

## PHYSICAL EDUCATION CURRICULUM

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## **1. INTENT, IMPLEMENTATION AND IMPACT**

### **Intent**

At Croft C of E Primary School, there is an understanding of the importance of Physical Education in not only developing a range of skills and improving fitness, but also in establishing a positive attitude towards exercise, health and well-being that will last a lifetime.

The school is committed to, and enthusiastic about, providing all children, irrespective of their abilities, with a varied and exciting PE curriculum. Children will develop fundamental physical skills that will cover strength, speed, stamina, agility and flexibility, and they will learn how to improve in these. PE will provide children with the opportunity to think in different and creative ways whilst undertaking individual and group challenges, taking part in competitive team games, and when leading and motivating their peers. Children will also learn to understand the need for rules, and the importance of fair play. With these processes, children will discover the joy and benefits of physical activity, be able to make choices about getting involved in exercise and activity for the rest of their lives.

### **Implementation**

All children participate in a range of gymnastics, dance, games, athletics and outdoor & adventurous activities, following a balanced curriculum that develops a wide range of skills.

PE is organised into blocks, which have a theme and will focus on specific skills. The individual lessons in these blocks all have learning objectives, which are met through a variety of activities, and build on previous learning.

There is planned progression built into all units so children are increasingly challenged as they move up through school. With guidance, children set themselves targets to improve the PE skills, and are given the opportunity during Key Stage 2 to be Lesson Leaders, where they take responsibility for leading aspects of lessons (e.g. warm ups), officiating and organising equipment.

Children take part in competitive games during their PE lessons. Further opportunities are provided through an extra-curricular activities programme, lunchtime provision and the opportunity to represent the school in a variety of sports where they compete against other schools.

## **Impact**

The school strongly believes that regular physical activity – in free time, in structured PE lessons and in organised competitions – is essential for the healthy development of all children, both in body and in mind. PE is assessed through observations during PE lessons, and considers aspects such as leadership, teamwork, and tactics, as well as skills and physical attributes. Children are also given the opportunity and encouraged to assess their own performances and understand how to improve.

The impact of the PE curriculum is that the children at Croft Primary School will take with them a love of exercise and physical activity that will last a lifetime and will give them good physical and mental health alongside increased confidence and motivation.

## **Assessment**

Assessment in PE is ongoing and based on individual lessons and units. A feedback sheet is completed at the end of each lesson against the National Curriculum objectives.

## 2. NATIONAL CURRICULUM COVERAGE

	EYFS / YR1			Y2/3		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>KS1 pupils should be taught to:</b>						
master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities						
participate in team games, developing simple tactics for attacking and defending						
perform dances using simple movement patterns						
	Y3/4			Y5/6		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>KS2 pupils should be taught to:</b>						
use running, jumping, throwing and catching in isolation and in combination						
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],and apply basic principles suitable for attacking and defending						

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]						
perform dances using a range of movement patterns						
take part in outdoor and adventurous activity challenges both individually and within a team						
compare their performances with previous ones and demonstrate improvement to achieve their personal best						
take part in outdoor and adventurous activity challenges both individually and within a team						
compare their performances with previous ones and demonstrate improvement to achieve their personal best						

### 3. LONG TERM PLAN

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/Y1	Indoor	Gymnastics – Traditional Tales	Circuit training- Balancing skills	Dance- The seasons	Yoga	Gymnastics-Animals	Dance-stormy skies
	Outdoor	Multi-skills-throwing and catching		Multi-skills-bat and ball	Attacking and Defending	Invasion games-funfair	Tennis
Y2/3	Indoor	Gymnastics – parts high & low	Dance – gunpowder plot	Gymnastics – landscapes & cities	Dance - toys	Gymnastics – Under the sea	Dance - plants
	Outdoor	Throwing & catching	Circuit training	Games – dribble, catch, hit	Games – group games & rules	Athletics	Tennis
Y3/4	Indoor	Gymnastics-movement	Dance-Romans	Circuit training	Badminton	Gymnastics-movement	Dance-animals
	Outdoor	Outdoor Adventurous Activities	Creative Games-net, court, wall	Tag rugby	Creative Games-striking and fielding	Athletics	Tennis
Y5/6	Indoor	Gymnastics-Bridges	Dance-rubbish	Circuit training	Shape & Balance-space	Dance-volcanoes	Handball
	Outdoor	Outdoor Adventurous Activities	Creative games-net, court, wall. Invasion games	Invasion games	Swimming/Athletics	Swimming/Athletics	Tennis

