

PHYSICAL EDUCATION CURRICULUM PLANNING

June 26, 2020



Curriculum Rationale

Curriculum Intent

Learning in Physical Education is underpinned by our school values, the statutory requirements of the National Curriculum/Early Years Foundation Stage and delivered through our school ethos 'The best in everyone'. From our curriculum, pupils will become physically educated through experiencing a range of activity areas that:

- build confidence to take part in physical activity
- develop competence in a range of physical skills and develop creativity, decision-making and problem-solving capabilities
- create resilient learners who are confident and equipped to take on different challenges and respect each other
- develop collaboration and partnerships and encourage children to make positive contributions and have empathy for others
- promotes a healthy lifestyle where children love being active

Implementation

- Children participate in high-quality P.E lessons twice a week, covering at least two different sports/skills per term.
- All classes participate in a variety of activities which ensure that the children are meeting the daily 30 minutes of physical exercise at school. This includes the adventure playground, active playtimes and lunchtimes and our daily mile.
- Teachers use, and adapt, whole school planning and resources to ensure lessons across years show progression and the key performance indicators are taught.
- Classes follow the PE long term planning to ensure pupils participate in a broad and balanced curriculum.
- Children participate in a variety of competitive sports as part of the Portsmouth School Sport Partnership and attend sports festivals for Key Stage 1 and 2.
- Children are taught by a PE specialist and teachers (with LSA support). CPD is continuing throughout the year with the P.E lead regularly monitoring teachers and TAs to ensure up to date knowledge and skills.
- Our playground leaders (year 5) organise physical activities and small games for children to interact with at lunch time.
- Children in year 6 participate in the Bikeability sessions.
- Children in years 3 and 6 have the opportunity to have 10 weeks of swimming and Rainbow Fish 1 on a weekly basis.
- We provide children the opportunity to participate in extra-curricular activities that are inclusive, enjoyable and increase children's physical activity. We track children who attend these sessions and identify target children who may benefit from these. Our staff offer encouragement and full equipment (including appropriate kit if required).
- Annually, the school celebrates 'Sports Week' to educate and promote a healthy lifestyle and physical activity. Children engage in a wide range of inclusive, competitive activities and sports. A very strong emphasis is placed on Sportsmanship, Teamwork and Sporting attitude as well as sporting ability.
- House Captains promote physical activity by encouraging their peers to participate in activities before, during and after school.
- The school has achieved the Platinum School Games Award in recognition for our ongoing commitment and achievement in the school games programme.
- Our new playground will be up and running in September which will increase activity levels and enjoyment for all our pupils.

Impact

The impact of our school Physical Education curriculum can be seen through participation and pupil engagement in lessons which contributes to pupils achieving success in all areas of the curriculum.

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Areas of Learning and Assessment

Curriculum Elements	Fit to Perform Physical skills and Excellence	Fit To Lead Respect, showing Teamwork and Kindness	Fit For Life Being active and showing Determination
	Pupils will develop the confidence and independence to move in a range of ways so they are successful to take part in physical tasks and activities Through reflections and discussions, pupils will use a range of resources to explore different possibilities for success. They will have the curiosity and courage to follow a range of different possibilities.	Pupils will work together in a range of roles and responsibilities. Have the confidence to participate and make contributions while respecting others ideas and opinions. The children will be open to trying different new things. They will aspire to be the best that they can be and achieve goals and are rewarded by success.	Pupils will develop a love of being active. They will understand the importance of health and fitness and celebrate the achievements of themselves and others. Pupils will become resilient learners. They will have the skills and expertise to ensure that they persevere when faced with tricky challenges

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Curriculum Content and Progression

Age Phase	Fit to Perform Physical skills and Excellence	Fit To Lead Respect, showing Teamwork and Kindness	Fit For Life Being active and showing Determination
<i>Year R</i>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Have opportunities to be active and interactive. Develop their co-ordination, control and movement to complete simple tasks and activities. Explore varying dynamics of movement including changes to speed, directions, pathways, body shape and levels. Be able to change direction and speed to navigate around an object or person Have opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music, movement and dance. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Speak and listen in a range of situations. Build positive relationships and a respect for others. Develop their social skills and appropriate behaviour in groups. Work well in small groups. Develop a positive sense of themselves and others. Manage their feelings. Develop confidence in their own ability. Develop confidence and skills in expressing themselves. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Understand the importance of wearing the appropriate kit and stay safe both when indoors and exploring the outdoors

