

Physical Curriculum - EYFS

Early Years Profile:

Pupils should be taught about:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Observes the effects of activity on their bodies.

Nursery Coverage	Reception Coverage
<p>Autumn Term – Moving in different ways Soft Play Spring Term – Balls & hoop skills Movement & Dance Summer Term – Parachute games Team Racing games</p>	<p>Autumn Term – Games Unit 1: Focus on using beanbags (Travel land spring on feet, use a range of small equipment). Dance Unit 1 - (Control and co-ordination). Spring Term – Gymnastics Unit A: Travelling (Change direction, travel in different ways). Dance Cyber-Coach Age 4-5 Routines (Exploring ideas and movements). Summer Term – Gymnastics Unit C: Taking weight on different body parts. (Travel, control, alter speeds). Games Unit 2: Focus on using a Ball (Carry, steer, dribble and send a ball, roll a ball, aim at a target).</p>
Nursery End points (30-50mths)	Reception End points (40-60mths)
<p>I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. I can stand momentarily on one foot when shown. I can catch a large ball.</p>	<p>I can experiment with different ways of moving. I can jump off an object and land appropriately. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can observe the effects of activity on my bodies.</p>

PE Curriculum - Key Stage 1

National Curriculum:

Pupils should be taught about:

- 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.

Year 1 Coverage	Year 2 Coverage
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<p>Autumn Term – Games - Unit 1 Focus on ball skills and games (Bouncing, patting, kicking). Dance - Unit 2 - (explore range of movement, perform whole dance). Spring Term – Gymnastics - Unit E – Points and Patches. (Develop balance, co-ordination). Games - Unit 2 Throwing and Catching (Aiming Games). Summer Term – Games - Unit 3 Bat and Ball Skills – Running, jumping, roll, push, pull, aim). Games - Unit 4 Developing Partner work (Running using equipment, throw, catch, kick, dribble).</p>	<p>Autumn Term – Games - Unit 1 – Throwing and Catching (Running, throwing, receiving). Dance – Unit 1 - (Perform basic dance actions, perform a whole dance). Spring Term – Gymnastics - Unit J Spinning – Turning - Twisting (Travelling, balancing, coordination.) Games - Unit 3 – Dribbling, Kicking and Hitting (Dribble, pass, receive, strike). Summer Term – Games - Unit 4 – Group Games and Inventing Rules (Bouncing, kicking, throwing, catching, striking, invent rules, use simple tactics.) Athletics - Unit 1 (Year 3 folder) - Sprint, throw, jump.</p>
<p>Year 1 End points</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can use space well and I am aware of others s within the space. • I can respond to stimuli. • I can display good footwork. • I can perform basic dance actions. • I can change direction • I can vary the speed of my actions. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can travel in different ways on small and large parts of the body. • I can choose which parts of my body can take my weight. • I can show high and low balanced positions. • I can balance upon large body parts and know how to vary the shape of the balances. • I can link two balances together showing control. • I can make a simple balance shape for a partner to step over or travel under. • I can use the above skills on apparatus. <p><u>Games/ Athletics</u></p> <ul style="list-style-type: none"> • I can demonstrate coordination when passing a ball around different part of the body. • I can bounce and pat bounce a ball with a degree of accuracy. • I can send, receive, kick and dribble a ball. • I can control a ball when sending and receiving it. • I can throw and catch using apparatus. • I can send a ball, beanbag or quoit one handed using under arm and over arm throws, rolls or skims. • I can aim at a target. • I can play an aiming game with a partner and keep score. • I can improve running techniques and run for longer distances. • I can play running games with a partner using equipment. • I can throw and catch on my own using equipment including hoops. • I can throw and catch with a partner using equipment including hoops. • I can change a game to make it harder. 	<p>Year 2 End points</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can perform basic dance actions with some understanding of mood and feeling. • I can change and vary levels of activities. • I can change and vary the speed of actions. • I can change and vary the weight of actions. • I can perform a whole dance which has a simple structure. • I can comment on my own performance and the performance of others. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can demonstrate a variety of turning jumps using 1 foot to 1 feet and 2 feet to 2 feet. • I can demonstrate a variety of rolls and spins on different parts of the body. • I can use a jump to link a turning movement in the air with a turning or spinning movement on the floor. • I can demonstrate a twisted position and show various ways of moving out of it. • I can use the above skills on apparatus. <p><u>Games/ Athletics</u></p> <ul style="list-style-type: none"> • I can, throw, catch and bounce with two hands. • I can throw, catch and bounce when stationary and moving. • I can make games harder. • I can make up rules and score points in games. • I can show continuous dribbling with hands or feet and bat or stick. • I can change direction using a bat or stick. • I can strike, pass and receive a ball. • I can use simple attacking and defending strategies in a small sided game. • I can explain how I could improve in a game. • I can run at fast, slow and medium speeds to change speeds and direction. • I can perform a two footed jump. • I can take part in relay activities. • I can throw range of objects and equipment over different distances. • I can describe how my body feels when trying athletic activities.

