



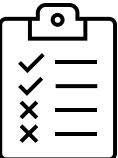
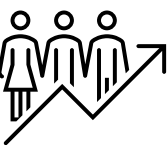





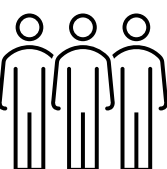




PE vision statement:

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

- To lead a healthy lifestyle through regular physical activity and healthy eating
- To have an enjoyment and understanding of a range of skills and sports
- To experience competing against others (Inter-school/Intra-school- houses, year groups)

(See Vision statement document for full over)

Big Ideas of PE		
 <b>Movement</b> — children move different parts of their bodies and are keeping physically active for longer periods of time.	 <b>Competition</b> – a contest between two or more children or teams striving for the common goal of winning/gaining points.	 <b>Analysis and evaluation</b> — to look back at a performance or skill, of their own or others, and identify the strengths and areas for improvement.
 <b>Development of skills and techniques</b> – Where new skills are modelled to the children and they are given time to practice, improve and critic.	 <b>Games</b> – opportunities for skills and techniques to be applied to game situations where rules are followed.	 <b>Preparation for life and participation</b> – providing children with the skills and mindset that will carry them through life and can be applied to other situations e.g. fair-play, resilience, teamwork, humility (victory/defeat).
 <b>Application of skills and techniques</b> — where children are given the opportunity to apply new skills into game situations.	 <b>Tactics</b> — plans to give a player or team an advantage against opponents.	 <b>Health and fitness-</b> keeping bodies healthy and active and in good conditions and improving fitness levels e.g. stamina.
 <b>Co-operation/teamwork-</b> two or more children working together to reach a common goal or produce an outcome.	 <b>Challenge</b> —providing opportunities for children to better their performance by setting targets or objectives that push them out their comfort zone.	 <b>Swimming</b> – The act of moving bodies through water.

		Reception	Year 1	Year 2
Games	KS1	<b>Gross motor ELG from September 2021</b> Negotiate space and obstacles safely, with consideration for themselves and others Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<ul style="list-style-type: none"> <li>• use basic underarm, rolling and hitting skills;</li> <li>• learn and choose different ways of hitting, throwing, striking or kicking the ball;</li> <li>• intercept, retrieve and stop a variety a objects with some consistency</li> <li>• begin to use hand-eye coordination to catch a medium-sizes ball/beanbag</li> <li>• track balls and other equipment sent to them, moving in line with the ball to collect it;</li> <li>• use terms ‘opponent’ and ‘team-mate</li> <li>• decide where to stand to make it difficult for their opponent</li> <li>• Lead where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• perform basic skills of rolling, striking and kicking with more confidence;</li> <li>• apply these skills in a variety of simple games;</li> <li>• make choices about appropriate targets, space and equipment;</li> <li>• work well with a partner and in a small group to improve their skills</li> <li>• show awareness of opponents and team-mates when playing games to develop tactics</li> </ul>