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	Fit to Perform Physical skills and Excellence	Fit To Lead Respect, showing Teamwork and Kindness	Fit For Life Being active and showing Determination
<i>Year 1</i>	<p>Pupils will be able to:</p> <p>Begin to use their imagination to improve or create short sequences</p> <p>Show control when rolling, hitting or striking a ball.</p> <p>Can catch and bounce a ball and throw underarm and overarm.</p> <p>Can travel with a ball in different directions (side to side, forwards and backwards)</p> <p>Can pass a ball to another player in a game.</p> <p>Can run and jump with control.</p> <p>Holds moments of stillness on different patches with control .(KPI 1)</p> <p>Travels with coordination and control. (KPI 2)</p> <p>Successfully throws and kicks at a target with increasing accuracy and control. (KPI 3)</p>	<p>Pupils will be able to:</p> <p>Develop confidence in their own ability and participate in simple team games</p> <p>Work successfully in small groups</p> <p>Communicate in turn with others</p> <p>Listen to others</p> <p>Manage their feelings in the context of a simple game</p> <p>Share own ideas with others</p> <p>Take on specific roles in small groups</p> <p>Work with others to adapt and change their skills</p> <p>Begin to use their imagination to improve or create short sequences.</p> <p>Move safely around the space and equipment.</p> <p>Follows simple instructions accurately.(KPI 4)</p> <p>Shows confidence to perform in front of a small audience of peers. (KPI 5)</p> <p>Respects themselves by trying their best and showing resilience if success is not immediate. (KPI 6)</p>	<p>Pupils are able to:</p> <p>Begin to understand why it is important to warm up and cool down.</p> <p>Understand how to stay safe including how to dress safely and appropriately for the activity.</p> <p>Understand why exercise is important, also in relation to making healthy choices with food.</p> <p>Responds to different demands of activity</p> <p>Participate in activities run by other children</p> <p>Describe how the body feels before, during and after exercise</p> <p>Carry and place equipment safely</p> <p>Is always prepared to work safely in PE by being prepared with the correct footwear and kit. (KPI 7)</p> <p>Describes the changes to their body temperature and breathing rate when they become active. (KPI 8)</p> <p>With encouragement, can sustain the effort and focus required for an active PE lesson. (KPI 9)</p>

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Age Phase	Fit to Perform Physical skills and Excellence	Fit To Lead Respect, showing Teamwork and Kindness	Fit For Life Being active and showing Determination
<i>Year 2</i>	<p>Pupils will be able to:</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination individually and with others.</p> <p>Children develop their co-ordination, control and movement.</p> <p>Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities.</p> <p>Create and perform dances and gymnastic routines using simple movement patterns.</p> <p>Holds balances using points by reducing the number or size of contact points. (KPI 1)</p> <p>.Performs simple movement patterns in dance, gym or athletic activity with agility, control and rhythm. (KPI 2)</p> <p>Successfully executes throws and catches in small sided conditioned activities. (KPI 3)</p>	<p>Pupils will be able to:</p> <p>Engage in co-operative activities in a range of increasingly challenging situations.</p> <p>Communicate effectively within group work</p> <p>Listen and share own ideas within a group</p> <p>Effectively take on specific roles with small groups</p> <p>Manage their feelings in a simple team game and engage in competitive activities (both against self and against others.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Experiment with their work and evaluate with others with teacher feedback</p> <p>Follows instructions and can be trusted to work independently. (KPI 4)</p> <p>Cooperates fairly and effectively in physical activities with a range of partners. (KPI 5)</p> <p>Competes showing positive behaviours whatever the outcome of the competition (KPI 5)</p>	<p>Pupils will be able to:</p> <p>Understand why it is important to warm up and cool down.</p> <p>Understand how to stay safe including how to dress safely and appropriately for the activity and understand how they keep safe in different environments independently.</p> <p>Understand why exercise is important and what constitutes a balanced diet.</p> <p>Understand how different activities effect the body in different ways. Participate in activities run by other children</p> <p>Work safely with others during activity and when using/carrying equipment (KPI 7).</p> <p>Knows the function of the heart and can demonstrate how to raise and lower their heart rate when preparing for and recovering from physical activity. (KPI 8)</p> <p>Can independently sustain the effort and focus required for an active PE lesson. (KPI 9)</p>