## 4. PROGRESSION OF SKILLS

### PE - Athletics

#### Reception

Personal, Social and Emotional Development	a. Manage their own needs.
Physical Development	<p>a. Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling            - running</li> <li>- crawling        - hopping</li> <li>- walking        - skipping</li> <li>- jumping        - climbing</li> </ul> <p>b. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>c. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>d. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>e. Combine different movements with ease and fluency.</p> <p>f. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>g. Develop overall body strength, balance, coordination and agility.</p> <p>h. Know and talk about the different factors that support overall health and wellbeing: regular physical activity.</p>

#### ELG

Personal, Social and Emotional Development	Managing Self	<p>a. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>b. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>c. Manage their own basic hygiene and personal needs, including dressing.</p>
	Building Relationships	a. Work and play cooperatively and take turns with others.
Physical Development	Gross Motor Skills	<p>a. Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>b. Demonstrate strength, balance and coordination when playing.</p> <p>c. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

#### KS1

#### LKS2

#### UKS2

#### Health and Fitness

<p>Children can:</p> <p>a. Explain what they need to stay healthy.</p> <p>b. Recognise and describe how the body feels during and after different physical activities.</p> <p>c. Carry and place equipment safely.</p>	<p>Children can:</p> <p>a. Describe how the body reacts at different times and how this affects performance.</p> <p>b. Explain why exercise is good for your health.</p> <p>c. Know some reasons for warming up and cooling down.</p> <p>d. Know the importance of strength and flexibility for physical activity.</p>	<p>Children can:</p> <p>a. Understand the importance of warming up and cooling down.</p> <p>b. Carry out warm-ups and cool-downs safely and effectively.</p> <p>c. Understand why exercise is good for health, fitness and wellbeing.</p> <p>d. Know ways they can become healthier.</p>
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**Running**

<p>Children can:</p> <ol style="list-style-type: none"> <li>a. Run at different paces, describing the different paces.</li> <li>b. Show good posture and balance.</li> <li>c. Use a variety of different stride lengths.</li> <li>d. Travel at different speeds and directions.</li> <li>e. Begin to select the most suitable pace and speed for distance.</li> <li>f. Complete an obstacle course.</li> <li>g. Vary the speed and direction in which they are travelling.</li> <li>h. Run with basic techniques following a curved line.</li> <li>i. Be able to maintain and control a run over different distances.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>a. Identify and demonstrate how different techniques can affect their performance.</li> <li>b. Focus on their arm and leg action to improve their sprinting technique.</li> <li>c. Begin to combine running with jumping over hurdles.</li> <li>d. Focus on trail leg and lead leg action when running over hurdles.</li> <li>e. Understand the importance of adjusting running pace to suit the distance being run.</li> <li>f. Confidently demonstrate an improved technique for sprinting.</li> <li>g. Carry out an effective sprint finish.</li> <li>h. Perform a relay, focusing on the baton changeover technique.</li> <li>i. Speed up and slow down smoothly.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>a. Recap, practise and refine an effective sprinting technique, including reaction time.</li> <li>b. Build up speed quickly for a sprint finish.</li> <li>c. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li> <li>d. Accelerate to pass other competitors.</li> <li>e. Work as a team to competitively perform a relay.</li> <li>f. Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li> <li>g. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</li> </ol>
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**Jumping**

