



**Friskney All Saints
Church of England
Primary School**

Friskney All Saints Church of England Primary School

Curriculum for Physical Education

Physical Education Curriculum Intent

At Friskney All Saints Primary School, we enjoy PE!

We want our children to love PE! We recognise the positive role that Physical Education has to play in promoting a long-term, healthy lifestyle which is both enjoyable and fulfilling. We believe that a high-quality PE Curriculum Journey plays a unique and essential role in helping all children to develop their motor skills, ability to apply rules, strategies and tactics to a broad range of physical sports and develop the understanding of healthy participation in and out of school.

Our PE Curriculum Journey has been developed to ensure our children understand the importance of, and develop, respect for themselves, others and their environment and community. Our children will also develop personal and social skills including understanding the importance of, and displaying, kindness, trust and compassion when working with others, with a partner or in a team, helping those who might be struggling in an activity or empathising with an opponent they have just beaten in a competitive situation. Through an exciting, progressive and inclusive PE Curriculum Journey we aim for each of our children to develop a healthy, life-long love of physical activity, developing their love of movement and sport well beyond their time with us and learning about the benefits of regular physical exercise and the importance of looking after their own health and well-being. Through a wide range of physical activity experiences and opportunities our children learn about the importance of having a positive approach to achieving their best in for example, competitive situations, or performing a leadership role or being part of a team, about being optimistic, hopeful and resilient, and challenging themselves to be the best they can be.

Physical Education Curriculum Drivers



Inspiration – Our exciting and engaging PE curriculum seeks to encourage children’s innate curiosity, inspiring a lifelong love of the world around them, sparking creativity and preparing our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils within Friskney and beyond, especially those with **SEND**, removing barriers and igniting interests in different sports. **Enrichment opportunities**, include engagement in competitive sport events and activities in school and against other local schools. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in aspects of PE.



Excellence - Our PE curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Lessons provide children with the opportunity to develop their skills, build on prior knowledge & understanding and challenge all abilities through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. We prioritise **vocabulary** acquisition, employing a systematic and explicit approach to the teaching of vocabulary in every subject and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.



Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. Through competitive sport events and activities this ensures pupils learn how to work together as a team and build their resilience. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

Physical Education Implementation

At Friskney Primary School we will provide a high-quality PE Curriculum Journey which aims to ensure that our pupils:

- ✓ develop competence to excel in a broad range of physical activities
- ✓ are physically active for sustained periods of time
 - ✓ engage in competitive sports and activities
 - ✓ lead healthy, active lives
- ✓ develop leadership and team-building skills
 - ✓ develop personal and social skills

EYFS

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| | PE |
| Characteristics of effective learning | <p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things and have a go • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things <p><i>(take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now')</i></p> |
| Educational Programme | <p style="text-align: center;">Physical Development – statutory programme</p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p style="text-align: center;">Personal, Social and Emotional Development – statutory programme</p> |

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| | <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> |
| <p>Development Matters Reception Statements <i>(Examples of what this could look like)</i></p> | <p>Revise and refine the fundamental movement skills they have acquired: Rolling, drawling, walking, jumping, running, hopping, skipping, climbing</p> <p><i>(provide regular opportunities for appropriate outdoor space on a range of surfaces to feel, move and balance on such as grass, bark, concrete etc, provide experience for children carrying things up and down on different levels such as slopes, hills and steps. Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space for indoor movement. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening without feeling pressure to join in. Create low-pressure zones where less confident children can practice movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionally, and encourage children to use it)</i></p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p><i>(Provide children with regular opportunities to practice their movement skills alone and with others. Offer children further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky or sitting or lying in a den).</i></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 dance, gymnastic sport and swimming.</p> <p><i>(Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</i></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><i>(Ensure that children can move and rotate their lower arms and wrists independently. Help the children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills)</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><i>(Give children regular, sensitive reminders about correct posture).</i></p> <p>Combine different movements with ease and fluency</p> <p><i>(Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in</i></p> |

a circle, stop change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements)

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

(Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars)

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming)

Develop confidence competence, precision and accuracy when engaging in activities that involve a ball.

(Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and target when they have consolidated their ball skill).

Further develop the skills they need to manage the school day successfully: lining up and queuing

(Carefully explain some of the rules of lining up and queuing, such as not standing too close or tugging others. Give children simple verbal and visual reminders)

Personal, Social and Emotional Development

Build constructive and respectful relationships

(Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary)

Show resilience and perseverance in the face of challenge

(Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them)

Identify and moderate their own feelings socially and emotionally

(Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave accordingly)

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity

(Talk to the children about exercise and the benefits on their body during P.E lessons and other physical activities. Explain to children and model how to travel safely in their local environment including, holding hands, stopping quickly when scootering and cycling etc)

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| <p>End of Year Expectations: (ELG)</p> | <p style="text-align: center;">Physical Development</p> <p style="text-align: center;">ELG: Gross Motor Skills</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p style="text-align: center;">ELG: Fine Motor Skills</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">ELG: Managing Self</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| <p>Vocabulary</p> | <p style="text-align: center;">Physical Development vocabulary children will be exposed to:</p> <p style="text-align: center;"><i>Bend, stretch, balance, hop, crawl, skip, climb, obstacle, jump, side step, rolls, forwards, backwards, side to side, tiptoe, tall, wide, short, long, tuck, pike, straddle, fast, slow, start, stop, throw, catch, bounce, roll, pass, underarm, overarm, score, points, partner, team, over, under</i></p> |

PE Long Term Planning: Curriculum Map (year A)

| Class/Year | Autumn Term | | Spring Term | | Summer Term | |
|----------------------------------------------|--------------------------------------------------|-------------------------------------------|----------------------------------------------|-------------------------------------------|-------------------------------------------|--------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Class 1 (Preschool and reception) | Physical Devel. <i>Co-ordinating Movement</i> | Physical Devel. <i>Using Equipment</i> | Physical Devel. <i>Awareness of Space</i> | Movement to Music | Fundamental Movement Skills | Fundamental Movement Skills |
| | Physical Devel. <i>Co-ordinating Movement</i> | Physical Devel. <i>Using Equipment</i> | Physical Devel. <i>Awareness of Space</i> | Movement to Music | Fundamental Movement Skills | Fundamental Movement Skills |
| Class 2 (Years 1 and 2) | Ball skills- throwing and catching | Team Games (Invasion)- Goal ball | Dance | Non-traditional- parachute games | Net / Wall Games – tennis skills | Striking / Fielding Games – Cricket |
| | OAA | Gymnastics | Multi-Skills | Dance | Athletics skills | Non-traditional – tri golf |
| Class 3 (Years 3 and 4) | Net / Wall Games- Tennis | Swimming | Dance | Team Games (Invasion) Netball | Striking / Fielding Games- Cricket | Team Games (Invasion) Tag Rugby |
| | OAA | Non-traditional- goal ball | Gymnastics | Non-traditional- Pop lacrosse | Athletics | Non-Traditional- Archery |
| Class 4 (Years 5 and 6) | Team Games (Invasion) Tag Rugby | Athletics | Dance | Striking / Fielding Games- Cricket | Swimming | Net / Wall Games- tennis |
| | OAA | Team Games (Invasion) Netball | Gymnastics | Non-traditional- goal ball | Non- traditional- Pop Lacrosse | Non-traditional- Archery |

PE Long Term Planning: Curriculum Map (year B)