		Year 3	Year 4	Year 5	Year 6
Games	Net and wall	<ul style="list-style-type: none"> <li>• Begin to use forehand and backhand when playing racket games.</li> <li>• keep up a continuous game, using a range of throwing and catching skills and techniques;</li> <li>• use a small range of basic racket skills;</li> <li>• choose and use a range of simple tactics to make it difficult for their opponent;</li> <li>• make up their own net games and refine rules throughout game</li> <li>• Follow rules of a game and play fairly;</li> <li>• talk about what they do well and recognise things they could do better</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others and act as a respectful team member.</li> </ul>		<ul style="list-style-type: none"> <li>• Use forehand and backhand when playing racket games.</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Defend and attack court using a range of tactics</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• know and carry out warm-up activities that use exercises helpful for net and wall games;</li> <li>• pick out things that could be improved in performances and suggest ideas and practices to make them better</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	
	Invasion	<ul style="list-style-type: none"> <li>• Throw, catch and kick with control and accuracy</li> <li>• be aware of space and use it to support team-mates causing problems for opposition;</li> <li>• know and use rules fairly to keep games going;</li> <li>• keep possession with some success and pass at appropriate times (with, e.g. feet, a hockey stick or hands).</li> <li>• Lead simple warm up and cool down and discuss importance</li> <li>• Act as a respectful team member</li> </ul>	<ul style="list-style-type: none"> <li>• play games with some fluency and accuracy, using a range of throwing, catching and kicking techniques;</li> <li>• find ways of attacking and keeping possession getting into positions to score; (with, e.g. feet, a hockey stick or hands).</li> <li>• use a variety of simple tactics for attacking and pass at appropriate times</li> <li>• know the rules of the games</li> <li>• understand how strength, stamina and speed can be improved by playing invasion games</li> <li>• lead a partner through short warm-up routines;</li> <li>• watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to play better</li> <li>• Act as a respectful team member</li> </ul>	<ul style="list-style-type: none"> <li>• pass, dribble and shoot with control in games;</li> <li>• identify and use tactics to help their team keep the ball and take it towards the opposition’s goal</li> <li>• mark opponents and help each other in defence</li> <li>• Work alone or with a teammate in order to gain points or possession</li> <li>• know and carry out warm-up activities that use exercises helpful for invasion games</li> <li>• pick out things that could be improved in performances and suggest ideas and practices to make them better</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<ul style="list-style-type: none"> <li>• use different techniques for passing, controlling, dribbling and shooting the ball in games;</li> <li>• apply basic principles of team play to keep possession of the ball;</li> <li>• use marking, tackling and/or interception to improve their defence;</li> <li>• play effectively as part of a team</li> <li>• know what position they are playing in and how to contribute when attacking and defending;</li> <li>• plan practices and warm ups to get ready for playing safely;</li> <li>• recognise their own and others’ strengths and weaknesses in games;</li> <li>• suggest ideas that will improve performance</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others and act as a respectful team member</li> </ul>
	Striking and fielding	<ul style="list-style-type: none"> <li>• use a range of skills, <i>eg throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy;</li> <li>• Strike a ball and field with control</li> <li>• choose and vary skills to suit the situation in a game;</li> <li>• carry out simple tactics successfully e.g. striking a ball in specific directions</li> <li>• set up small games;</li> <li>• know rules and use them fairly to keep games going;</li> <li>• describe what they and others do successfully and suggest improvements</li> <li>• Act as a respectful team member</li> </ul>		<ul style="list-style-type: none"> <li>• strike a bowled or volleyed ball accurately and with control</li> <li>• use a range of fielding skills, <i>eg catching, throwing, bowling, intercepting</i>, with growing control and consistency;</li> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• work collaboratively in pairs, group activities and small-sided games;</li> <li>• use and apply the basic rules consistently and fairly;</li> <li>• understand and implement a range of tactics in games when fielding, defending and attacking</li> <li>• identify their own strengths and suggest practices to help them improve</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p><b>Gross motor ELG from September 2021</b></p> <p>Demonstrate strength, balance and coordination;</p> <p><b>Performing</b></p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – move in time with music</p>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions</li> <li>perform basic body actions with control</li> <li>use different parts of the body singly and in combination;</li> <li>choose movements to communicate a mood, feeling or idea (expressive)</li> <li>vary the way they use space;</li> <li>Link two or more actions to perform a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions</li> <li>perform body actions with control and coordination;</li> <li>choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</li> <li>link actions; remember and repeat dance phrases</li> <li>perform short dances, showing an understanding of mood, feeling or idea (expressive)</li> <li>describe the mood, feelings and expressive qualities of dance;</li> <li>suggest ways they could improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Using a stimulus (music or idea) improvise dance moves</li> <li>create dances and movements to communicate an idea or message</li> <li>With a partner and in a small group, share and create dance sequences</li> <li>repeat, remember and perform these sequences