St. Andrew's
Church of England Primary School
ENRICHING LIVES

Physical Education
Curriculum Journey

1. **What is PE?**

Physical Education (PE) is described "as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, [which] provides a learning gateway to grow the skills required for success in the 21st Century" - UNESCO, 2015

2. **Through the eyes of our children, Physical Education is important because:**

'It helps us to understand why it is important o keep fit and active. It is important as it helps us to be creative when we think of new games and develop our skills.'

3. **Curriculum Intent**

At St. Andrew's we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim for PE to provide opportunities for our pupils to become physically confident in a way which supports their health and fitness. We recognise that being physically active encourages them to become physically confident and develop a positive healthy lifestyle. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect .

The national curriculum for physical education aims to ensure that all pupils:

- 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.

4. **Implementation**

The teaching and implementation of the Physical Education curriculum at St. Andrew's C.E. Primary School is based on Development Matters & Early Learning Goals and National Curriculum and supported by expectations from Allison Milestones, ensuring a well-structured approach.

In essence, the school's focus is on the:

- Cognitive
- Health
- Personal
- Physical.

These key concepts underpin learning in each unit. They enable pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

In PE children develop mobility, co-ordination and control through a variety of skills in Dance, Gymnastics, Games and Swimming. At St. Andrew's we use a variety of teaching materials, such as Val Sabin and Rawmarsh Gymnastics Scheme, to ensure continuity and progression across the years. We arrange for our children to attend regular swimming sessions at our local outdoor lido, where tuition is given to pupils ranging from non-swimmers to more able pupils. All children are required to be able to swim 25 metres.

In PE lessons, individual confidence is developed, together with attitudes required to work as a team. This area of the curriculum is partnered with the children's awareness and knowledge of their own bodies, and how to promote their physical and mental well-being.

Our PE Curriculum is taught over three terms each year and the curriculum is designed to develop knowledge and skills that are progressive as well as transferable.

5. **Impact**

Through the explicit teaching of the Physical Education skills, teachers and the children assess their learning continuously throughout the lesson. At the end of each unit, teachers complete unit evaluations, assessing attainment against the Allison milestones to make informed judgements about the depth of their learning and the progress children have made over time.

6. Programmes of Study

6.1 Programmes of Study

EYFS	KS1	KS2
Nursery: In Nursery, Children begin to: **Communication & Language:** • Use a wider range of vocabulary. **Personal, Social and Emotional Development:** • Increasingly follow rules, understanding why they are important. **Physical Development** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 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. 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 continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 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. Physical education – key stages 1 and 2 3 Swimming and water safety

• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. **Mathematics** • Discuss routes and locations, using words like 'in front of' and 'behind'. **Reception:** **Communication & Language:** • Learn new vocabulary • Use new vocabulary through the day **Personal, Social and Emotional Development** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs**.** **Physical Development** • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical		• • All schools must provide swimming instruction either in key stage 1 or key stage 2. 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.

education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian **Expressive Arts and Design** • Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. develop the skills they need to manage the school		

day successfully: - lining up and queuing - **ELG** **PSED** **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Building Relationships:** • Work and play cooperatively and take turns with others. • Show sensitivity to their own and to others' needs. **Physical Development** **Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • **EAD** Being Imaginative • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		

6.2 Programmes of Study - Next Steps

KS3
Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to: • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • perform dances using advanced dance techniques within a range of dance styles and forms • take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • take part in competitive sports and activities outside school through community links or sports clubs.

7. Progression

- through each strand

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Communication & Language:** • Use a wider range of vocabulary. **Personal, Social and Emotional Development:** • Increasingly follow rules, understanding why they are important. **Physical Development** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. **Mathematics** • Discuss routes and locations, using words like 'in front of' and 'behind'. •
Reception	**Communication & Language:** • Learn new vocabulary • Use new vocabulary through the day **Personal, Social and Emotional Development** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs**.** **Physical Development** • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency

	• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • **Expressive Arts and Design** • Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. **ELG** **PSED** **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Building Relationships:** • Work and play cooperatively and take turns with others. • Show sensitivity to their own and to others' needs. **Physical Development** **Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • **EAD** Being Imaginative • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