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Age Phase	Fit to Perform Physical skills and Excellence	Fit To Lead Respect, showing Teamwork and Kindness	Fit For Life Being active and showing Determination
Year 3	<p>Pupils will be able to:</p> <p>Develop fundamental movement skills with control and accuracy</p> <p>Apply and adapt basic movement skills (running, jumping, throwing, catching) in multiple contexts (jumping to catch a ball, a leap in a dance).</p> <p>Explore varying dynamics of movement including changes to speed, direction, pathways, levels (etc).</p> <p>Be able to change direction and speed to navigate around an object/person (agility and co-ordination)</p> <p>Suggest ideas for how they can develop their own and other's work</p> <p>Talk in more detail about how improvements can be made using a rich vocabulary (adjectives, verbs, adverbs) and subject specific language</p> <p>Develop imaginative movement ideas related to a theme or topic</p> <p>Experiment with movement patterns and equipment</p> <p>Performs in gym/dance with timing and rhythm, exploring use of space through different levels, directions and pathways. (KPI 1)</p> <p>Uses travelling, jumping, throwing and catching skills in combination to good effect. (KPI 2)</p> <p>Demonstrates good object manipulation and control with hands or feet and implements (i.e. bats and/or rackets) (KPI 3)</p>	<p>Pupils are able to:</p> <p>Confidently work towards their goal with others, with a partner or in a small group and understand the terms such as communication, collaboration and competition.</p> <p>Confidently take on different roles in activities, with the knowledge of the tasks and what is expected of them</p> <p>All children should set up equipment and tasks for their group/team and try out new ideas and strategies.</p> <p>Suggest ideas for how they can develop their own and other's work</p> <p>Describe and evaluate the work completed by others Be confident to participate in a team game.</p> <p>Manage their feelings appropriately in a simple competitive situation.</p> <p>Children will participate in team games, developing simple tactics for attacking and defending.</p> <p>Being able to make basic evaluations of their own and others performances.</p> <p>Improves an activity or performance effectively with others through listening and putting forward their own ideas. (KPI 4)</p> <p>Leads by example by working with enthusiasm and encouraging members of their team/group. (KPI 5) When given clear criteria they accurately describe the performance of a peer, offering at least one strength and one aspect that could be even better (KPI 6)</p>	<p>Pupils are able to:</p> <p>Respond to the demands of an activity (speed, stamina, suppleness, strength and skill)</p> <p>Know that different activities will affect the body in different ways</p> <p>Know and describe the short term effects of different exercise activities on the body</p> <p>Know why we warm up and cool down and respond to warm up tasks independently</p> <p>Can organise their own kit, equipment in a timely way</p> <p>Work safely and with due consideration to others</p> <p>Works safely in a group/team setting, showing consideration and respect for peers of all backgrounds and abilities. (KPI 7)</p> <p>Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and recovering from physical activity (KPI 8)</p> <p>Shows determination in PE when learning new skills, applying skills to new situations, and when sustaining effort in PE. (KPI 9)</p>