in a dance</li> <li>Move in a clear, fluent and expressive manner</li> <li>recognise and talk about the movements used and the expressive qualities of dance</li> <li>suggest improvements to their own and other people's dances</li> <li>Develop physical strength and suppleness by practicing moves and stretching</li> </ul>	<ul style="list-style-type: none"> <li>respond imaginatively to a range of stimuli related to character and narrative</li> <li>On their own, with a partner and in a group, plan, perform and repeat sequences</li> <li>refine, repeat and remember dance sequences and dances;</li> <li>perform dances clearly and fluently;</li> <li>Change speed and levels within a performance</li> <li>show a clear understanding of how to warm up and cool down safely;</li> <li>describe, interpret and evaluate dance, using appropriate language</li> <li>Continue to develop physical strength and suppleness by practicing moves and stretching</li> </ul>	<ul style="list-style-type: none"> <li>Plan, perform and evaluate dances creatively and collaboratively in groups</li> <li>Hold a precise and strong body posture</li> <li>Express and perform an idea with high energy, slow grace or other themes and maintain throughout piece</li> <li>perform different styles of dance clearly and fluently</li> <li>recognise and comment on dances, showing an understanding of style;</li> <li>suggest ways to improve their own and other people's work</li> <li>show an understanding of safe exercising</li> </ul>	<ul style="list-style-type: none"> <li>Perform expressively and hold a precise and strong body posture</li> <li>work creatively and imaginatively on their own, with a partner and in a group to complex sequences</li> <li>plan to perform to an idea with high energy, slow grace or other themes and maintain throughout piece</li> <li>perform complex moves that combine strength and stamina gained through gymnastic activities (e.g. cartwheel or handstands)</li> <li>use appropriate criteria to evaluate and refine their own and others' work;</li> <li>talk about dance with understanding, using appropriate language and terminology</li> </ul>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p><b>Gross motor ELG from September 2021</b></p> <p>Demonstrate strength, balance and coordination;</p>	<ul style="list-style-type: none"> <li>show basic control and coordination when travelling and when remaining still</li> <li>identify and copy the basic actions of gymnasts</li> <li>choose and link two or more actions to make a sequence</li> <li>remember and repeat these actions accurately and consistently;</li> <li>find and use space safely, with an awareness of others</li> <li>show contrasts (such as small/tall, straight/curved and wide/narrow)</li> <li>Hold positions whilst balancing on different points of the body</li> <li>Climb safely on equipment</li> </ul>	<ul style="list-style-type: none"> <li>plan and repeat simple sequences of 2 or more actions;</li> <li>show contrasts in shape</li> <li>perform basic gymnastic actions with coordination, control and awareness of space</li> <li>describe what they and others have done;</li> <li>say why they think gymnastic actions are being performed well</li> <li>Travel by rolling forwards, backwards and sideways</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Climb safely on equipment.</li> <li>Stretch and curl to develop flexibility.</li> <li>Jump in a variety of ways and land with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>plan, perform and repeat sequences of contrasting actions;</li> <li>Move in a clear, fluent and expressive manner</li> <li>swing and hang from equipment safely (using hands) and adapt sequences to suit equipment</li> <li>explain how strength and suppleness affect performance;</li> <li>compare and contrast gymnastic sequences, commenting on similarities and differences;</li> <li>with help, recognise how performances could be improved</li> </ul>	<ul style="list-style-type: none"> <li>perform actions, balances, body shapes and agilities with control</li> <li>plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</li> <li>adapt their own movements to include a partner in a sequence</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>Swing and hang from equipment safely (using hands).</li> <li>understand that strength and suppleness can be improved;</li> <li>lead a partner through short warm-up routines</li> <li>recognise criteria that lead to improvement, <i>eg changing a level</i>;</li> <li>watch, describe and suggest possible improvements to their own and others' performances</li> </ul>	<ul style="list-style-type: none"> <li>create, practise and refine longer, more complex sequences for a performance</li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Use equipment to vault and to swing (remaining upright).</li> <li>lead small groups in warm-up activities;</li> <li>use basic set criteria to make simple judgements about performances and suggest ways they could be improved</li> </ul>	<ul style="list-style-type: none"> <li>Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>- travelling</li> <li>- balances</li> <li>- swinging</li> <li>- springing</li> <li>- flight</li> <li>- vaults</li> <li>- inversions</li> <li>- rotations</li> <li>- bending, stretching, twisting</li> <li>- gestures</li> <li>- linking skills.</li> </ul> </li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> </ul>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<b>Gross motor ELG from September 2021</b>  Move energetically, such as running, jumping, hopping, skipping and climbing.	<ul style="list-style-type: none"><li>• Run for longer periods of time in one direction</li><li>• Learn a variety of hopping/jumping (such as 1 footed, 2 footed)</li><li>• Experience moving in different ways and different directions</li><li>• Use a variety of equipment to practice throwing (bean bags, quoits, balls)</li><li>• Partake in small races for enjoyment and understand the term compete</li></ul>	<ul style="list-style-type: none"><li>• To be able to run in a straight line over a distance of 20 meters</li><li>• Move safely between and around objects and other children</li><li>• Practice a range of jumping techniques, taking off and landing on different feet</li><li>• Link simple running and jumping movements</li><li>• Use a variety of equipment to practice throwing towards a target (bean bags, quoits, balls)</li><li>• Compete against others for enjoyment</li></ul>	<ul style="list-style-type: none"><li>▪ run at fast, medium and slow speeds, changing speed and direction over 60 metres</li><li>▪ link running and jumping activities with some fluency, control and consistency;</li><li>▪ take part in a relay activity, remembering when to run and what to do;</li><li>▪ Use a range of throwing techniques (such as under arm, over arm)</li><li>▪ Throw with accuracy to hit a target area</li><li>▪ Compete with others and aim to improve personal best performances.