catch small ball one handed 	<ul style="list-style-type: none"> Catch large balls two handed in combination with running, dodging, bending, balancing 	<ul style="list-style-type: none"> Catch large and small balls one and two handed in combination with running, dodging, bending, balancing 		
	Kick and trap	<ul style="list-style-type: none"> Explore kicking a variety of lightweight objects that are easy to track and strike Kick a stationary ball forcibly Kick at large targets Tap a ball along the ground Touch the ball with feet as it is kicked towards them 		<ul style="list-style-type: none"> Control the direction and the force and speed of the kick Kick moving ball Kick in a range of contexts e.g. pass to a partner or striking a ball after it rebounds from a wall Kick a variety of balls with different parts of the foot Stop a rolled ball with feet 	<ul style="list-style-type: none"> Some accuracy in directions and distance Able to judge the flight path of the ball, position their body to kick the ball Can trap objects approaching from a variety of levels and at various angles and speeds 	<ul style="list-style-type: none"> Combine kicking skills with dodging, running e.g. dribbling 				

P.E. Curriculum Map

	Strike and stop a ball with an implement	<ul style="list-style-type: none"> Explore striking with a variety of implements (bats, sticks) and stationary objects (large and small balls) Sometimes make an implement contact an object Strike a ball with their hand 		<ul style="list-style-type: none"> Strike a stationary ball with an implement Strike a ball thrown or rolled to them Sop a rolled ball with an implement 		<ul style="list-style-type: none"> Strike in a desired direction (accuracy) and varying the force (speed) applied to it (distance) 	<ul style="list-style-type: none"> Move into different positions to play a shot or to stop a ball Stop a ball approaching from a variety of levels, angles and speeds 			
	Fine Motor	<ul style="list-style-type: none"> Use a range of tools competently, confidently and safely e.g. pencils, paintbrushes, scissors and cutlery. Develop the foundations of a handwriting style 	*	*	*	*	*			
FUNs cards		Confidently perform fundamental movement skills on the yellow FUNs cards.	Confidently perform fundamental movement skills on the green FUNs cards.		Confidently perform fundamental movement skills on the red FUNs cards.	Confidently perform fundamental movement skills on the blue FUNs cards.	Confidently perform fundamental movement skills on the pink FUNs cards.	Confidently perform fundamental movement skills on the black FUNs cards.		

2: Sports

	EYFS	Early Learning Goal	Year 1	Year 2	NC end of KS1 expectations	Year 3	Year 4	Year 5	Year 6	NC end of KS2 expectations
Activities, games and sports <u>All children need to be active for 30 minutes a day in school</u>	<ul style="list-style-type: none"> Play games such as 'tag', stuck in the mud Take part in running and other kinds of races 	Playing racing and chasing games with other children	<ul style="list-style-type: none"> Activities and games that give opportunities to be creative and to explore and discover Fundamental Movement Skill for themselves Competitive and collaborative activities and games Compete against self to achieve personal best Team games Turn taking games 		<ul style="list-style-type: none"> Physically active for sustained periods of time Engage in competitive (both against self and against others) and co-operative physical sports and activities Participate in team games Succeed and excel in competitive sport 	<ul style="list-style-type: none"> Play and compete in modified individual and team sports Compete against self to achieve your personal best 	<ul style="list-style-type: none"> Play and compete in individual and team sports including but not limited to badminton, basketball, cricket, football, hockey, netball, rounders and tennis athletics and gymnastics Select Fundamental Movement Skills appropriately and perform it fluently and accurately in game situations Have represented the school if they wish to at some point during their school life 		<ul style="list-style-type: none"> Physically active for sustained periods of time Compete in sport and other physically demanding activities Competence to excel in a broad range of sport and physical activities Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis athletics and gymnastics] 	
Knowledge of sports (rules)					<ul style="list-style-type: none"> Understand rules to modified versions of sports Basic knowledge of role models 	<ul style="list-style-type: none"> Begin to understand simple rules of core sports Basic knowledge of role models 	<ul style="list-style-type: none"> Understand the basic rules of how to play the core sports Good knowledge of some role models in a variety of sports and explain why they are important e.g. their techniques, attitude etc. 			

