

PHYSICAL EDUCATION CURRICULUM PLANNING

Reviewed 2019/20



Lockerley Church of England Primary School
'Believe Together, Achieve Together'

Learning in Physical Education is underpinned by the national curriculum for PE, the school values of love, courage and respect and incorporate the values of the Christian faith.

From our curriculum, pupils will become physically educated through

- **Developing respect by valuing ourselves, each other, our environment and by valuing our differences**
- **Mastering the fundamental movement skills so that they are able to apply these to a range of activities and sports**
- **Developing a passion for being physically active so that they lead healthy, active lives**
- **Being exposed to a broad and balanced curriculum including opportunities linked with activities and sports within the local community to help families to become active**

Children will become physically educated through experiencing a range of activity areas that:

- **allow children to build the courage to take risks and challenge themselves**
 - **build confidence to take part in physical activity**
 - **develop competence in a range of physical skills**
 - **encourage open-mindedness to the various talents of each and every one of us**
 - **allow them to express their creativity and enjoyment through a variety of different activities**
 - **enable them to understand what skills they can use to be successful and how to further challenge themselves**
 - **develop a sense of well being for the whole child**
 - **allow the children to love being active**
 - **encourage partnership between each other and teach children to make positive contributions**
 - **enable children to make decisions about leading a healthy lifestyle**
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Areas of Learning and Assessment

Curriculum Elements	Physical Development <i>(how can I move my body to complete a task?)</i>	Social Skills <i>(how can I work well and successfully with others?)</i>	Well Being <i>(how can I lead a health, active life? How can I keep myself and others safe including showing everyone respect?)</i>	Creativity <i>(What have I done well? Wat other waysa canl complete a task?)</i>	Critical Thinking <i>(What skills can I use to be successful to meet a goal? How can I further challenge myself?)</i>
	Children will develop the confidence and independence to move in a range of ways so they can take part in physical tasks and activities.	By working together children will be open to new ways of working, respecting the different contributions that everyone has and take on roles and responsibilities in varying contexts	An understanding of how to lead a healthy and active life. Strategies to deal with mental health issues and self care and understand what help is available	Have the freedom to explore their own learning opportunities and be curious about aspects of learning. This will show expression and divergence as they move, being reflective and resourceful	Through resilience and determinstion, children will challenge themselves to be the best that they can be and aspire to achieve goals that are reqrded by success and achievement

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Curriculum Content and Progression

Age Phase	Physical Development	Social Skills	Well Being	Creativity	Critical Thinking
Year R Autumn Spring Summer	Children are able to • Demonstrate balance and control as they travel around, under, over and through • Move confidently in a variety of ways • Safely negotiate space • Handle a range of equipment effectively	Children are able to • Listen to simple rules and expectations to take part in a task • Develop social skills and learn how to manage feelings • Play cooperatively taking turns with others • Work with a partner to keep an activity going • Take responsibility for own equipment • Share ideas • Listen to others • Take account of other children's interests • Form positive relationships and respect for others allowing them to take on different roles within activities	Children are able to • Describe parts of the body that are moving when active • Maintain personal space when travelling • Follow rules to keep safe • Know that changes happen to their body when they move • Land and stop safely • Take part in activities suitable to their skill level and progression • Get changed independently • Recognise that activity is good for the body	Children are able to • Ask questions about their movement learning • Describe what they are doing • Explore equipment in different ways • Create their own examples within an activity • Develop confidence and skills in expressing themselves enabling them to respond imaginatively to different stimuli • Know what they like and dislike • Respond to feedback • Use accurate language to describe movement	Children are able to • Have confidence in their own abilities to take part in a range of physical activities regardless of their starting point • Work to targets and be motivated to meet them • Want to improve their skills • Challenge themselves with a range of resources and equipment • Keep going, even when not successful the first time

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Year 1	Children are able to	Children are able to	Children are able to	Children are able to	Children are able to
Autumn Spring Summer	• Throw, catch, kick, strike, dribble developing accuracy and control • Perform different shapes with the body showing balance and control • Run with confidence and coordination • Show a variety of jumps • Land and stop with control • Travel rhythmically in different ways • Balance on different parts of the body • Sequence simple movements • Perform simple rolls	• Work with a partner to create simple sequences • Cooperate with a partner to keep a game going • Support and encourage each other in their performance • Follow and lead movement actions • Help to set up activities and equipment	• Show enjoyment in and through movement • Show awareness of others when working in a practical space • Take part in mindful activities • Get changed independently • Take part in sustained activity • Identify reasons why physical activity is good for the body • Use equipment sensibly and with correct intent • Make judgements about what they can and cannot do safely	• Watch, copy and describe movements that others have done • Respond imaginatively in movement to words, images, sounds and objects • Ask question and respond positively to teacher/partner/class feedback	• Travel into space • Be able to defend space • Perform sequences of movements linking 3 or more actions together • Follow simple rules and a scoring system • Perform actions with confidence • Show expression in movement • Set a target and be able to meet that target with perseverance • Participate in 1v1 games being able to keep control of the object and score points