<p>Children can:</p> <ol style="list-style-type: none"> <li>a. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>b. Combine different jumps together with some fluency and control.</li> <li>c. Jump for distance from a standing position with accuracy and control.</li> <li>d. Investigate the best jumps to cover different distances.</li> <li>e. Choose the most appropriate jumps to cover different distances.</li> <li>f. Know that the leg muscles are used when performing a jumping action.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>a. Learn how to combine a hop, step and jump to perform the standing triple jump.</li> <li>b. Develop an effective take-off for the standing long jump.</li> <li>c. Land safely and with control.</li> <li>d. Begin to measure the distance jumped.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>a. Develop the technique for the standing vertical jump.</li> <li>b. Maintain control at each of the different stages of the triple jump.</li> <li>c. Land safely and with control.</li> <li>d. Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li> <li>e. Perform and apply different types of jumps in other contexts.</li> <li>f. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</li> </ol>
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### Throwing

<p>Children can:</p> <ol style="list-style-type: none"> <li>Throw different types of equipment in different ways, overarm and underarm, for accuracy and distance.</li> <li>Throw with accuracy at targets of different heights.</li> <li>Investigate ways to alter their throwing technique to achieve greater distance.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>Throw with greater control and accuracy.</li> <li>Show increasing control in their overarm throw.</li> <li>Perform a push and pull throw.</li> <li>Measure the distance of their throws.</li> <li>Continue to develop techniques to throw for increased distance.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>Perform a fling and heave throw.</li> <li>Measure and record the distance of their throws.</li> <li>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</li> <li>Develop and refine techniques to throw for accuracy.</li> </ol>
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### Compete/Perform

<p>Children can:</p> <ol style="list-style-type: none"> <li>Perform learnt skills with increasing control.</li> <li>Compete against self and others.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>Perform and apply skills and techniques with control and accuracy.</li> <li>Take part in a range of competitive games and activities in a controlled manner.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>Take part in competitive games with a strong understanding of tactics and composition.</li> </ol>
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### Evaluate

<p>Children can:</p> <ol style="list-style-type: none"> <li>Watch and describe performances, and use what they see to improve their own performance.</li> <li>Talk about the differences between their work and that of others.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>Modify their use of skills or techniques to achieve a better result.</li> </ol>	<p>Children can:</p> <ol style="list-style-type: none"> <li>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ol>
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### PE - Dance

#### Reception

<p>Personal, Social and Emotional Development</p>	<p>a. Manage their own needs.</p>
<p>Physical Development</p>	<p>a. Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling            - running</li> <li>- crawling          - hopping</li> <li>- walking          - skipping</li> <li>- jumping          - climbing</li> </ul> <p>b. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>c. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>d. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>e. Combine different movements with ease and fluency.</p> <p>f. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>g. Develop overall body strength, balance, coordination and agility.</p>



<p>as unison, canon and mirroring.</p> <p>e. Use different transitions within a dance motif.</p> <p>f. Move in time to music.</p> <p>g. Improve the timing of their actions.</p>	<p>partner or on their own.</p> <p>d. Compose longer dance sequences in a small group.</p> <p>e. Demonstrate precision and some control in response to stimuli.</p> <p>f. Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>g. Demonstrate rhythm and spatial awareness.</p> <p>h. Change parts of a dance as a result of self-evaluation.</p> <p>i. Use simple dance vocabulary when comparing and improving work.</p>	<p>c. Use dramatic expression in dance movements and motifs.</p> <p>d. Perform with confidence using a range of movement patterns.</p> <p>e. Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>f. Combine flexibility techniques and movements to create fluent sequences.</p> <p>g. Move appropriately and with the required style in relation to the stimulus e.g. using various levels of travelling and motifs.</p> <p>h. Show change of pace and timing in their movements.</p> <p>i. Move rhythmically and accurately in dance sequences</p> <p>j. Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>k. Dance with fluency and control</p> <p>l. Demonstrate consistent precision when performing dance sequences.</p>
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**Compete/Perform**

<p>Children can:</p> <p>a. Perform sequences of their own composition with coordination</p> <p>b. Perform learnt skills with increasing control</p> <p>c. Compete against self and others</p>	<p>Children can:</p> <p>a. Perform and create sequences with fluency and expression</p> <p>b. Perform and apply skills and techniques with control and accuracy</p>	<p>Children can:</p> <p>a. Link actions to create a complex sequence using a full range of movement</p> <p>b. Perform the sequence in time to music.</p> <p>c. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
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**Evaluate**