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	Fit to Perform Physical skills and Excellence	Fit To Lead Respect, showing Teamwork and Kindness	Fit For Life Being active and showing Determination
<i>Year 4</i>	<p>Pupils will be able to:</p> <p>Know and perform fundamental movement skills with consistent control and accuracy.</p> <p>Demonstrate specialised skills across travel, balance and object control.</p> <p>Apply a range of fundamental movement skills effectively across activity areas.</p> <p>Run, jump, throw in isolation and with power and speed for distance and accuracy.</p> <p>Confidently apply skills in combination (e.g. run, jump, stop).</p> <p>Create and perform original sequences of movement that connect to a theme, story, topic and concept.</p> <p>Use more technical vocabulary related to the activity and to extend their knowledge.</p> <p>Can develop a sequence using a range of body shapes (such as star, pin, ball, twist, tuck and pike) and dynamic movements such as flight, rotation and travel. (KPI 1)</p> <p>Can successfully dribble (feet or hands), pass (chest/bounce or with feet) strike and field a ball with increasing accuracy in small-sided games.(KPI 2)</p> <p>Demonstrates how to create and deny space in small-sided games, choosing and applying simple tactics. (KPI 3)</p>	<p>Pupils will be able too:</p> <p>Consolidate skills in communication and collaboration in a positive manner and know the benefits/differences of each</p> <p>Make basic evaluations of their own and others performances.</p> <p>Work together in small group situations to plan, perform and evaluate their learning</p> <p>Confidently take on different roles in activities.</p> <p>Be confident to participate in a range of team situations.</p> <p>Show awareness and respect of others and the environment they are working in.</p> <p>Manage their feelings appropriately in a range of competitive situations.</p> <p>Make connections in their physical learning to wider curriculum areas (English, Science, maths, History, Art Music etc)</p> <p>Suggest a variety of ways in which they and others can improve their work</p> <p>Confidently communicates the information on a task card in order to organise a pair or small group activity. (KPI 4)</p> <p>Cooperates well in larger groups helping their group to function effectively. (KPI 5)</p> <p>When given clear criteria they accurately describes the performance of a peer, offering at least one strength and one aspect that could be even better. (KPI 6)</p>	<p>Pupils will be able to:</p> <p>Know and describe what an effective warm up and cool down is, and how to do this safely.</p> <p>Recognise what activities help to build speed, strength, stamina and why they are important.</p> <p>Recognise how specific activities can affect the body and discuss how they feel before, during and after activity.</p> <p>Know how health and fitness can affect performance.</p> <p>Work independently and safely in a range of contexts.</p> <p>Not be afraid to persevere with tasks that they may find trickier.</p> <p>Manages their behaviours and emotions well so that they are modest when successful, gracious when less so, and respectful of others at all times. (KPI 7)</p> <p>Knows the names and locations of the following muscles: biceps; triceps; quadriceps; hamstrings; abdominals; and calf muscles. (KPI 8)</p> <p>Applies their knowledge of the importance of strong heart and lungs by sustaining effort in PE lessons. (KPI 9)</p>

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Year 5	<p>Pupils will be able to:</p> <p>Execute movement skills with precision and accuracy</p> <p>Perform and create more complex patterns to include twists, lifts, turns and rotations with control and confidence</p> <p>Perform a range of specialised skills in striking, rotating, shooting, running, throwing, dribbling and bowling etc</p> <p>Apply skills in challenging concepts of space, relationships with different equipment and effort</p> <p>Pupils are able to:</p> <p>Describe, analyse, interpret and evaluate others work (use of ipad/tech wherever appropriate), showing an understanding of the techniques and skills being used.</p> <p>Adapt performances to suit an audience</p> <p>Suggest parts of a game play that need improving and being to suggest practices in which to do this</p> <p>Be able to select movements based on their aesthetic quality and creativity</p> <p>Choose and imaginatively explore different actions in response to stimulus</p>	<p>Pupils will be able to:</p> <p>Work with others and communicate their ideas and feelings positively with growing confidence</p> <p>Identify their individual and collective strengths and weaknesses as part of a team</p> <p>Confidently discuss and share group ideas</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>They should develop an understanding of how to improve in different physical activities and sports</p> <p>Creates a safe Health-Related Fitness (HRF) circuit (independently or with others) and confidently demonstrates and explains at least one of the stations. (KPI 4)</p> <p>Effectively undertakes a role that helps other performers such as: Guide (disability sport or OAA); Coach/manager; Official. (KPI 5)</p> <p>Accurately compares their own performance with previous ones and sets ambitious targets to improve. (KPI 6)</p>	<p>Pupils will be able to:</p> <p>Organise warm up and cool down activities to suit the demands of the activity</p> <p>Understand the importance of the warm up and cool down and how to do this safely</p> <p>Identify different aspects of fitness required to take part in physical activity</p> <p>Show flexibility, strength, stamina, technique, control and balance</p> <p>Understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this</p> <p>Sustain participation in physically demanding activity</p> <p>Have the courage to take on new challenges</p> <p>Not be afraid to persevere with tasks that they may find trickier and encourage others to do the same.</p> <p>Knows the basic 'energy balance' model and can explain how healthy eating contributes to fuelling for physical activity. (KPI 7)</p> <p>Knows the '5 Ss' of fitness: strength; stamina; suppleness; speed; skill; and can describe each. (KPI 8)</p> <p>Can sustain effort in a HRF circuit demonstrating the '5 Ss' and determination. (KPI 9)</p>

