



**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	Composites	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"> <li>• Walking is smooth and easy</li> <li>• Body is straight, with good posture</li> <li>• Arms swing freely in a relaxed manner and in opposition to legs</li> <li>• Toes point straight ahead</li> <li>• Strides are easy</li> </ul>	Experiments with different ways of moving	<ul style="list-style-type: none"> <li>• Walk at various speeds and levels</li> <li>• Walk in different directions</li> <li>• Walk individually, in pairs and in groups</li> <li>• Walk to a rhythm, sustaining an efficient walking style</li> </ul>		<ul style="list-style-type: none"> <li>• Develop fundamental movement skills</li> <li>• Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> </ul>					<ul style="list-style-type: none"> <li>• Use fundamental movement skills in different ways</li> <li>• Link them to make actions</li> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>
	Run and dodge	<ul style="list-style-type: none"> <li>• Run on toes</li> <li>• Run around obstacles and corners</li> <li>• Run on a variety of surfaces</li> <li>• Run in space, through different pathways and levels</li> <li>• Run at varying speeds</li> <li>• Dodge through different pathways, levels and speeds, and with others</li> </ul>	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"> <li>• Stop quickly on a signal</li> <li>• Run backward as well as forward</li> <li>• Running style is efficient</li> <li>• Run in varying directions</li> </ul>	<ul style="list-style-type: none"> <li>• Can do sustained running and sprint activities</li> <li>• Can evading opponents (e.g. in tag games)</li> <li>• Can run with others without bumping into them</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination</li> <li>• Begin to apply these in a range of activities, competitive sport and other physically-demanding</li> </ul>	<ul style="list-style-type: none"> <li>• Perform correct arm and leg action for an effective run</li> </ul>				



P.E. Curriculum Map

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

P.E. Curriculum Map

	Strike and stop a ball with an implement	<ul style="list-style-type: none"> <li>Explore striking with a variety of implements (bats, sticks) and stationary objects (large and small balls)</li> <li>Sometimes make an implement contact an object</li> <li>Strike a ball with their hand</li> </ul>		<ul style="list-style-type: none"> <li>Strike a stationary ball with an implement</li> </ul>	<ul style="list-style-type: none"> <li>Strike a ball thrown or rolled to them</li> <li>Sop a rolled ball with an implement</li> </ul>		<ul style="list-style-type: none"> <li>Strike in a desired direction (accuracy) and varying the force (speed) applied to it (distance)</li> </ul>	<ul style="list-style-type: none"> <li>Move into different positions to play a shot or to stop a ball</li> <li>Stop a ball approaching from a variety of levels, angles and speeds</li> </ul>			
	Fine Motor	<ul style="list-style-type: none"> <li>Use a range of tools competently, confidently and safely e.g. pencils, paintbrushes, scissors and cutlery.</li> <li>Develop the foundations of a handwriting style</li> </ul>									
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
<b>Activities, games and sports</b>  <u>All children need to be active for 30 minutes a day in school</u>	<ul style="list-style-type: none"> <li>Play games such as 'tag', stuck in the mud</li> <li>Take part in running and other kinds of races</li> </ul>	Playing racing and chasing games with other children	<ul style="list-style-type: none"> <li>Activities and games that give opportunities to be creative and to explore and discover Fundamental Movement Skill for themselves</li> <li>Competitive and collaborative activities and games</li> <li>Compete against self to achieve personal best</li> <li>Team games</li> <li>Turn taking games</li> </ul>		<ul style="list-style-type: none"> <li>Physically active for sustained periods of time</li> <li>Engage in competitive (both against self and against others) and co-operative physical sports and activities</li> <li>Participate in team games</li> <li>Succeed and excel in competitive sport</li> </ul>	<ul style="list-style-type: none"> <li>Play and compete in modified individual and team sports</li> <li>Compete against self to achieve your personal best</li> </ul>	<ul style="list-style-type: none"> <li>Play and compete in modified individual and team sports</li> <li>Compete against self to achieve your personal best</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Select Fundamental Movement Skills appropriately and perform it in various sports</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Select Fundamental Movement Skills appropriately and perform it fluently and accurately in game situations</li> <li>Have represented the school if they wish to at some point during their school life</li> </ul>	<ul style="list-style-type: none"> <li>Physically active for sustained periods of time</li> <li>Compete in sport and other physically demanding activities</li> <li>Competence to excel in a broad range of sport and physical activities</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis athletics and gymnastics</li> </ul>
<b>Knowledge of sports (rules)</b>						<ul style="list-style-type: none"> <li>Understand rules to modified versions of sports</li> <li>Basic knowledge of</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand simple rules of core sports</li> <li>Basic knowledge of role models</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic rules of how to play the core sports</li> <li>Good knowledge of some role models in a variety of sports and explain why they are important e.g. their techniques, attitude etc.</li> </ul>		

					role models in some sports	in a variety of sports				
<b>Tactics and Strategies</b>				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 patters 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
<b>Sportsmanship</b>	<b>Respecting rules</b>	Respect simple rules in an adult let 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"> <li>Build character and help to embed values such as fairness and respect.</li> <li>Communicating, collaborating and competing with each other</li> </ul>
	<b>Supporting others</b>	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	
	<b>Winning and losing</b>	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	
<b>Self-Development</b>	<b>Resilience</b>	Have a go a 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"> <li>Develop an understanding of how to improve in different physical activities and sports</li> <li>Learn how to evaluate and recognise their own success.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
	<b>Improving performance</b>	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	
	<b>Leadership</b>	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"> <li>Lead a warm up , small game or activity for a small group</li> <li>Take on a range of roles (e.g. referee, reporter)</li> <li>Be a role model</li> </ul>	<ul style="list-style-type: none"> <li>Lead group, team or class</li> <li>Organise roles within a team</li> <li>Aware of possible dangers when planning an activity</li> <li>Change tactics, rules or tasks to make activities more challenging or fun</li> </ul>	

<b>Our bodies</b>	<b>Health and Fitness</b>	<ul style="list-style-type: none"> <li>Know that I should do 60 minutes of exercise every day.</li> <li>Know what to wear to be safe when doing physical activity</li> </ul>	Recognise the impact of exercise on the way their bodies feel physically	<ul style="list-style-type: none"> <li>Engage in activities which support their health and fitness</li> <li>Lead healthy, active lives</li> </ul>	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"> <li>Engage in activities which support their health and fitness</li> <li>Lead healthy, active lives</li> </ul>
	<b>Anatomy</b>	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"> <li>Identify and name main body parts</li> <li>Describe the importance of exercise and hygiene</li> </ul>	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"> <li>Identify that humans have skeletons and muscles for support, protection and movement</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of exercise on the way their bodies function</li> </ul>

<b>4. Swimming</b>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>

<b>Vocabulary</b>														
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	
Bend	Obstacle	Stick Stride	Elbow	Leg	Rhythm	Contact	Opponent Pair	Strength	Control	Overarm	Quadriceps	Circulatory	Suppleness	
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		Walk	Group	Pair	Win	Dribble			Fibula	Spine		Pride		
Hop			Head									Sensitive		
												Technique		
												Veins		