7.2 Progression KS1 & KS2 - Cognitive

Y1	Children describe and comment in their own and others' actions Including: • describe simple hopping movements and say how high they hop • answer simple questions about the body shape they are holding in a simple balance • observe other children working and answer simple questions about what they have seen
Y2	Children can talk generally about the differences between their own and others' simple actions and suggest some improvements. They begin to show a basic understanding of simple tactics for attacking and defending. Including: • describe that their partner only holds their balance for a very short time whilst they balance for longer • tell their partner to hold their body still for a count of three • identify that by being near to somebody they have more chance of catching them in a 'tag game'.
Y3	Children describe in more detail how their work is different from others' work, and start to use this understanding to improve their own performances. They begin to show an increasing understanding of simple tactics and some basic compositional ideas. Including: • identify and escribe two differences on how they strike a ball compared to their partner. • based om this, make one change to improve their own striking skills • identify that they can start to create a sequence by liking simple skills together such as travelling and jumping.
Y4	• Children see and describe in some detail how their work is similar and different from others' work, and use this to understanding to improve their own and others' performance. Tactical and compositional understanding is improving. Including: • comment on their partners' dance routine using descriptive language (two positive and one aspect to develop) compare it with their own and recommend changes to improve their own and their partners' work • plan and structure simple dance movement phrases that they perform with their partner. • move into good positions in team games to support a team with the ball
Y5	Children observe others and compare and comment on aspects including the skills, tactics, ideas and composition used. They are now starting to use their findings on a constant basis to refine their own performance in some physical activities and sports. Including: • make decision about how to improve their own gymnastics performances without having to ask for guidance from a member of staff

	• observe their own gymnastics performances on an ipad and evaluate the techniques and the composition, identifying good aspects and an area for development. • start to have discussion unprompted with their partner about the quality of their performance, the skills, tactics or composition, and give and accept feedback.
Y6	Children evaluate and recognise correctly, and with consistency, their won and others' success. The regularly compare and feedback on the skills, techniques, tactics and composition used int their own and others' work and use this understanding consistently to make improvements across a range of physical activities and sports. Including: • consistently answer when questioned by staff or other children about the successful aspects of an activity and aspects for development • consistently ask appropriate questions and suggest alternatives that demonstrate for example, a good level of understanding about tactics being used in a game • show good evaluating and planning skills and demonstrate good communication skills to provide feedback across a range of physical activities.

7.3 Progression KS1 & KS2 – Health

Y1	Children are able to talk about how to exercise safely, and describe how their bodes feel when they are moving and at rest. Including: • recognise that they start to get warmer when they move and their cheeks start to go red • recognise that their body starts to cool down when they stop moving and rest and their cheeks start to return to their normal colour • say that they mustn't eat when they are moving around
Y2	Children can give simple explanation of how to exercise safely. They describe how their bodies feel during different activities and have a simple awareness that exercise is good for them. Including: • Describe that their body is warmer, their heart beats faster and they breath more quickly running around than standing still and throwing a ball at a target. • Say that running round is good for their heart and makes their body stronger • Identify that being active is a good thing for their health.
Y3	Children can describe how their bodies feel if they are physically active for sustained periods of time and are aware that their health will benefit. They can give reasons why it is important to warm up before physical activity. Including: • Identify that they need to warm up so that they don't hurt their muscles. • Identify that by warming-up, their muscles will become more stretchy so they will be able to exercise more without hurting them. • Identify that by warming up they are starting to get the blood pumping around the body and the heart ready for some strenuous exercise.
Y4	Children know what different intensities of physical activity feel like. They can give some reasons why their health will benefit if they are physically active for a sustained period of time. They show they can warm-up safely. Including: • Get their hear rate up and stretch as part of the warm up working safely in their own space without bumping into equipment and other children. • Suggest some sage activities to include in their own, or class warm-up. • Work with a partner and do their own warm-up at the start of the lesson.
Y5	Children display a good understanding of the health benefits of engaging regularly in vigorous physical activity for sustained periods of time in and out of school. They plan and demonstrate that they can take their own warm-up and cool-down safely. Including: • Bring into to school a simple plan of their own warm up to include appropriate exercises and safe practise. • Follow their plan and take their own warm-up. • Take the lead when working with a partner to plan and do their own warm-up and cool down to include appropriate exercises and safe practise.
Y6	Children explain in detail how physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activities and sports and can describe some of the different health benefits of each. They consistently warm up and cool down safely in ways that suit the activity. Including: • Plan and regularly take their own warm-ups and cool downs, safely and appropriately, without guidance from staff. • Identify what parts of the body an activity uses and the fitness required eg aerobic and plan a suitable warm-up to prepare their body for taking part in that activity. • Plan and lead a safe and appropriate warm-up and cool down for a small group for a specific activity.