| Class/Year | Autumn Term | | Spring Term | | Summer Term | |
|----------------------------------------------|-----------------------------------------------------|-------------------------------------------|----------------------------------------------|-----------------------------------------|--------------------------------------------------|-------------------------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Class 1 (Preschool and reception) | Physical Devel. <i>Co-ordinating Movement</i> | Physical Devel. <i>Using Equipment</i> | Physical Devel. <i>Awareness of Space</i> | Movement to Music | Fundamental Movement Skills | Fundamental Movement Skills |
| | Physical Devel. <i>Co-ordinating Movement</i> | Physical Devel. <i>Using Equipment</i> | Physical Devel. <i>Awareness of Space</i> | Movement to Music | Fundamental Movement Skills | Fundamental Movement Skills |
| Class 2 (Years 1 and 2) | Ball skills- throwing, catching and dribbling | Non-traditional – balanceability | Swimming | Swimming | Team Games (invasion)– hockey | Striking and fielding Games – Rounders |
| | OAA | Gymnastics | Multi-Skills | Dance | Athletics | Net/wall- games Tennis skills |
| Class 3 (Years 3 and 4) | Team Games (invasion)- Hockey | Swimming | Dance | Team Games (invasion) - Football | Team Games (invasion)- Basketball | Striking and fielding Games- Rounders |
| | OAA | Net/wall games Table tennis skills | Gymnastics | Non-traditional- Tri Golf | Non-Traditional | Athletics |
| Class 4 (Years 5 and 6) | Team Games (invasion)- Football | Team Games (invasion)- Hockey | Dance | Team Games (invasion)- Basketball | Swimming | Striking and fielding Games- Rounders |
| | OAA | Gymnastics | Net/wall games Table tennis skills | Non-traditional-Tri Golf | Non-traditional | Athletics |

PE lessons are delivered by teachers using PPP (Primary PE Planning) schemes of work and through JB coaching who deliver lessons and provide CPD for teachers.

| | Reception | KS1 (Year A) | KS1 (Year B) | LKS2 (Year A) | LKS2 (Year B) | UKS2 (Year A) | UKS2 (Year B) |
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| Term 1 | Fundamental movement and coordination | Ball Skills OAA | Ball Skills OAA | Net/ Wall Games Tennis OAA | Team Games (HOCKEY) OAA | Team Games (Invasion) Tag Rugby OAA | Team Games (Invasion) Football OAA |
| Why this? Why now? | Children will be introduced to the fundamental basic skills of games and movement, linked to physical development and early learning goals. Term 1 is a chance to lay the foundations on which all physical activity and education/movement will be built. | Following the move from EYFS, children should have a firm base on which to build in Key Stage One. Before introducing and developing new skills, children should have the opportunity to explore and embed a variety of movement skills, thinking and communicating skills which for the foundation of PE and Sport activities. It is focused squarely upon improving basic skills and playing simple games involving rules and ball possession. The development of skills, such as throwing and catching in a controlled and coordinated way as part of a small team, is key throughout. During this unit children will build on their team work skills from EYFS. They will continue to build on these skills through some activities in pairs, learning how to work together with | Following the move from EYFS, children should have a firm base on which to build in Key Stage One. Before introducing and developing new skills, children should have the opportunity to explore and embed a variety of movement skills, thinking and communicating skills which for the foundation of PE and Sport activities. It is focused squarely upon improving basic skills and playing simple games involving rules and ball possession. The development of skills, such as throwing and catching in a controlled and coordinated way as part of a small team, is key throughout. During this unit children will build on their team work skills from EYFS. They will continue to build on these skills through some activities in pairs, learning how to work together with | Drawing on bat and ball skills from Key Stage 1, KS2 games starts with a focus on development and consolidation of striking skills and accuracy of performance. Children are also encouraged to create their own games which allow them to develop their skills before visiting an applying skills to tennis in UKS2. When children took part in KS1, they were introduced to some activities in pairs, learning how to work together with a partner and in small groups. They were encouraged to work as a team to solve problems/tasks. They were also introduced to orienteering and used the co-ordinates North, South, East and West. During LKS2 the children will build on this and learn | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. When children took part in KS1, they were introduced to some activities in pairs, learning how to work together with a partner and in small groups. They were encouraged to work as a team to solve problems/tasks. They were also introduced to | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. Children that took part in OAA in LKS2, continued to develop their teamwork, leadership and communication skills. They learned what the 8 compass are and began to navigate with them. Children began to use co-ordinates to navigate around grids and sample maps. They also began to learn about orienteering, including using | With a sound baseline of ball skills and understanding of invasion games. This allows children to apply their skills to Football. This allows children to play competitive games and apply skills of attacking and defending. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending. Children that took part in OAA in LKS2, continued to develop their teamwork, leadership and communication skills. They learned what the 8 compass are and began to navigate with them. Children began to use co-ordinates to navigate around grids and sample maps. They also began to learn about orienteering, including using |