</li></ul>	<ul style="list-style-type: none"><li>▪ understand and demonstrate the difference between sprinting and running for sustained periods</li><li>▪ know and demonstrate a range of throwing techniques</li><li>▪ throw with some accuracy and power into a target area or to cover distance</li><li>▪ perform a range of jumps consistently, using a run up where appropriate</li><li>▪ play different roles in small groups;</li><li>▪ compare and contrast performances using appropriate language</li><li>▪ Compete with others and aim to improve personal best performances.</li></ul>	<ul style="list-style-type: none"><li>• choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</li><li>▪ show control at take-off in jumping activities</li><li>▪ combine sprinting with low hurdles over 60 metres</li><li>▪ Throw accurately and refine performance by analysing technique and body shape</li><li>▪ Compete with others and keep track of personal best performances, setting targets for improvements</li><li>▪ organise and manage an athletic event well;</li></ul>	
Swimming		<ul style="list-style-type: none"><li>• move through water in a chosen way</li><li>• blow bubbles in the water</li><li>• confidently put face in the water</li><li>• kick legs whilst holding onto the wall on your back and front</li><li>• confidently move through the water, immersing different parts of the body</li><li>• use one basic stroke, breathing correctly</li><li>• begin to control leg movements when propelling through water</li></ul>	<ul style="list-style-type: none"><li>• swim between 25 and 50 metres unaided in shallow water, using their arms and legs to propel themselves;</li><li>• use more than one stroke to swim distances and coordinate breathing as appropriate for the stroke being used</li><li>• using floats, swim over longer distances and periods of time with a more controlled leg kick;</li><li>• join in all swimming activities confidently;</li><li>• explore freely how to move in and under water;</li><li>• recognise how the water affects their temperature;</li><li>• recognise how their swimming affects their breathing;</li><li>• Learn front crawl, breaststroke and back crawl and begin to understand the key elements of each stroke</li><li>• perform a push and glide</li></ul>			<ul style="list-style-type: none"><li>• swim over 100 metres and keep swimming for 45 to 90 seconds;</li><li>• use three different strokes, swimming on their front and back (breaststroke, front crawl, backstroke and butterfly)</li><li>• control their breathing;</li><li>• swim confidently and fluently on the surface and under water;</li><li>• Turn efficiently at the end of a length</li><li>• to be able to perform a range of jumps, dives and floats into the water safely</li><li>• perform water safety skills competently e.g. help position, huddle</li><li>• be able to apply learnt strokes and water safety to games e.g. water polo</li></ul>	
Outdoor and adventurous activities		<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Arrive properly equipped for outdoor and adventurous activity.</li><li>• Identify where they are by using simple plans and diagrams of familiar environments;</li><li>• use simple plans and diagrams to help them follow a short trail and go from one place to another;</li><li>• respond to a challenge or problem they are set;</li><li>• work increasingly cooperatively with others, discussing how to follow trails and solve problems;</li><li>• Remain aware of changing conditions</li><li>• comment on how they went about tackling tasks</li></ul>	<ul style="list-style-type: none"><li>• Arrive properly equipped for outdoor and adventurous activity.</li><li>• use maps and diagrams to orientate themselves and to travel around a simple course;</li><li>• respond when the task or environment changes and the challenge increases;</li><li>• start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</li><li>• identify parts of the work that were successful;</li><li>• respond to feedback on how to go about their work differently</li><li>• Remain aware of changing conditions and change plans if necessary</li></ul>		<ul style="list-style-type: none"><li>• choose and perform skills and strategies effectively;</li><li>• find solutions to problems and challenges;</li><li>• plan, implement and refine the strategies they use;</li><li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li><li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li><li>• prepare physically and organisationally for challenges they are set, taking into account the group’s safety;</li><li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li><li>• Use a range of devices in order to orientate themselves.</li><li>• identify what they do well, as individuals and as a group;</li><li>• suggest ways to improve</li></ul>	
GDS	<ul style="list-style-type: none"><li>- Utilise appropriate equipment in order to get the best out of performance.</li><li>- Use-self-confidence to apply skills to different situations Apply connections of important information to various games and activities</li><li>- To be able to explain and teach/demonstrate specific skills to others; including how to improve their own, and others, practise.</li></ul>			<p>Understand how exercise is of benefit to the body to be healthy</p> <ul style="list-style-type: none"><li>- To be able to explain and teach/demonstrate specific skills to others; including how to improve their own, and others, practise.</li><li>- Utilise appropriate equipment in order to get the best out of performance. - Use-self-confidence to apply skills to different situations</li></ul> <p>Apply connections of important information to various games and activities</p>			