7.4 Progression KS1 & KS2 – Personal

Y1	Children begin to become aware of their own feelings of others when working together. They can follow basic instructions and generally do their best in physical tasks on their own. Including: • Start to recognise when working on a simple movement to music with their partner that they both need the chance to speak about it. • Stop moving when the teacher tells them or put the comes where they have been told to. • Show they put a lot of effort into performing their physical skills the best they can
Y2	Children are able to engage in simple, competitive activities against themselves and co-operative physical activities with others. They generally try their hardest to do well. Including: • Show that they are capable of taking turns in a small group activity, understand that they need to wait for their go. • Display a willingness to have a go at each physical activity • Demonstrate that they put a good deal of effort in to succeeding.
Y3	Children engage and collaborate in partner work and small group activity and start to display some simple, effective communication and co-operation skills. They follow and understand simple rules for competitive physical activities against others. They are keen to do well. Including: • Explain why rules need to be followed for all to play fairly during their 'Tag' warm-up game. • Demonstrate that they can play in a simple competitive 4 v 2 mini game of 'Piggies in the Middle' without breaking any rules. • Show that they are enthusiastic about PE and making improvements.
Y4	Children display more developed communication and collaboration skills in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to cope with winning and losing. They want to improve their own performance. Including: • Demonstrate that they are respectful about others' feelings when thy have beaten them in a competitive activity. • Celebrate the successful performances of team mates and opponents after a game. • Show that they have resilience and always look to improve where they can.
Y5	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team, listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in challenging themselves to improve their own performance. Including: • Win in a team activity and show they are aware of the feelings of the children on the other team • Play within the rules of their game and can explain the importance of not cheating their opponent. • Show that they always try to improve their own performances.
Y6	Children enjoy communicating, collaborating and competing with each other. They consistently work well in a team challenges displaying good communication skills. They engage fully in individual and team competitive physical activities. They always respect the rules and display a good sense of fair play. They display resilience and challenge themselves consistently to improve their own performance. Including: • Take part with enthusiasm and commitment in the competitive team and individual

	athletic activities. • Handle winning and losing graciously, always play fairly by the rules and display respect for their opponents. • Demonstrate a determination to produce their best performance.

7.5 Progression KS1 & KS2 – Physical

Y1	Children develop simple fundamental movement skills, which they copy, repeat and explore with basic control. Including: • Bounce a ball on the spot with control. • Use one hand to throw, slide or roll a ball or bean bag underarm towards a partner. • Demonstrate some aiming skills by throwing a quoit or bean bag towards a target with some accuracy and consistency.
Y2	Children become increasingly competent and confident in their fundamental movement skills. They access a broad range of opportunities to extend their agility, balance and coordination individually and with others. Including: • Link simple movement patterns to make simple dance phrases linked to an idea or stimulus. • Hold a bat with one or two hands like a frying pan and balance a ball on the face of the bat while taking a few slow steps. • Work with a partner to link and perform three movements at three different levels to produce a simple sequence.
Y3	Children copy, repeat, remember and explore their simple fundamental movement skills with increased control. Including: • Create, remember and perform simple dance phrases on their own, with increased control, linked to a musical stimulus. • Use a bat to strike a ball thrown underarm to them by a partner, after it has bounced with increased accuracy and control towards a target. • Move with increased control from curled balances to stretched balances, performed at different heights.
Y4	Children develop a broader range of skills and begin to select and apply them more appropriately, with control and coordination. Including: • Co-operate with a partner to keep simple rally going using bsic forehand and backhand shots. • Dribble with hand or feet displaying the ability to move with the ball and get their head up to look around for opponents and team mates. • Move, with good control, demonstrating a variety of jumping, travelling and turning actions using the floor and low level apparatus.
Y5	Children select and apply their skills for use in different ways and in different contexts with good control and coordination. Including: • Create and perform a dance with different phrases, displaying good expression of movement and incorporating unison and canon. • Dribble, with a stick, hands or feet, and keep possession of a ball showing good control to keep it away from an opponent. • Demonstrate a successful relay take over with their partner at a walking and jogging pace.
Y6	Children link their skills to make actions and sequences of movement. They apply and perform accurately with precision, control and fluency. Including: • Swim competently and proficiently over a distance of at least 25m. • Link smoothly and fluently the run-ups and jumping actions in the long jump, triple jump or high jump

	• Link a range of simple striking skills, including forehand, backhand and overhead shots, using them to win points in a competitive rally situation.