P.E. Curriculum Map

					role models in some sports	in a variety of sports			
Tactics and Strategies			Understand simple tactics such as attacking and defending in simple games (rather than sports)	Develop simple tactics for attacking and defending	Understand simple tactics such as attacking and defending in modified sports	Understand simple tactics such as attacking and defending in various sports	Read and react to game situations as they develop	Recognise and suggest patterns of play that will increase chances of success	Apply basic principles suitable for attacking and defending

3. Healthy Participation

		Year 1	Year 2	NC end of KS1 expectations	Year 3	Year 4	Year 5	Year 6	NC end of KS2 expectations
Sportsmanship	Respecting rules	Respect simple rules in an adult led situation	Accept decisions made by officials	Build character and help to embed values such as fairness and respect.	Respect simple rules in an independent situation	Accept decisions made by other players	Respect the rules even when a decision goes against you/your team	Respect the rules and support others in upholding them	<ul style="list-style-type: none"> Build character and help to embed values such as fairness and respect. Communicating, collaborating and competing with each other
	Supporting others	Support others e.g. by saying "good shot" or "well done"	Name things others are good at and praise them for it		Be pleased for others when they win/ are chosen	Accept a peer as a leader	Willing to take on different roles and positions within a team	Support team regardless of outcomes and decisions	
	Winning and losing	Acknowledge and accept the winner and loser	Congratulate a winner		Shake hands or high five team mates and opposition	Take pride in winning but be respectful of others who have not	Accept a loss and be respectful of others who have won	Win and lose graciously	
Self-Development	Resilience	Have a go at something new	Try several times if at first I don't succeed		Give my best effort	Improve my performance through practice	Accept setbacks/mistakes and see them as a way to improve	Continue to participate and be self-motivated even when things are tough	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Learn how to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Improving performance	Name some things I am good at	Observe and describe what I and others have performed		Accept and act on feedback from others	Celebrate my improvements	Celebrate my improvements and identify specific parts of performance to improve	Identify specific parts of performance to improve and design ways to do this	
	Leadership	Show and tell others my ideas	Listen to others ideas		Lead a partner	Give sensitive critical feedback on another's performance	<ul style="list-style-type: none"> Lead a warm up, small game or activity for a small group Take on a range of roles (e.g. referee, reporter) Be a role model 	<ul style="list-style-type: none"> Lead group, team or class Organise roles within a team Aware of possible dangers when planning an activity Change tactics, rules or tasks to make activities more challenging or fun 	

P.E. Curriculum Map

Our bodies	Health and Fitness	<ul style="list-style-type: none"> Know that I should do 60 minutes of exercise every day. Know what to wear to be safe when doing physical activity 	Recognise the impact of exercise on the way their bodies feel physically	<ul style="list-style-type: none"> Engage in activities which support their health and fitness Lead healthy, active lives 	Recognise the impact of exercise on the way their bodies feels mentally including concentration, mental health	Explain why regular exercise is good for my long term health and fitness and the importance of a warm up	Explore different ways to improve fitness	Plan ways to make my lifestyle more active	<ul style="list-style-type: none"> Engage in activities which support their health and fitness Lead healthy, active lives
	Anatomy	Name and identify the main body parts including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth	Say how different parts of my body feels before, during and after exercise	<ul style="list-style-type: none"> Identify and name main body parts Describe the importance of exercise and hygiene 	Name the main bones and muscles and explain how they make the body move	Name the parts of the circulatory system including heart, lungs, blood vessels, veins, arteries, blood	Explain how the circulatory system works	Explain what happens to the circulatory system when I exercise. Take own pulse	<ul style="list-style-type: none"> Identify that humans have skeletons and muscles for support, protection and movement Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of exercise on the way their bodies function

4. Swimming

Vocabulary															
EYFS			Year 1			Year 2			Year 3			Year 4	Year 5	Year 6	
Balance	Jump	Run	Active	Heart	Partner	Accuracy	Exercise	Rhythm	Calf muscle	Lead	Straddle	Approach	Combination	Gracious	
Ball	Kick	Space	Arm	Height	Pencil jump	Angle	Group	Rotate Strike	Bicep	Mental	Tibia	Arteries	React	Pulse	
Bat	Land	Speed	Bunny hop	knee	Posture	Attack	Individual	Stationary	Bone	Muscle	Triceps	Attitude	Stamina	Suppleness	
Bend	Obstacle	Stick Stride	Elbow	Leg	Rhythm	Contact	Opponent Pair	Strength	Control	Overarm	Quadriceps	Circulatory			
Bounce	Over	Target	Equipment	Level	Sideways	Congratulate	Perform	Sprint	Combine	Physical	Ulnar	system			
Catch	Race	Throw	Direction	Lose	Star jump	Compete	Position	Sustain	Effective	Pike Radius	Underarm	Ligament			
Climb	Roll	Touch	Distance	Individual	Support	Decision	Praise	Trap	Feedback	Ribcage	180	Lungs			
Corner	Rock	Under	Force	Neck	Warm up	Defend	Referee	Tuck jump	Femur	Skull	360	Improve			
Gallop			Group	Pair	Win	Dribble			Fibula	Spine		Pride			
Hop		Walk	Head									Sensitive			
												Technique			
												Veins			