



PE at St Mary's:

Intent

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of a dynamic and creative intellectual activity - JFK

PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. PE promotes St Mary's drivers – Community, Whole Child and Community as well as physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy life styles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong love of moving.

Implementation

Physical Education is taught by the class teacher, the PE lead and sports coach as this is a sustainable approach brought about through the Sports Premium funding

Years 1 – 6 receive two hours of PE a week. The subject leader provides details of the programme of activities to be covered during each term. The school follows the New Curriculum 2014 and Chris Quigley milestones. It also considers the schemes of work provided by QCA and in particular seeks to ensure that pupils are able to carry out the activities described in the relevant core tasks. We offer half an hour of swimming per week for 1 term in each year for years 3 4 and 5 swimming at Crown Pools Street. Year 3 will attend in the Summer Term due to PE funding since 2017/2018. There is a balance between indoor and outdoor lessons as indicated below

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- OAA – Year 5 and 6 Residential and non-residential trips



A programme for professional training and development is planned annually, in consultation with the school sports partnership (Northgate/Copleston) and staff needs through Alison Furlong – SGO

There is also a high uptake at Sports Clubs offered before and after school as well as Challenge 5 through the Play Leader scheme at lunchtimes. With obesity becoming an increasing issue in young children and a focus on well-being, the ethos of the joys of moving are promoted at St Mary's.

Impact

The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers 'Community, Whole Child and Communication' in full use.

Pupils have the opportunity to be involved in competition outside of PE lessons with local schools through IPSSA and SGO. St Mary's children have a sense of fun and focus when taking part in physical activity whether it is gym, dance or school sports. Although importance is put on being prepared and skilled to take part in local events, the main focus is on the fun and self-worth that goes with this. We have increased opportunities to participate in competitive sports in Years 1 to 4 with football, handball, dodgeball and tag rugby being offered in clubs, lessons and with other schools. There is high pupil participation in school clubs and at local clubs and therefore improved levels of fitness and skills. The school has achieved a Gold Award for high levels of participation in local events. During break time and lunchtimes children are very active and enjoy organising their own team games or individual challenges and fun. We hope that we inspire a lifelong love of moving.

Threshold Concepts for PE:

Develop practical skills in order to participate, compete and lead a healthy lifestyle.

This concept involves learning a range of physical movements and sporting techniques.



PE vocabulary linked to 400-word project

| | |
|--------------------------|---|
| Milestone 1 Year 1 and 2 | travel, stillness, direction, space, levels, speed, striking, catching, team, pass, control, shoot, shape, jump, travel, stretch, roll, wide, narrow, forwards, backwards, sideways |
| Milestone 2 Year 3 and 4 | space, repetition, action and reaction, pattern, possession, goals, score, rules, tactics, batting, fielding, attacking, defending, spring, copy, balance, hang, strength, reflect, technique |
| Milestone 3 Year 5 and 6 | style, technique, rhythm, variation, unison, canon, marking, team play, bowler, crease, wicket keeper, back stop, marking, well-being, self-awareness, pride, symmetrical, asymmetrical, performance, evaluation, muscles, joints |

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it



PE Lenses

The objectives which must be covered during each topic are listed on the topic map for each year group.

| PE | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|--|---|---|--|--|
| Reception | <p>Ball Skills and motor skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics, sport and swimming.</p> | <p>Dance and co-ordination</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> | <p>Ball Skills and motor skills</p> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics, sport and swimming.</p> | <p>Gymnastics</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> | <p>Games</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball</p> | <p>Games</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics,</p> |



| | | | | | | |
|--------|---|--|---|---|--|--|
| | <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> | | <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> | | <p>skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> | <p>sport and swimming.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> |
| Year 1 | <p>Games</p> <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. | <p>Gym</p> <ul style="list-style-type: none"> • Copy and remember actions. | <p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. | <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching | <p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. | <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, |



| | | | | | | |
|--|---|--|---|---|---|---|
| | <ul style="list-style-type: none"> • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. | <ul style="list-style-type: none"> • Move with careful control and coordination. <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'teammate'. • Use rolling, hitting, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <p>and kicking skills in combination.</p> <ul style="list-style-type: none"> • Develop tactics. • Lead others when appropriate. <p>Gym</p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on | <ul style="list-style-type: none"> • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'teammate'. • Use rolling, hitting, jumping, catching and kicking skills in combination. | <p>jumping, catching and kicking skills in combination.</p> <ul style="list-style-type: none"> • Develop tactics. • Lead others when appropriate. |
|--|---|--|---|---|---|---|