8. Progression within Strands

8.1 Summary of Progress in Dance

Progression in Dance	
KS1 Dance	• move to music • copy dance moves • perform some dance moves • make up a short dance • move around the space safely • dance imaginatively • change rhythm, speed, level and direction • dance with control and co-ordination? • make a sequence by linking sections together • link some movement to show a mood or feeling
Lower KS2 Dance	improvise freely, translating ideas from a stimulus into movement • share and create phrases with a partner and in small groups • repeat, remember and perform these phrases in a dance • take the lead when working with a partner or group • use dance to communicate an idea • work on their movements and refine them • dance clearly and fluently
Upper KS2 Dance	compose their own dances in a creative and imaginative way • perform to an accompaniment, expressively and sensitively • controlled movements • dance show clarity, fluency, accuracy and consistency • develop imaginative dances in a specific style • choose their own music, style and dance

8.2 Summary of Progress in Games

Progression in Games	
KS1 Games	• throw underarm • roll a piece of equipment • hit a ball with a bat • move and stop safely • catch with both hands • throw in different ways • kick in different ways • use hitting, kicking and/or rolling in a game • stay in a 'zone' during a game • decide where the best place to be is during a game • use one tactic in a game • follow rules
Lower KS2 Games	• use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performances • compare and contrast gymnastic sequences, commenting on similarities and differences • work in a controlled way • include change of speed • follow a set of 'rules' to produce a sequence • work with a partner to create, repeat and improve a sequence with at least three phases
Upper KS2 Games	• gain possession by working as a team • pass in different ways • use forehand and backhand with a racquet • able to field • choose the best tactics for attacking and defending • use a number of techniques to pass, dribble and shoot • explain complicated rules • make a team plan and communicate it to others • lead others in a game situation

8.3 Summary of Progress in Gymnastics

Progression in Gymnastics	
KS1 Gymnastics	make their body tense, relaxed, curled and stretched • control their body when travelling • control their body when balancing • copy sequences and repeat them • roll in different ways • travel in different ways • balance in different ways • climb safely • stretch in different ways • curl in different ways • plan and show a sequence of movements • use contrast in their sequences • show controlled movements •

	think of more than one way to create a sequence which follows a set of 'rules' • work on their own and with a partner to create a sequence
Lower KS2 Gymnastics	• use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performances • compare and contrast gymnastic sequences, commenting on similarities and differences • work in a controlled way • include change of speed • follow a set of 'rules' to produce a sequence • work with a partner to create, repeat and improve a sequence with at least three phases
Upper KS2 Gymnastics	• make complex or extended sequences • combine action, balance and shape • perform consistently to different audiences • clear, accurate and consistent movements • combine their own work with that of others • link their sequences to specific timings

8.4 Summary of Progress in Athletics

Progression in Athletics	
LKS2 Athletics	• run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • run over a long distance • spring over a short distance • throw in different ways • jump in different ways • hit a target
UKS2 Athletics	• controlled when taking off and landing in a jump • throw with accuracy • combine running and jumping • follow specific rules • demonstrate stamina • use their skills in different situations

8.5 Summary of Progress in Outdoor and Adventurous

Progression in	
LKS2 Outdoor and Adventurous	• follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route • follow safely • follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route • follow a route accurately, safely and within a time limit
UKS2 Outdoor and Adventurous	follow a map in an unknown location • use clues and compass directions to navigate a route • change their route if there is a problem • change their plan if they get new information • plan a route and series of clues for someone else • plan with others taking account of safety and danger

9. Progression Across Key Stages

9.1 At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality PE curriculum through well planned and resourced projects and experiences. We have determined that PE will taught in bespoke units across the school year as well as being accessed within other curriculum subjects as appropriate.. During PE units, our children draw upon subject knowledge and skills across the breadth of the curriculum. Through the evaluation of past and present technology they can reflect upon the impact of PE on everyday life and the wider world.