PE Curriculum –Key Stage 2

National Curriculum:

Pupils should be taught about:

- 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.

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.

Year 3 Coverage	Year 4 Coverage
<p>Autumn Term – Games - Unit 1 – Ball Skills with invasion focus. (Perform basic skills for throwing and catching.) Dance - Unit 2 - (Perform basic dance actions, perform a whole dance). Spring Term – Gymnastics - Unit L Stretching Curling and Arching (Moving into and from a range of skills with control and accuracy.) Games - Striking Games (Tri-Golf) - Aiming, putting, chipping Summer Term – Games - Unit 3 – Net/Court/Wall Games (Batting, bowling, aiming). Athletics - Unit 2 (Sprinting, throwing, jumping.)</p>	<p>Autumn Term – Swimming for one class Games - Unit 1 – Net/ Court/Wall Games (Use bat and ball, throw and catch, play competitive matches). Swimming for one class Dance - Unit 2 - (Perform a movement with clarity and expression). Spring Term – Swimming for one class Gymnastics - Unit R - Balance Leading into change of front or direction. (Use technique, control and balance accurately). Swimming for one class Games - Unit 4 – Striking games (Tri-Golf) - Aiming, striking, chip, putt. Summer Term – Games - Unit 3 Invasion Games (Small-sided games, send, receive, gather, dodge, mark). Athletics - Unit 2 (Sprinting, throwing, jumping, running over distances).</p>
Year 3 End points	Year 4 End points
<p><u>Dance</u></p> <ul style="list-style-type: none"> • I can respond imaginatively to a simple focused stimulus. • I can observe movement and recreate it. • I can display clarity of body shape extension, balance and footwork. • I can use simple movement patterns to structure dance phrases on their own and in a small group. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can travel showing a range of stretched curled and arched shapes and join together 2 or more contrasting actions. • I can demonstrate stretched arched and curled balance on different body parts. • I can identify and perform matching shapes with a partner. • I can compose a short sequence with a partner. • I can transfer the above skills onto apparatus. <p><u>Games/ Athletics</u></p> <ul style="list-style-type: none"> • I can accurately pass and receive a range of balls in different ways with hands. • I can demonstrate control when dribbling, passing and receiving with feet or sticks. • I can signal for a ball and pass and receive in sequential order. • I can pass and receive on the move and signal for the ball to retain possession and score goals. • I explain why a team succeeded. • I can strike a ball with reasonable control and accuracy at a target or over a net. • I can use simple principles and tactics in a game activity. • I can play confidently and competitively in a small sided game formations. • I can demonstrate the skills required to stay safe during a tri-golf session. • I can aim a putter and chipper correctly. • I can control the distance in putting and chipping. • I can evaluate how good my performance was and make suggestions for improvements 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • I can perform the actions of jumping with greater control • I can display clarity in body shape • I can link movements/sections together using appropriate transitional movement • I can choose and use the appropriate dynamics • I can use different group formations to interpret ideas. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can use a range of travelling, jumping and turning movements. • I can demonstrate various sliding, rolling and turning movements which lead into balanced positions. • I can move into a balance, then move out of it in a different direction. • I can work with a partner to link a series of movements and balance together. • I can transfer the above skills onto apparatus. <p><u>Games/ Athletics</u></p> <ul style="list-style-type: none"> • I can use a bat to strike a ball with accuracy and control. • I can throw or strike a ball over a range of barriers. • I can aim a ball over a barrier to land in spaces on the other side. • I can plan and combine skills to play 1 v 1 net game. • I can play a game over a low or high barrier throwing into spaces to score. (1v1 or 3v3) • I can play confidently in small sided invasion games using various formations. • I can use a range of techniques to pass and travel with a ball. • I can use a range of tactics to keep possession. • I can demonstrate dodging, marking and intercepting a ball. • I can evaluate my own performance. • I can aim a chipper when using a full swing.