| | | | | | | |
|--------|---|---|--|---|---|--|
| | | <p>Games</p> <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | | | <ul style="list-style-type: none"> • Develop tactics. • Lead others when appropriate. | |
| Year 2 | <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <p>Gym</p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). | <p>Dance</p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p>Games</p> | <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <p>Gym</p> | <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <p>Dance</p> | <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a short distance and over hurdles • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a |



| | | | | | | |
|--|--|---|---|---|--|--|
| | | <ul style="list-style-type: none"> • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance <p>Games</p> <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. | <ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. | <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. | <p>target or cover a distance.</p> <ul style="list-style-type: none"> • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. |
|--|--|---|---|---|--|--|



| | | | | | | |
|--------|---|---|---|--|--|--|
| | | <ul style="list-style-type: none"> • Develop tactics. • Lead others when appropriate. | | <ul style="list-style-type: none"> • Jump in a variety of ways and land with increasing control and balance | | |
| Year 3 | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Dance</p> | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>Athletics</p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. |



| | | | | | | |
|--|--|--|---|---|--|---|
| | | <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. | <p>Gym</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully | <ul style="list-style-type: none"> • Lead others and act as a respectful team member. <p>OAA</p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. | <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Coordinate leg and arm movements. • Swim at the surface and below the water. | <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. |
|--|--|--|---|---|--|---|



| | | | | | | |
|--------|---|---|--|---|---|---|
| | | | over base and organise body parts to create an interesting body shape). | | | |
| Year 4 | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p>Dance</p> | <p>Gym</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. | <p>Games</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. |



| | | | | | | |
|--|--|--|---|--|--|---|
| | <p>OAA</p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices | <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. | <p>experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. | <ul style="list-style-type: none"> • Lead others and act as a respectful team member. <p>Swimming</p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. | <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. | <ul style="list-style-type: none"> • Lead others and act as a respectful team member. <p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. |
|--|--|--|---|--|--|---|



| | | | | | | |
|--------|--|--|---|--|--|--|
| | <p>to orientate themselves.</p> <ul style="list-style-type: none"> • Remain aware of changing conditions and change plans if necessary. | | | | | |
| Year 5 | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically | <p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. | <p>Gym</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically |



| | | | | | | |
|--|---|---|---|--|--|---|
| | <p>by anticipating the direction of play.</p> | <p>by anticipating the direction of play.</p> | <ul style="list-style-type: none"> • Perform complex moves that combine strength and stamina gained through gymnastics | <ul style="list-style-type: none"> • bending, stretching and twisting | <p>by anticipating the direction of play.</p> | <p>by anticipating the direction of play.</p> |
| | <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. | <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. | <p>Games</p> | <ul style="list-style-type: none"> • gestures | <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. | <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. |
| <p>Swimming</p> | <ul style="list-style-type: none"> • Uphold the spirit of fair play and respect in all competitive situations. | <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). | <ul style="list-style-type: none"> • linking skills. <p>Games</p> | <p>Athletics</p> | <p>Athletics</p> | |
| <ul style="list-style-type: none"> • Swim over 100 metres unaided. | <ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team. | <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. | <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). | <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. | <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. | |
| <ul style="list-style-type: none"> • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. | <p>Swimming</p> | <ul style="list-style-type: none"> • Strike a bowled or volleyed ball with accuracy. | <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. | <ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. | <ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. | |
| <ul style="list-style-type: none"> • Swim fluently with controlled strokes. | <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. | <ul style="list-style-type: none"> • Use forehand and backhand when playing racket games. | <ul style="list-style-type: none"> • Strike a bowled or volleyed ball with accuracy. | <ul style="list-style-type: none"> • Throw accurately and refine performance by analysing technique and body shape. | <ul style="list-style-type: none"> • Throw accurately and refine performance by analysing technique and body shape. | |
| <ul style="list-style-type: none"> • Turn efficiently at the end of a length. | <ul style="list-style-type: none"> • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. | <ul style="list-style-type: none"> • Field, defend and attack tactically | <ul style="list-style-type: none"> • Use forehand and backhand when playing racket games. | <ul style="list-style-type: none"> • Show control in take off and landings when jumping | <ul style="list-style-type: none"> • Show control in take off and landings when jumping | |
| | <ul style="list-style-type: none"> • Coordinate leg and arm movements. | | | <ul style="list-style-type: none"> • Compete with others and keep track of personal best performances, setting | <ul style="list-style-type: none"> • Compete with others and keep | |



| | | | | | | |
|--------|---|---|--|--|--|---|
| | | <ul style="list-style-type: none"> • Swim at the surface and below the water. • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. | <ul style="list-style-type: none"> by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. | <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. | <ul style="list-style-type: none"> targets for improvement. | <ul style="list-style-type: none"> track of personal best performances, setting targets for improvement. |
| Year 6 | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). | <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). | <p>Gym</p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: | <p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise | <p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. | <p>Athletics</p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running |