9.2

	Cycle A	Cycle B
Nursery	**Ourselves/All About Me/Gymnastics**	**My Family/Houses & Homes/Gymnastics**
Nursery	**Fairies & Elves/Christmas/Dance**	**Castles/Christmas/Dance**
Nursery	**Chinese New Year/Winter/Multisport**	**Chines New Year/Superheroes/Multisport**
Nursery	**Once Upon a Time/Easter/Multi-Sport**	**Easter/Transport and Travel/Multisport**
Nursery	**Occupations/Athletics**	**Pirates/On the Farm/Athletics**
Nursery	**At the Beach/Olympics/Athletics**	**Nursery Rhymes/Pets/Athletics**

9.3

	Cycle A	Cycle B
Reception	**Colours of the Rainbow/ Autumn Gymnastics/Apparatus**	**All about me /Harvest Gymnastics/Apparatus**
Reception	**Festivals/Christmas Dance**	**Dinosaurs/Christmas Dance**
Reception	**Once Upon a time Multi-sports**	**Antarctica Multi-sports**
Reception	**Space/Easter Multi-sports**	**Growing/Easter Multi-sports**
Reception	**Jungle Swimming**	**Minibeasts Swimming**
Reception	**Ready, Steady, Cook! Swimming/Athletics**	**Under the Sea Swimming/Athletics**

9.4 KS1 – Summary of Coverage

KS1 Cycle - T1	**Gymnastics**
KS1 Cycle - T2	**Dance**
KS1 Cycle - T3	**Multi skills**
KS1 Cycle - T4	**Gymnastics**
KS1 Cycle - T5	**Swimming or Athletics**
KS1 Cycle - T6	**Swimming or Team games**

9.5 Lower KS2 – Summary of Coverage

LKS2 Cycle -T1	**Gymnastics Dance**
LKS2 Cycle -T2	**Rugby**
LKS2 Cycle - T3	**Dance Hockey**
LKS2 Cycle - T4	**Gymnastics Outdoor adventurous activity**
LKS2 Cycle - T5	**Cricket Swimming or Trigolf**
LKS2 Cycle -T6	**Athletics Rounders**

9.5 Upper KS2 - Summary of Coverage

UKS2 Cycle - T1	**Gymnastics Dance**
UKS2 Cycle - T2	**Rugby**
UKS2 Cycle - T3	**Dance Hockey**
UKS2 Cycle - T4	**Gymnastics Outdoor adventurous activity**
UKS2 Cycle - T5	**Cricket Swimming or Trigolf**
UKS2 Cycle - T6	**Athletics Rounders**

9. Curriculum Coverage

9.1. Curriculum Coverage in EYFS

	Nursery	Reception
Term 1	**Communication & Language:** • Use a wider range of vocabulary.	**Communication & Language:** • Learn new vocabulary • Use new vocabulary through the day
Term 2	**Personal, Social and Emotional Development:** • Increasingly follow rules, understanding why they are important. **Physical Development**	**Personal, Social and Emotional Development** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Manage their own needs**.**
Term 3	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks.	**Physical Development** • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace.
Term 4	• Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Term 5	• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	• Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
Term 6	• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	**Expressive Arts and Design** • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • develop the skills they need to manage the school day successfully: - lining up and queuing **PSED - Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

	• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	**Building Relationships:** • Work and play cooperatively and take turns with others. • Show sensitivity to their own and to others' needs. **Physical Development - Gross Motor Skills** • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **EAD** • Being Imaginative • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

9.2 Curriculum Coverage in KS1 & KS2

	KS1	Lower KS2	Upper KS2
Term 1	**Gymnastics**	**Gymnastics** **Hockey**	**Gymnastics** **Hockey**
Term 2	**Dance**	**Rugby**	**Rugby**
Term 3	**Multi skills**	**Dance** **Multi skills**	**Dance** **Multi skills**
Term 4	**Gymnastics**	**Gymnastics** **Outdoor adventurous activity**	**Gymnastics** **Outdoor adventurous activity**
Term 5	**Swimming or Athletics**	**Cricket** **Swimming/Trigolf (or Tennis)**	**Cricket** **Swimming/Trigolf (or Tennis)**
Term 6	**Swimming or Team games**	**Athletics** **Rounders**	**Athletics** **Rounders**

10. Vocabulary

11.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

These lists will continue to be updated and refined on an annual basis.