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	<p>Creates and performs sequences/routines in a pair or group using aesthetic devices such as: symmetry/asymmetry; matching and mirroring; changes in levels, speed and direction. (KPI 1)</p> <p>Successfully applies skills to effectively fulfil a specific position/role in a small-sided game. (KPI 2)</p> <p>Executes effective attacking tactics in a small-sided game situation (KPI 3)</p>		
	<p>Fit to Perform Physical skills and Excellence</p>	<p>Fit To Lead Respect, showing Teamwork and Kindness</p>	<p>Fit For Life Being active and showing Determination</p>
<p><i>Year 6</i></p>	<p>Pupils should be able to:</p> <p>Perform fundamental skills with consistent control, precision and accuracy and in addition:</p> <ul style="list-style-type: none"> • Perform specialist movement patterns with control and co-ordination in specific activity contexts • Show variation in their movements to adapt to changes in speed, levels, apparatus, people, force using different parts of the body (e.g throw one handed) <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.</p> <p>Use running, jumping, throwing, catching in isolation and combination.</p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</p>	<p>Pupils will be able to:</p> <p>Lead on tasks and activities.</p> <p>Be an effective team player, listening to others and contributing to the planning and evaluation of group tasks</p> <p>Pupils should enjoy communicating, collaborating and competing with each other.</p> <p>Communicate ideas, within all tasks and express feelings in a constructive and positive way.</p> <p>Pupils are able to: Compose and perform dances and sequences with a partner, in trios and small groups. Ensure everyone is included within the activity.</p> <p>perform dances using a range of movement patterns compare and evaluate their performances with previous ones</p>	<p>Pupils will be able to:</p> <p>Understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long term health.</p> <p>Know that there are different ways to be physically active</p> <p>Regularly take part in activities they enjoy and/or want to improve in.</p> <p>Plan, implement and lead activity, warm-ups and cool downs and know that these vary from one activity to another.</p> <p>Consider safe practice and the welfare of others in all activity contexts (including aquatic environments).</p> <p>Take part in outdoor adventurous activity challenges both individually and within a team.</p> <p>Pupils should be able to:</p>

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	<p>Show entry and exit into water Demonstrate a recognisable stroke Be able to keep float in water (treading water).</p> <p>Successfully combines relevant techniques and components of fitness in a gymnastics/dance routine. (KPI 1)</p> <p>Successfully applies relevant skills and components of fitness to a personal challenge or a small-sided game situation. (KPI 2)</p> <p>Executes effective defending tactics in a game situation. (KPI 3)</p>	<p>Link their movement learning to the wider curriculum and explain how concepts and ideas connect through mood, gesture and expression</p> <p>Refine their own work and others using criteria</p> <p>Experience and distinguish different styles and genre of movement (e.g in dance).</p> <p>Can swim a minimum of 25m; use a range of strokes effectively; and perform safe self-rescue as per national expectations. (KPI 4)</p> <p>Works effectively in a team to plan and organise a safe disability/adapted sport session. (KPI 5)</p> <p>Competes enthusiastically and fairly within the rules, respecting the officials and the opposition. (KPI 6)</p>	<p>Have the courage to take on new challenges and encourage others to do so equally.</p> <p>Not be afraid to persevere with tasks that they may find trickier, encouraging others to do the same and thinking creatively and critically about the different options.</p> <p>Critically evaluate performance of themselves and others and how to improve in different physical activities and sports.</p> <p>Learn how to evaluate and recognise their own success.</p> <p>Play competitive games and consider and apply principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>With guidance accurately describes the performance of their team/group and their contribution to it. (KPI 7)</p> <p>Applies their safety knowledge to new and unfamiliar environments, including water. (KPI 8)</p> <p>Undertakes a minimum of an hour of physical activity per day as per the Chief Medical Officer's (CMO) recommendation. (KPI 9)</p>
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Pupils exceeding Key Stage 2 expectations			
Physical Education Opportunities <ul style="list-style-type: none">• I play competitive sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis, rugby, athletics and gymnastics.• I can perform dances using advanced movement patterns.• I take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team.	Developing Practical Skills <ul style="list-style-type: none">• I can develop techniques and improve performances• I can compare performances with previous ones to achieve a personal best.• I am becoming more competent, confident and expert in techniques.• I understand what makes a performance effective and apply these principles to own and others' work.	Being Physically active <ul style="list-style-type: none">• I take part in competitive sports and activities outside school through community links or sports clubs.• I have developed the confidence and interest to get involved in exercise and sports and activities out of school and in later life.	Competing <ul style="list-style-type: none">• I can use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.