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Year 2	Children are able to	Children are able to	Children are able to	Children are able to	Children are able to
Autumn Spring Summer	- Develop fundamental movement skills, become increasingly competent and confident to access a broad range of opportunities to extend their agility, balance and coordination - Apply travel, balance and object control in different activity contexts - Link skills together in combination - Hit targets with increasing accuracy and distance - Adapt movements to show changes to levels, speed, direction and pathway - Balance on isolated parts of the body on the floor and apparatus - Perform stick-eye, hand-eye and foot-eye travel and balance skills with control	- Follow a set of rules - Cooperate with a partner to be successful - Work in a small group to undertake a challenge or activity - Support and encourage team mates - Take turns in different roles - Compete 2v2, 3v3 to outwit an opponent - Celebrate others' success	- Hold 5 balances for at least 5 seconds to show strength in different parts of the body - Lift/move/place equipment safely - Get changed quickly and independently - Recognise and describe what their body feels like in different types of activity - Know why cooling down is important for the body - Take part in sustained physical activity - Develop calming strategies	- Create or change games, dances, sequences and performance ideas using simple movement patterns - Express an idea through movement - Adapt a single movement according to the stimulus and the activity - Create and use ideas from others - Develop their own ideas linked to a topic or theme	- Show gesture and concentration in their performances - Develop simple attacking and defending - Score points - Identify simple rules and suggest their own - Evaluate performances saying what you can do well and what they need to improve on - Set targets to challenge themselves

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Age Phase	Physical Development	Social Skills	Well Being	Creativity	Critical Thinking
Year 3 Autumn Spring Summer	Children are able to - Perform fundamental movement skills with control and accuracy - Change direction and speed to navigate around an object/person - Explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels - Apply and adapt movement skills in multiple activity contexts	Children are able to - Confidently work towards a goal with others, with a partner or in small groups - Set up equipment and tasks for their group/team - Understand terms such as communication, collaboration and competition - Confidently take on different roles in activities with knowledge of the task and what is expected of them	Children are able to - Develop different ways to keep a healthy mind - Know why we warm up and cool down and respond to warm up tasks - Know that different activities will affect the body in different ways - Respond to the different demands of an activity (stamina, strength...) - Know and describe the short term effects of different exercise activities on the body - Organise their own kit and equipment - Work safely and with due consideration of others	Children are able to - Suggest ideas for how they can develop their own and others work - Try out new ideas and strategies - Talk in more detail about how improvements can be made using a rich vocabulary and subject specific language - Develop imaginative movement ideas related to a theme or topic - Experiment with movement patterns and equipment - Describe and evaluate the work completed by others	Children are able to - Understand and apply terms such as attacking and defending in a game and apply simple tactics to different game situations - Show motivation to take part in a range of modified and formal games - Can compete in a small sided games and activities - Set targets to achieve personal bests that inspire them to improve and achieve

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Year 4 Autumn Spring Summer	Children are able to • Know and perform fundamental movement skills with consistent control and accuracy • Demonstrate specialised skills across travel, balance and object control • Apply a range of fundamental movement skills effectively across activity areas • Run, jump and throw in isolation and with power and speed for distance and accuracy • Confidently apply skills in combination • Demonstrate contrasting actions	Children are able to • Consolidate skills in communication and collaboration in a positive manner and know the benefits/differences in each • Work together in small group situations to plan, perform and evaluate learning • Confidently take on different roles in activities including performance, officiating and organisation	Children are able to • Work independently and safely in a range of activities • Understand emotions and respond appropriately to them • Know and describe what an effective warm up and cool down is and how to do it safely • Recognise what activities help to build speed, strength, stamina and why they are important • Recognise how specific activities can affect the body and discuss how they feel before, during and after activity • Know how health and fitness can affect performance • Show awareness and respect of others and the environment they	Children are able to • Create and perform original sequences of movement that connect to a theme, story, topic or concept • Use more technical vocabulary related to the activity and to extend their knowledge • Make connections in their physical learning to wider curriculum areas • Suggest a variety of ways in which they and others can improve their work	Children are able to • Play a range of modified, made up and structured games that have specific rules and strategies • Persist in meeting a goal/target/score even if first unsuccessful • Attempt to score points for their team • Apply basic principles of attacking and defending across different game contexts • Outwit an opponent in 1:1 situations • Track an opponent to close down space • Show determination and commitment to challenging tasks • Strive to meet challenging targets • Show sportsmanship, fairness and respect