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| | | a partner and in small groups. They are encouraged to work as a team to solve problems/tasks. They are also introduced to orienteering and used the co-ordinates North, South, East and West. | a partner and in small groups. They are encouraged to work as a team to solve problems/tasks. They are also introduced to orienteering and used the co-ordinates North, South, East and West. | how to use a key to read a map/plan. By the end of Year 4 the children will continue to develop this knowledge but with greater challenge. | orienteering and used the co-ordinates North, South, East and West. During LKS2 the children will build on this and learn how to use a key to read a map/plan. By the end of Year 4 the children will continue to develop this knowledge but with greater challenge. | sample maps. They also began to learn about orienteering, including using a key to represent objects. These skills will be consolidated in UKS2 and further developed. | a key to represent objects. These skills will be consolidated in UKS2 and further developed. |
| Term 2 | Physical Development using equipment. | Team Games (Invasion)- Ball Games Gymnastics | Non- traditional – balanceability Gymnastics | Swimming Non-traditional – Goal Ball | Swimming Net/Wall games | Athletics Team Games (Netball) | Team Games (Hockey) Gymnastics |
| Why this? Why now? | During early years children will experiment with different shapes, jumps, rolls and balances. They began to move around in different ways using different parts of their body e.g slide, roll, jump, crawl. They experimented with balancing and different ways of moving on equipment. | During Term 2, Games will be focused on ball skills and games to encourage the development of coordination and control. The development of ball skills in relation to games and game-like activities will link to different forms of travel, allowing children to develop rolling, bouncing, patting, kicking, steering and throwing skills whilst on the move. All these skills will be built on and developed throughout the rest of KS1 and into KS2 during Games units. Gymnastics in KS1 builds on their early years by extending the children's understanding and allows them to explore balancing with control on different levels (high and low). When children are asked to balance, travel along the ground or travel through the air showing a stretch, they will most often display positions with their heads | Children have regular access to balance bikes in EYFS these skills are further developed through our enrichment opportunity in KS1. Not only does Balanceability teach children how to ride without stabilisers, but also teaches balance, gross motor skills, core stability and of course, having fun through physical activity. Gymnastics in KS1 builds on their early years by extending the children's understanding and allows them to explore balancing with control on different levels (high and low). When children are asked to balance, travel along the ground or travel through the air showing a stretch, they will most often display positions with their heads | Children build on their swimming success from KS1. We make sure that children are well equipped to enjoy swimming and know how to keep safe in and around water. Children are introduced to a Paralympic team sport for players with visual impairments. By using the blindfolds it allows children to experience playing sport with barriers. This helps the children understand the need for clear communication and working together. | Children continue to build on their swimming success from KS1. We make sure that children are well equipped to enjoy swimming and know how to keep safe in and around water. Drawing on bat and ball skills from Key Stage 1, KS2 Games starts with a focus on development and consolidation of striking skills and accuracy of performance. Children are also encouraged to create their own games which allow them to develop their skills before visiting an applying skills to tennis in Year 5. | Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 progresses. (Jump: standing long jump and standing triple jump, throw: javelin and shot put). Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are |