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EYFS and National Curriculum Statements

EYFS	KS1	KS2
<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Communication and language development: <i>This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</i> • Physical Development: <i>This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</i> • Personal, social and emotional development: <i>This involves helping children to:</i> <ul style="list-style-type: none"> ○ <i>develop a positive sense of themselves and others.</i> ○ <i>form positive relationships and develop respect for others.</i> ○ <i>Develop social skills and learn how to manage their feelings</i> ○ <i>understand appropriate behaviour in groups</i> ○ <i>have confidence in their own abilities.</i> • Expressive arts and design: <i>This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, <u>movement</u>, <u>dance</u>, role-play and design and technology.</i> 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities.</i> • <i>participate in team games, developing simple tactics for attacking and defending.</i> • <i>perform dances using simple movement patterns.</i> 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and 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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • <i>use running, jumping, throwing, catching in isolation and combination.</i> • <i>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</i> • <i>develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</i> • <i>perform dances using a range of movement patterns</i> • <i>take part in outdoor adventurous activity challenges both individually and within a team</i> • <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery and Yr R	Me and myself	Fundamental Movement	Balance	Working with others	Fun and games	Object control (2 wks practice SD)
Year 1 PE	Object Control (Bat and Ball skills) KPI – 2, 3	Athletics –travelling throwing KPI - 9	HRF KPI – 8, 9	Throwing and catching, aiming games KPI – 3	Object control (uni hoc) KPI – 3	Gymnastics unit 3 KPI – 4
PPA	Fundamentals Unit 1 (Athletics based) KPI - 5	Object control Sending and receiving KPI - 3	Gymnastics unit 1 KPI – 1	Dance (PPA) KPI – 5, 8	Fundamentals Unit 2 (Athletics based) KPI -9	Mini Cricket KPI – 6 (2 wks practice SD)
KPI 7 comes under all lessons in Year 1.						
Year 2 PE	Fundamentals (Athletics based) KPI – 2, 9	Multi Skills KPI - 4	HRF KPI – 8, 9	Ball Skills and games KPI - 3	Invasion Games Object Control (uni hoc) KPI – 5, 7	Inventing games and making rules unit 4 KPI - 7
PPA	(Net and Wall) KPI – 2, 3	Ball skills (dribbling, kicking, hitting) KPI - 3	Gymnastics KPI – 1, 8	Dance KPI - 2	Fundamentals Unit 2 (Athletics based)	Mini Cricket KPI – 6 (2 wks practice SD)
Year 3 PE	Net/wall games KPI - 5	OAA KPI - 7	HRF KPI - -4, 8	Invasion games (basketball) KPI - 8	Invasion games (tag rugby) KPI – 3	Striking and Fielding games (rounders based activities)) KPI - 3
			*Swimming 10 week block			
PPA	Athletics (PPA) KPI - 6	Invasion games – (football) KP1- 2	Gymnastics KPI – 4	Dance KPI - 1	Cricket KPI - 9	Invasion games (hockey) KPI – 2

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Year 4 PE	Net/wall games KPI - 7	OAA KPI - 4	HRF KPI – 8, 9	Invasion games (basketball) KPI - 2	Invasion games (tag rugby) KPI - 2	Striking and Fielding games (rounders based activities)
PPA	Athletics KPI – 8, 9	Invasion games – (football) KP1- 2	Gymnastics KPI - 1	Dance KPI - 6	Cricket KPI - 2	Invasion games (hockey)
	KPI 9 comes under all lessons in Year 4.					
Year 5 PE	Net/wall games KPI - 8	OAA KPI - 5	HRF KPI – 4, 7, 8, 9	Invasion games (basketball) KPI - 3	Invasion games (tag rugby) KPI - 2	Striking and Fielding games (rounders based activities)
PPA	Athletics KPI - 6	Invasion games – (football) KP1 - 2	Gymnastics KPI - 1	Dance KPI - 6	Cricket KPI – 2, 3	Invasion games (hockey) KPI – 3
Year 6 PE	Net/wall games KPI - 7	OAA KPI - 5	HRF KPI – 4, 9	Invasion games (basketball) KPI – 3, 5	Invasion games (tag rugby) KPI - 2	Striking and Fielding games (rounders based activities)
PPA	Athletics KPI – 8	Invasion games – (football) KPI -5	Gymnastics KPI - 1	Dance KPI - 7	Cricket KPI - 6	Invasion games (hockey) KPI – 5
	*Swimming 10 week block					
	KPI 9 comes under all lessons in year 6.					

*Swimming provisionally booked