| | | | | | | |
|--|---|---|---|--|---|--|
| | <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. <p>Gym</p> <p>Hold shapes that are strong, fluent and expressive.</p> <ul style="list-style-type: none"> • Include in a sequence set pieces, choosing the | <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. <p>Gym</p> <p>Hold shapes that are strong, fluent and expressive.</p> <ul style="list-style-type: none"> • Include in a sequence set pieces, choosing the | <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>• Hold shapes that are strong, fluent and expressive.</p> <ul style="list-style-type: none"> • Include in a sequence set pieces, choosing the | <p>and strong body posture.</p> <ul style="list-style-type: none"> • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, etc.). | <ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in | <p>over a variety of distances.</p> <ul style="list-style-type: none"> • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. <p>Games</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> |
|--|---|---|---|--|---|--|



| | | | | | | |
|--|--|---|---|---|--|---|
| | <p>most appropriate linking elements.</p> <ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). | <p>most appropriate linking elements.</p> <ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). <p>Hold shapes that are strong, fluent and expressive.</p> | <p>most appropriate linking elements.</p> <ul style="list-style-type: none"> • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). <p>Games</p> <ul style="list-style-type: none"> • Choose and combine techniques in | <p>jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act | <p>order to gain points or possession.</p> <ul style="list-style-type: none"> • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. | <ul style="list-style-type: none"> • Lead others when called upon and act as a good role model within a team. <p>OAA</p> <ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the |
|--|--|---|---|---|--|---|



| | | | | | | |
|--|--|---|---|--|--|---|
| | | <ul style="list-style-type: none">• Include in a sequence set pieces, choosing the most appropriate linking elements.• Vary speed, direction, level and body rotation during floor performances.• Practise and refine the gymnastic techniques used in performances (listed above).• Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions).• Use equipment to vault and to swing (remaining upright). | <p>game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none">• Work alone, or with team mates in order to gain points or possession.• Strike a bowled or volleyed ball with accuracy.• Use forehand and backhand when playing racket games.• Field, defend and attack tactically by anticipating the direction of play.• Choose the most appropriate tactics for a game.• Uphold the spirit of fair play and respect in all competitive situations. | <p>as a good role model within a team.</p> | | <p>experts if in any doubt.</p> <ul style="list-style-type: none">• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first. |
|--|--|---|---|--|--|---|



| | | | | | | |
|--|--|--|--|--|--|--|
| | | | <ul style="list-style-type: none">• Lead others when called upon and act as a good role model within a team. | | | |
|--|--|--|--|--|--|--|



Breadth of Study:

Note: Items marked * are not statutory.

| Key Stage 1 | Key Stage 2 |
|---|---|
| <ul style="list-style-type: none">• Participate in team games, developing simple tactics for attacking and defending.• Perform dances using simple movement patterns.• Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2. | <ul style="list-style-type: none">• Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.• Take part in gymnastics activities.• Take part in athletics activities.• Perform dances.• Take part in outdoor and adventurous activity challenges both individually and within a team.• Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2. |



Cultural capital in PE:

| | Autumn | Spring | Summer |
|---------------------|--|--|---|
| Whole school events | | | <p>Sport beyond the school building. Olympic and athletic awareness and celebration.</p> <p>Commonwealth Games Celebration</p> <p>EYFS and Year 1 sports day – led by Year 6 pupils.</p> <p>Year 2 to Year 6 sports day at a local high school.</p> |
| Reception | | | |
| Year 1 | Sports clubs for pupils to access before and after school from Y1 to Y6. | | |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | Highlighting local clubs and centres to pupils. | Team games with other school through competitions and festivals. | |
| Year 5 | | | |
| Year 6 | Playtime – sports leaders from KS2 supporting games across school. | | Residential trip - OAA |



Cross curricular links in PE:

| | Autumn | Spring | Summer |
|-----------|---|---|--|
| Reception | PSHE – working with others, taking turns, sharing, listening to others ideas. Communication – listening to and following instructions, learning new vocabulary. Number – counting SSM – measuring distance, time | | |
| Year 1 | PSHE – team work | Geography – dance around the world. | PSHE – winning and losing |
| Year 2 | PSHE – team work | Science – plants, growing, life cycle inspired dance. | PSHE – winning and losing |
| Year 3 | Science – movement in dance. | PSHE – competition, being a good sport person. | |
| Year 4 | Science – movement and forces in dance. | PSHE – competition, being a good sport person. | |
| Year 5 | | Maths – scoring and refereeing | Computing – using video for self-assessment. |
| Year 6 | Geography – creating dances inspired by countries of the world. | Maths – scoring and refereeing | PSHE – helping others. Leadership skills, planning and running the EYFS/Year 1 sports day. |