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| | | balance, travel along the ground or travel through the air showing a stretch, they will most often display positions with their heads or hands as the highest part of the body. | or hands as the highest part of the body. | | | taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. | observation and replication with accuracy. It allows children to work together and explore the relationship between pairs when matching and mirroring. Children are able to showcase their developed gymnastics skillset in a controlled and accurate manner, building movements into sequences in partnerships and small groups. |
| Term 3 | Physical development – awareness of space. | Dance Multiskills | Swimming Multiskills | Dance Gymnastics | Dance Gymnastics | Dance Gymnastics | Dance Net/Wall games – Table tennis skills |
| Why this? Why now? | Children will build on their fundamental basic skills of movement. This is linked to physical development and early learning goals. They will begin to negotiate space and obstacles safely; with consideration for themselves and others. | In KS1 the children build on their EYFS focus of movement to music. Dance shifts to focus on expressing feelings and emotions through how the body moves (using music) and encourages the development of a greater range of movement. Children also begin to sequence known and developed skills/moves together to choreography short sequences and dance. In early years, children began to develop the fundamentals of movement e.g. walking, running, jumping, hopping, skipping. Through first PE they attempted balancing | Children are introduced to swimming. They learn about water safety and for non-swimmers to give them the confidence to go in the water for the first time. In early years, children began to develop the fundamentals of movement e.g. walking, running, jumping, hopping, skipping. Through first PE they attempted balancing activities (on the floor) and began to develop their agility (running in different directions). They also learned how to co-ordinate different body parts and they were introduced to equipment and balls. These skills will be consolidated | Building on the KS1 Dance curriculum, children will be encouraged to explore their imagination and improvisation when listening to a piece of music. They will also build on the paired and small group work to explore movements in unison and “follow-the-leader” style. Throughout Key Stage 2 Gymnastics, one of the key focuses is flexibility and showing an element of control when moving. Unit Q is concerned with transferring bodyweight, specifically focusing on receiving body weight in different ways when travelling, jumping, turning, | Building on the KS1 Dance curriculum, children will be encouraged to explore their imagination and improvisation when listening to a piece of music. They will also build on the paired and small group work to explore movements in unison and “follow-the-leader” style. Throughout Key Stage 2 Gymnastics, one of the key focuses is flexibility and showing an element of control when moving. Unit Q is concerned with transferring bodyweight, specifically focusing on receiving body weight in different ways when travelling, jumping, turning, | Dance in UKS2 continues to build on the focus of expression, creation and development of dances whilst introducing the use of props and evaluating movements. In celebration of a sound knowledge of movement and control to music. Children are introduced to different genres of dance e.g street dance. Throughout the Gymnastics curriculum, there has been a gradual development of partner work through observation and replication with accuracy. It allows children to work together and explore the relationship | Dance in UKS2 continues to build on the focus of expression, creation and development of dances whilst introducing the use of props and evaluating movements. In celebration of a sound knowledge of movement and control to music. Children are introduced to different genres of dance e.g street dance. Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop |

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| | | activities (on the floor) and began to develop their agility (running in different directions). They also learned how to co-ordinate different body parts and they were introduced to equipment and balls. These skills will be consolidated further in KS1. Children will learn different ways of balancing on the floor and on objects and low apparatus. They will learn how to pick up objects in competitive games situations and to change direction (agility) when moving. They will learn how to move in a variety of ways with control on their own and with equipment (co-ordination). | further in KS1. Children will learn different ways of balancing on the floor and on objects and low apparatus. They will learn how to pick up objects in competitive games situations and to change direction (agility) when moving. They will learn how to move in a variety of ways with control on their own and with equipment (co-ordination). | or balancing (with control and accuracy). | or balancing (with control and accuracy). | between pairs when matching and mirroring. Children are able to showcase their developed gymnastics skillset in a controlled and accurate manner, building movements into sequences in partnerships and small groups. | knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. |
| Term 4 | Movement to Music | Non-tradition – parachute games Dance | Swimming Dance | Team games (netball) Non-traditional - pop lacrosse | Team Games (FOOTBALL) Non- traditional (TRI GOLF) | Striking and fielding games – cricket Non- traditional – goal ball | Team games – basketball Non- traditional (TRI GOLF) |
| Why this? Why now? | In this unit, children will experiment with different ways of moving to music which links to PD/EAD areas of learning. Children will learn through dance to negotiate space, move around in various directions and to look out for their friends. They will begin to create dances on their own and in pairs. Children will experience different themes e.g pirates/ jungles. | Children will experience basic parachute games through the early years as part of their seven areas of learning. This will develop further in KS1 to an array of more complex games. Parachute games provide multiple benefits, including developing: Cooperation (Source) Team building skills Physical development Coordination skills, Maths and literacy skills and Gross motor skills. | Children build on their swimming experience from Term 3. In KS1 the children build on their EYFS focus of movement to music. Dance shifts to focus on expressing feelings and emotions through how the body moves (using music) and encourages the development of a greater range of movement. Children also begin to | In Year 2, children were introduced to some fundamental ball skills. They learnt different ways of throwing and catching. They learnt to shoot a ball in various targets. They also played some adapted invasion games which introduced some key netball skills. In Year 3, children learned different types of passing - chest and bounce. They learn how to land with a jump stop and a stride stop- they also | With a sound baseline of ball skills from KS1 and in earlier terms this allows children to apply their skills to Football. This allows children to play competitive games and apply skills of attacking and defending. Competitive games are organised through our School Games links. Children build on their experience from KS1. Tri-golf encourages the | In previous years, children learn how to field over long and short distances They learn overarm (and recapped underarm) bowling. They continue to practise their batting techniques. They take part in inter-school competitions. Children develop this Paralympic team sport experience from LKS2. They have a greater | Children further developed their dribbling skills to move with control and at different speeds and direction, with either hand. Children learn how to step, pivot and pass. They also learn ways of protecting the ball while static and dribbling. They look at effective defensive stances. They learn how to shoot accurately. They also developed their qualities of leadership and competition by participating in game of mini basketball. |