11.2

EYFS Nursery		
	Forwards	Ready, Steady, Go
	Backwards	Race
	Direction	Equipment
	Balance	High
	Change	Low
	Turn	Catch

11.3

EYFS Reception	Movement	
	Warm up	Stroke
	Cool down	Pace
	Lane	Stretch
	Float	Space
	Jump	Watch
	Land	Control

11.4

Key Stage 1	Gymnastics	Dance	Multi Skills	Athletics
	Points	Compose	Actions	Balance
	patches	Timing	Receive	Distance
	strong (tension)	Gesture	Dribble	Hurdle
	stretch (extension)	Dance phrase	Hit	Obstacle
	Flight	Routine	Target	Relaxed
	Bounce	Formation	Aiming	Relay
	Wide	Choreography	Defender	Swing
	Narrow	Rhythm	Attacker	Speed
	Curled	Direction	Calling	Hopping
	Slide	Spinning	Signalling	Underarm
	Rolling	Turning	Rules	Over arm
	Linking	Speeds	Shooting	Jog
	Sequence	Levels	Rolling	Sprint
	Leap	Tension	Striking	
	Direction	Control	Catching	
	Travel	Extension	Passing	
	Short	Spring	Rebound	
	Long	Movement	Bouncing	
	Warm up	Pathways	Direction	
	Cool down	Mood	Controlling	
	Repeat	Control	Rules	

11.5

Lower Key Stage 2	Gymnastics	Dance	Games
	Acceleration	Beats	Throw, catch,
	backwards	Express	control, accuracy,
	Contrasting	Flow	strike, ball, field,
	Cooperation	Gesture	tactics, opposition,
	Coordination	Mime	team mate, rules,
	Curled	Mimic	fair play, respect,
	Deceleration	Movement	possession, pass,
	Flexible	Music	lead, technique,
	Forwards	Pathway	attack, defence,
	Levels	Pattern	position, compete,
	Matching	Patterns	referee
	Mirroring	Rhythm	Throw, catch,
	Pathway	Robotic	control, accuracy,
	Sequence	Rotation	strike, ball, field,
	sideways	Timing	tactics, opposition,
	Twisting		team mate, rules,

11.6

Lower Key Stage 2	Athletics	Outdoor	Swimming
	Accuracy	Compass	metres, breast
	Control	Direction	stroke, water,
	Distance	Equipment	front crawl,
	Improve	Obstacle	back stroke,
	Pace	Over	breathe, pattern,
	Performance	Problem solving	fluent, control,
	Sustain	Support	strokes,
	Technique	Trail	efficiency,
	Hand over	Trust	length, start,
	Take off	Under	ascend, descend,
	Target		safety
	Long Jump		confident,
	Standing Jump		water-based
	Pace		situations,
	Sprint		proficient
	Technique		

11.7

Upper Key Stage 2	Gymnastics	Dance	Games	Games
	anti clock wise	Action	Combine, technique,	Jump shot, drive
	Asymmetrical	aesthetics	run, throw, catch,	shot, block,
	Axis	Canon	pass, jump, kick,	goalkeeper,
	Canon	Choreograph	alone, team,	defender, attacker,
	clock wise	Clarify	possession, points,	handle, change
	communication	Combine	tactics, strike, bowl,	direction, side-step,
	contrasting	dynamic	volley, ball,	court, rebound,
	Counter-balance	fluent	accuracy,	foul, bowler,
	Counter-balance	improvise	forehand,	batsman, fielder,
	Flight	Motif	backhand, racket,	over-arm, underarm,
	Rotate	Reaction	defend, attack,	body position, grip,
	Spring	Stillness	anticipation,	wicket keeper,
	symmetrical	transition	direction, play, fair	batsman, umpire,
	Synchronisation	Unison	play, respect,	boundary, wicket,
	take-off		competition,	crease
			leadership, role	Jump shot, drive
			model,	shot, block,
			communicate,	goalkeeper,
			collaborate,	defender, attacker,
			physical, sport,	handle, change
			Combine, technique,	direction, side-step,
			run, throw, catch,	court, rebound,
			pass, jump, kick,	foul, bowler,

11.8

Upper Key Stage	Swimming	Athletics	OAA
	breathe, pattern,	Consecutively	Compass
	fluent, control,	Consistency	Direction
	strokes,	Control	Equipment
	efficiency,	Evaluate	Obstacle
	length, start,	Improve	Over
	ascend, descend,	Leading leg	Problem solving
	safety, aerobic	Obstacles	Support
	confident,	Performance	Trail
	water-based	Release	Trust
	situations,	Retrieving	Under
	proficient,	Run up	
	breathe, pattern,	Stamina	
	fluent, control,	Sustain	
	strokes,	Take off	
	efficiency,	Technique	

Appendices