<p>Children can:</p> <p>a. Watch and describe performances, and use what they see to improve their own performance.</p> <p>b. Talk about the differences between their work and that of others.</p>	<p>Children can:</p> <p>a. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>b. Modify their use of skills or techniques to achieve a better result.</p>	<p>Children can:</p> <p>a. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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**PE - Gymnastics**

**Reception**

<p>Personal, Social and Emotional Development</p>	<p>a. Manage their own needs.</p>
<p>Physical Development</p>	<p>a. Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling            - running</li> <li>- crawling        - hopping</li> <li>- walking         - skipping</li> <li>- jumping         - climbing</li> </ul> <p>b. Progress towards a more fluent style of moving, with developing control and grace.</p>

		<p>c. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>d. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>e. Combine different movements with ease and fluency.</p> <p>f. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>g. Develop overall body strength, balance, coordination and agility.</p> <p>h. Know and talk about the different factors that support overall health and wellbeing: regular physical activity.</p>	
Expressive Arts and Design		<p>a. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>b. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>c. Create collaboratively, sharing ideas, resources and skills.</p> <p>d. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>e. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>f. Explore and engage in music making and dance, performing solo or in groups.</p>	
<b>ELG</b>			
Personal, Social and Emotional Development	Managing Self	<p>d. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>e. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>f. Manage their own basic hygiene and personal needs, including dressing.</p>	
	Building Relationships	<p>b. Work and play cooperatively and take turns with others.</p>	
Physical Development	Gross Motor Skills	<p>d. Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>e. Demonstrate strength, balance and coordination when playing.</p> <p>f. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	
Expressive Arts and Design	Being Imaginative and Expressive	<p>a. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
<b>KS1</b>		<b>LKS2</b>	<b>UKS2</b>
<b>Health and Fitness</b>			
Children can:	Children can:	Children can:	
<p>d. Explain what they need to stay healthy.</p> <p>e. Recognise and describe how the body feels during and after different physical activities.</p> <p>f. Carry and place equipment safely.</p>	<p>e. Describe how the body reacts at different times and how this affects performance.</p> <p>f. Explain why exercise is good for your health.</p> <p>g. Know some reasons for warming up and cooling down.</p>	<p>e. Understand the importance of warming up and cooling down.</p> <p>f. Carry out warm-ups and cool-downs safely and effectively.</p> <p>g. Understand why exercise is good for health, fitness and wellbeing.</p>	

	h. Know the importance of strength and flexibility for physical activity.	h. Know ways they can become healthier.
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**Acquiring and Developing Skills in Gymnastics (General)**

<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Copy, explore and remember actions and movements to create their own sequence</li> <li>b. Link actions to make a sequence</li> <li>c. Travel in a variety of ways, including rolling.</li> <li>d. Hold a still shape whilst balancing on different points of the body</li> <li>e. Jump in a variety of ways and land with increasing control and balance</li> <li>f. Climb onto and jump off the equipment safely.</li> <li>g. Move with increasing control and care</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Create a sequence of actions that fit a theme</li> <li>b. Use an increasing range of actions. Directions and levels in their sequences</li> <li>c. Move with clarity, fluency and expression</li> <li>d. Show changes of direction, speed and level during a performance</li> <li>e. Travel in different ways, including using flight</li> <li>f. Improve the placement and alignment of body parts in balances.</li> <li>g. Use equipment to vault in a variety of ways.</li> <li>h. Carry out balances, recognizing the position of their centre of gravity and how this affects the balance</li> <li>i. Begin to develop good technique when travelling. Balancing and using equipment</li> <li>j. Develop strength, technique and flexibility throughout performances</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>b. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances</li> <li>c. Confidently use equipment to vault and incorporate this into sequences</li> <li>d. Apply skills and techniques consistently showing precision and control.</li> <li>e. Develop strength, technique and flexibility throughout performances</li> </ul>
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**Rolls**