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| | | Children will further develop and build on skills from Term 3 Dance. They may experience different themes through their dance sessions. | sequence known and developed skills/moves together to choreography short sequences and dance. | practiced this when receiving a ball. These skills will be developed further into KS2. Children are introduced to this non-traditional sport at the start of KS2. It enables children to use a different type of bat and build on their basic bat and ball skills from KS1. | development of a range of physical skills, such as improved fitness, accuracy, coordination, focus, and other gross motor skills. Children involved in fun tri-golf games are also able to develop and enhance important life skills early on. This includes social skills, such as co-operation and respect, which are valuable characteristics that will benefit their curriculum learning, and their future. | understanding of sight as a barrier for these sportspeople and learn about how they can overcome these obstacles. | Children build on their experience of Tri-Golf from LKS2. They further develop their physical skills, improved fitness, accuracy, coordination, focus, and other gross motor skills. There are also opportunities to take part in inter-school events. |
| Term 5 | Fundamental Movement Skills (Introductory to ball skills)) | Net wall games -Tennis Skills Athletics Skills | Team Games – Hockey/ Quicksticks. Athletics | Striking & Fielding games – Cricket Athletics | Team Games Basketball Non-traditional | Swimming Non-traditional - Pop Lacrosse | Swimming Non-traditional |
| Why this? Why now? | In this unit, children will experiment with different ways to move a ball in a game using their hands and feet. Incorporated into this unit are adapted games, which encourage movement, negotiation of space, listening skills, aiming skills, teamwork and fun competition. | Children develop their throwing and catching skills from EYFS. They are introduced to some fun target games to develop hand-eye co-ordination and they also played some small-sided throwing and catching games. They began to become familiar with a racket and balancing a ball while standing and moving. They began to move the ball along the floor in a forehand and backhand position. Children develop their running, jumping and throwing skills they practised through EYFS. They begin to throw various objects and start to think how they stand. They jump | Children develop their bat and ball skills through a different type of sport quicksticks introductory to hockey. Children are introduced to invasion games. They learn some basic attacking and defending skills. They also use their earlier ball skills from earlier terms and transfer them to a basic quicksticks games. Children develop their running, jumping and throwing skills they practised through EYFS. They begin to throw various objects and start to think how they stand. They jump in various ways including 2 feet to 2 feet (the beginning | In previous years, children begin to develop their throwing (underarm and overarm) and catching skills these are further developed during KS2. They are introduced to bowling underarm at a target. Children learn how to field over long and short distances They learn overarm (and recap underarm) bowling. They continue to practise their batting techniques. They take part in inter-school competitions. Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and | Children further developed their dribbling skills to move with control and at different speeds and direction, with either hand. Children learn how to step, pivot and pass. They also learn ways of protecting the ball while static and dribbling. They look at effective defensive stances. They learn how to shoot accurately. They also developed their qualities of leadership and competition by participating in game of mini basketball. | Swimming skills are developed from KS1. Children aim 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. Children develop their skills from LKS2 in pop-lacrosse. It is a high-energy sport that demands agility, speed, and endurance. Children actively engaged in lacrosse develop cardiovascular fitness, muscle strength, and hand-eye coordination. Running, | Swimming skills are developed from KS1. Children aim 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. |