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Age Phase	Physical Development	Social Skills	Well Being	Creativity	Critical Thinking
Year 5 Autumn Spring Summer	Children are able to - Perform and create more complex patterns to include twists, lifts, turns and rotation with control and confidence - Perform a range of specialised skills in striking rotation, shooting, running, throwing, dribbling and bowling - Apply skills in challenging concepts of space, relationships with different equipment and effort - Execute movement skills with precision and accuracy - Show entry and exit into water - Demonstrate a	Children are able to - Confidently discuss and share group ideas - Work with others and communicate their ideas and feelings positively with growing confidence - Identify their individual and collective strengths and weaknesses as part of a team	Children are able to - Show flexibility, strength, stamina, technique, control and balance - Understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this - Understand the best strategy to deal with different emotions - Link science learning to the importance of the warm up and cool down and how to do it safely - Organise warm up and cool down activities to suit the demands of the activity	Children are able to - Adapt performances to suit an audience - Choose and imaginatively explore different actions in response to stimulus - Suggest parts of a game play that need improving and begin to suggest practices in which to do this - Be able to select movements based on their aesthetic quality and creativity - Describe, analyse, interpret and evaluate others work showing an understanding of the techniques and skills being used	Children are able to - Show determination and commitment to a task/activity - Apply basic principles of attacking and defending confidently - Have knowledge of a variety of competitive games; structure, rules and roles - Perform expressively using dynamic qualities and language - Use specific vocabulary to evaluate performance - Set personal bests and targets that change across activity context

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	- recognisable stroke - Keep float in water		- Identify different aspects of fitness required to take part in physical activity - Sustain participation in physically demanding activity		
Year 6 Autumn Spring Summer	Children are able to - Perform fundamental movement skills with consistent control, precision and accuracy - Apply and develop a broader range of skills, learning how to use them in different ways and link them to make sequences of movement - Perform specialist movement patterns with control and coordination in specific activity contexts - Show variation in their movements to adapt to changes in speed, levels, apparatus, people, force and using different parts of the body	Children are able to - Enjoy communicating, collaborating and competing with each other - Communicate ideas within all tasks and express feelings in a constructive and positive way - Ensure everyone is included in the activity - Compose and perform dances with a partner in trios and groups - Lead on tasks and activities - Be an effective team player, listening to others and contributing to the planning and evaluation of group tasks	Children are able to - Consider safe practise and the welfare of others in all activity contexts - Can organise equipment and space safely and independently - Understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long term health - Know that there are different ways to be physically active - Regularly take part in activities they enjoy and/or want to improve in - Plan, implement and lead activity, warm ups and cool downs and know that these vary from one	Children are able to - Link their movement learning to the wider curriculum and explain how concepts and ideas connect through mood, gesture and expression - Refine their own work and others using criteria - Experience and distinguish different styles and genre of movement - Perform dances using a range of movement patterns	Children are able to - Apply principles of attacking and defending in competitive contexts - Understand what makes a performance effective - Develop an understanding of how to improve in physical activities and sports - Learn how to evaluate and recognise their own success - Show appreciation and feedback of others work - Use the STEP model to self-differentiate and challenge their work independently - Understand the rules of activities and suggest their own rules to make tasks

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			activity to another • Understand the best strategy to deal with different emotions		harder/easier
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EYFS and National Curriculum Statements

EYFS	KS1	KS2
Early Learning Goals: • Communication and language development: This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves. • Physical Development: 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. • Personal, social and emotional development: This involves helping children to: ○ develop a positive sense of themselves and others. ○ form positive relationships and develop respect for others. ○ Develop social skills and learn how to manage their feelings ○ understand appropriate behaviour in groups ○ have confidence in their own abilities. • Expressive arts and design: 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, dance</u>, role-play and design and technology.	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. Pupils should be taught to: • 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. • 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 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, catching in isolation and 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 adventurous activity challenges both individually and within a team • compare their performances with previous

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		ones and demonstrate improvement to achieve their personal best.
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