<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Log roll (controlled) Curled side roll (egg roll) (controlled)</li> <li>b. Teddybear roll (controlled)</li> <li>c. Rocking for forward roll and crouched forward roll</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Forward roll from standing</li> <li>b. Straddle forward roll</li> <li>c. Tucked backward roll</li> <li>d. Backward roll to straddle</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Forward roll from standing</li> <li>b. Straddle forward roll</li> <li>c. Pike forward roll</li> <li>d. Dive forward roll</li> <li>e. Tucked backward roll</li> <li>f. Backward roll to straddle</li> <li>g. Backward roll to standing pike</li> <li>h. Pike backward roll</li> </ul>
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**Jumps**

<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Straight jump</li> <li>b. Tuck jump</li> <li>c. Jumping jack</li> <li>d. Half turn jump</li> <li>e. Cat spring</li> <li>f. Cat spring to straddle</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Straight jump</li> <li>b. Tuck jump</li> <li>c. Jumping jack</li> <li>d. Star jump</li> <li>e. Straddle jump</li> <li>f. Pike jump</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Straight jump</li> <li>b. Tuck jump</li> <li>c. Jumping jack</li> <li>d. Star jump</li> <li>e. Straddle jump</li> <li>f. Pike jump</li> </ul>
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	<ul style="list-style-type: none"> <li>g. Straight jump half-turn</li> <li>h. Straight jump full-turn Cat leap</li> <li>i. Cat leap half-turn</li> </ul>	<ul style="list-style-type: none"> <li>g. Stag jump</li> <li>h. Straight jump half-turn</li> <li>i. Straight jump full-turn</li> <li>j. Cat leap</li> <li>k. Cat leap half-turn</li> <li>l. Cat leap full-turn</li> <li>m. Split leap</li> <li>n. Stag leap</li> </ul>
<b>Vault - with springboard and vault or other suitable raised platform, e.g. gymnastics table</b>		
<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Hurdle step onto springboard</li> <li>b. Straight jump off springboard</li> <li>c. Tuck jump off springboard</li> <li>d. Bunny hop</li> <li>e. Front support wheelbarrow</li> <li>f. Scissor kick</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Hurdle step onto springboard</li> <li>b. Squat on vault</li> <li>c. Straddle on vault</li> <li>d. Star jump off</li> <li>e. Tuck jump off</li> <li>f. Straddle jump off</li> <li>g. Pike jump off</li> <li>h. Lunge with handstand</li> <li>i. Lunge with cartwheel</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Hurdle step onto springboard</li> <li>b. Squat on vault</li> <li>c. Straddle on vault</li> <li>d. Star jump off</li> <li>e. Tuck jump off</li> <li>f. Straddle jump off</li> <li>g. Pike jump off</li> <li>h. Squat through vault</li> <li>i. Straddle over vault</li> <li>j. Lunge into cartwheel</li> <li>k. Lunge into round off</li> <li>l. Hurdle step</li> <li>m. Hurdle step into cartwheel</li> <li>n. Hurdle step into round off</li> </ul>
<b>Travelling &amp; Linking Actions</b>		
<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Tiptoe, step, jump and hop</li> <li>b. Hopscotch</li> <li>c. Skipping</li> <li>d. Straight jump half-turn</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Tiptoe, step, jump and hop</li> <li>b. Hopscotch</li> <li>c. Skipping</li> <li>d. Chassis steps</li> <li>e. Straight jump half turn</li> <li>f. Cat leap</li> <li>g. Cat leap half turn</li> <li>h. Pivot</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Tiptoe, step, jump and hop</li> <li>b. Hopscotch</li> <li>c. Skipping</li> <li>d. Chassis steps</li> <li>e. Straight jump half turn</li> <li>f. Cat leap</li> <li>g. Cat leap half turn</li> <li>h. Cat leap full turn</li> <li>i. Pivot</li> </ul>
<b>Shapes and Balances</b>		
<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Standing balances</li> <li>b. Kneeling balances</li> <li>c. Large body part balances</li> <li>d. Balances on apparatus</li> <li>e. Balances with a partner</li> <li>f. Pike, tuck star, straight, straddle shapes</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. 1, 2, 3 and 4- point balances</li> <li>b. Balances on apparatus</li> <li>c. Balances with and against a partner</li> <li>d. Pike, tuck, star, straight, straddle shapes</li> <li>e. Front and back support</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. 1, 2, 3 and 4- point balances</li> <li>b. Balances on apparatus</li> <li>c. Develop technique control and complexity of pan-weight partner balances</li> <li>d. Group formations</li> <li>e. Pike, tuck, star, straight straddle</li> <li>f. Front and back support</li> </ul>
<b>Complete/perform</b>		
<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Perform sequences of their own composition with coordination</li> <li>b. Perform learnt skills with increasing control</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Perform and create sequences with fluency and expression.</li> <li>b. Perform and apply skills and techniques with control and accuracy</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>a. Link actions to create complex sequence using a full range of movement that showcases different abilities, performed in time to music.</li> <li>b. Perform and apply a variety of skills</li> </ul>