<ul style="list-style-type: none"> • I can run consistently and smoothly over different distance and at different speeds. • I can demonstrate different combinations of jumps. • I can throw consistently and accurately for distance. • I can take part in relay activities. • I can recognise when my body is warmer or cooler and when my heart beats faster and slower • I can evaluate my own performance. 	<ul style="list-style-type: none"> • I can vary my swing length to control distance, • I can control aim and distance when putting. • I can demonstrate the difference between sprinting and running for sustained periods of time. • I can demonstrate a range of running, jumping and throwing techniques. • I can compare and contract performances.
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Year 5 Coverage	Year 6 Coverage
<p>Autumn Term – Games - Unit 1 - Net, court and wall games. (Play shots, position body, spatial awareness, small sided games.) Dance – Unit 4 - (Perform showing changes in mood and feeling, perform whole dance, use a variety of rhythms.)</p> <p>Spring Term – Gymnastics - Unit U (Use strength, control and balance accurately.) Games - Unit 2 - Invasion, target and ball handling. (Differing passes, attacking, changing speed and direction.)</p> <p>Summer Term – Games – Cricket – Chance to shine – Striking and Fielding. (Cool catcher, brilliant bowler, ferocious fielder and small sided games.) Athletics - Unit 2 – (Running over different distances, throwing with accuracy, range of jumps.)</p>	<p>Autumn Term – Games - Unit 4 – Invasion games (Controlled passing, receiving, dribbling, shooting, team formations.) Dance – Unit 1 - (Perform with clear intention and meaning.)</p> <p>Spring Term – Gymnastics - Unit Z – Holes and Barriers (Use flexibility, strength, technique, control and balance accurately.) Games - Unit 1 – Invasion Games (Controlled passing, receiving, striking, dribbling, shooting, positional play, attack and defence.)</p> <p>Summer Term – Swimming for none swimmers Games – Cricket – Chance to Shine (Super striker, Skilful scorer, confident cricketer and small sided match.) Swimming for none swimmers Athletics Unit 1 - (Develop flexibility, strength, technique, control and balance.) *Year 6 residential for outdoor and adventurous challenges & Baggeridge (High Ropes) for none residential children</p>
Year 5 End points	Year 6 End points
<p><u>Dance</u></p> <ul style="list-style-type: none"> • I can demonstrate the ability to translate narrative ideas into movement. • I can change and vary the use of relationships and perform with an awareness of both partner and group dances. • I can perform the sections showing clear changes in moods and dynamics. • I can remember and perform the whole dance. • I can organise my own warm up exercise. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can identify and show five basic jumps. • I can take off and land safely in different directions. • I can join together 3 different jumps or a jump and a roll showing variations in pathway. • I can spring from feet to hands and back to feet again. • I can work with a partner to jump and roll to show contrasting body shapes. • I can compose a sequence showing 2 different jump, landings and rolls and 1 action of flight taking weight from feet to hands to feet. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> • I can perform with increased control/fluency and accuracy. • I can perform with appropriate dynamics to suit the meaning of the idea. • I can perform the HAKA accurately as taught • I can develop motifs using time / space / people • I can organise small groups to suit the idea of dance. • I can suggest ways of improving performance and composition <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can make a clear balanced shape. For a partner to travel over or under. • I can show a limited number of ways of travelling over a moving partner. • I can use matching or contracting shapes to pass over/under a partner. • I can construct a sequence with emphasis on fluency, direction, level and shape. • I can transfer skills, principles and sequences onto apparatus. <p><u>Games/Athletics</u></p> <ul style="list-style-type: none"> • I can understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills with greater speed and accuracy.

- I can use the above skills on apparatus.
- Games/ Athletics**
- I can use different ways of sending, receiving and travelling techniques in games with varied controls.
 - I can throw accurately and be a bowler or feeder of the ball
 - I can strike a ball along the ground or through the air in different directions.
 - I can direct and place a ball into spaces.
 - I can intercept and field the ball to return it.
 - I can use the above skills to play a small sided striking/fielding game.
 - I can demonstrate how a team can retain possession.
 - I can find and use space to help teammates and use tactics to keep the ball.
 - I can explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure.
 - I can explore different throwing techniques linked to bowling starting to try overarm technique.
 - I can play confidently in small sided games.
 - I can sustain pace over longer distances and understand the differences between sprinting and distance running
 - I can perform a range of jumps and show control in take off.
 - I can take over and use speed to support the success of this.
 - I can perform a range of warm up and cool down activities.
 - I can evaluate a partner's performance by commenting on good points and suggestions for improvements

- I can make effective choices about when, how and where to pass.
- I understand positions and can show a specific attacking and defending skill.
- I can organise my team into different formations to concentrate on attack or defence.
- I can show the correct stance and direct the ball away from fielders using different angles and speeds.
- I can over arm bowl and keep wicket in cricket and a s a backstop or on a base in rounders.
- I can play in a small sided cricket and rounders game.
- I can evaluate my performance and suggest improvements.
- I can develop an effective and consistent striking action for hitting a ball.
- I can develop skills of running between wickets.
- I can develop retrieval skills at speed.
- I can demonstrate good techniques when under pressure.
- I can demonstrate effective combination of skills to score or prevent scoring in cricket.
- I can sustain pace over longer distance.
- I can throw with greater control, accuracy and efficiency.
- I can perform a range of jumps showing control in take-off and landing.
- I can take part in relay races.
- I can evaluate a performance to identify strengths and weaknesses.

Year 4 & 6 Swimming End Points

- I can swim competently, confidently and proficiently over a distance of at least 25 meters.
- I can use a range of strokes effectively.
- I can perform self-rescue in different water based situations.