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| | | in various ways including 2 feet to 2 feet (the beginning of a standing long jump) and begin to measure this. They also worked in teams to take part in events. They began to compete against themselves and other in races and fun games. | of a standing long jump) and begin to measure this. They also worked in teams to take part in events. They began to compete against themselves and other in races and fun games. | flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 progresses. (Jump: standing long jump and standing triple jump, throw: javelin and shot put). | | passing, and shooting improve their motor skills, setting a foundation for a healthy lifestyle. | |
| Term 6 | Fundamental Movement Skills (Introductory to multiskills) | Striking & Fielding Skills - Cricket/ Kwik Cricket Non-traditional – Tri Golf | Striking & Fielding Skills Rounders Net/Wall games - Tennis | Team Games – Tag Rugby Non- traditional - Archery | Striking and fielding games – Rounders Athletics | Net/ Wall games - Tennis Non-traditional - Archery | Striking and fielding games – Rounders Athletics |
| Why this? Why now? | During their final term in EYFS, children will consolidate a variety of fundamental skills they have developed through the year and use them in a variety of multiskills activities that incorporates all these skills. | Children were learning how to roll and stop a ball during EYFS. They will begin to develop their throwing (underarm and overarm) and catching skills. They are introduced to bowling underarm at a target. They are also introduced to holding a cricket bat and hitting a ball at a cone. They are taught the rules of cricket and kwik cricket. They take part in some inter-school competitions. Children are first introduced to this non-traditional sport during Year 1 and 2. This builds on their ball skills they have developed through the year. | Children build on their bat and ball skills from EYFS and from earlier terms. They will learn how to roll and stop a ball. They learned to develop their throwing techniques (underarm and overarm) and catching skills. They begin to learn the basic rules of a rounders game. Children develop their throwing and catching skills from EYFS. They are introduced to some fun target games to develop hand-eye co-ordination and they also played some small-sided throwing and catching games. They began to become familiar with a racket and balancing a ball while standing and moving. They began to move the ball | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. | Children develop their striking and fielding skills from KS1. Children continue to master their throwing and catching skills (under & overarm). They recap how to bowl a ball in rounders. They recap how to bat using a rounders bat, both self hitting and receiving a bowl. They also played a rounders game and adapted games. Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are introduced as Key Stage 2 | Games during Key Stage 2 exposes children to a variety of different sports and activities which encourage the development and adaption of skills embedded. These sports are revisited to further develop knowledge, understanding and adaption. Children are taught to play competitively, apply principles of attacking and defending, consider Olympic and School Games values whilst playing and develop a love for movement in support of a healthy and active lifestyle. | Striking and fielding skills are further developed from LKS2 and children will continue to practice and master their throwing and catching skills. They begin to bring these skills into adapted game situations. They learn different bowling techniques. They also learn how to hit the ball in different directions. They played a rounders game learning the key rules. Athletics in Key Stage 2 builds on the foundations established in Key Stage 1. Strength, technique, control, balance and flexibility are explored and developed through running, jumping and throwing. Different distances, types of jump and types of throw are |

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| | | | along the floor in a forehand and backhand position. | | progresses. (Jump: standing long jump and standing triple jump, throw: javelin and shot put). | | introduced as Key Stage 2 progresses. (Jump: standing long jump and standing triple jump, throw: javelin and shot put). |
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