		and techniques confidently and consistently and with precision. c. Begin to record their peers' performances and evaluate these.
<b>PE - OAA</b>		
<b>LKS2</b>	<b>UKS2</b>	
<b>Health and Fitness</b>		
Children can: i. Describe how the body reacts at different times and how this affects performance. j. Explain why exercise is good for your health. k. Know some reasons for warming up and cooling down. l. Know the importance of strength and flexibility for physical activity.	Children can: i. Understand the importance of warming up and cooling down. j. Carry out warm-ups and cool-downs safely and effectively. k. Understand why exercise is good for health, fitness and wellbeing. l. Know ways they can become healthier.	
<b>Trails</b>		
Children can: j. Orient themselves with accuracy around a short trail. k. Create a short trail for others with physical challenge. l. Start to recognize features of an orienteering course.	Children can: m. Orientate themselves with confidence and accuracy around an orienteering course when under pressure. n. Design an orienteering course that is visible to follow and offers challenge to others. o. Use navigation equipment (maps, compasses) to improve the trail.	
<b>Problem-solving</b>		
Children can: e. Communicate clearly with other people in a team and with other teams. f. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. g. Associate the meaning of a key on the context of the environment.	Children can: g. Use clear communication to effectively complete a particular role in. h. Compete in orienteering activities both as part of a team and independently. i. Use a range of map styles and make an informed decision on the most effective.	
<b>Preparation and Organisation</b>		
Children can: f. Try a range of equipment for creating and competing an activity. g. Make an informed decision on the best equipment to use for an activity. h. Plan and organize a trail that others can follow.	Children can: e. Choose the best equipment for an outdoor activity. f. Prepare an orienteering course for others to follow. g. Identify the quickest route to accurately navigate an orienteering course. h. Manage an orienteering event for others to compete in.	
<b>Communication</b>		
Children can: c. Communicate clearly with others. d. Work as part of a team.	Children can: c. Communicate clearly and effectively with others when under pressure. d. Work effectively as part of a team demonstrating leadership skills when necessary. e. Successfully use a map to complete an orienteering course. f. Use a compass for navigation. g. Organise an event for others.	

### Compete and Perform

Children can: a. Offer an evaluation of both personal performance and activities. b. Start to improve trails to increase the challenge of the course.	Children can: a. Complete orienteering courses on multiple occasions in a quicker time due to improved technique. b. Offer detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. c. Listen to feedback and improve an orienteering course from it.
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### Evaluate

Children can: c. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. d. Modify their use of skills or techniques to achieve a better result.	Children can: b. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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### **END POINTS**

#### **EYFS / YEAR 1**

Gymnastic Movements	Basic movements and Team Games	Dance
<ul style="list-style-type: none"> <li>• make body curled, tense, stretched and relaxed</li> <li>• control body when travelling and balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, curl, travel and balance in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• throw underarm</li> <li>• throw and kick in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• perform own dance moves</li> <li>• copy or make up a short dance</li> <li>• move safely in a space</li> </ul>

#### **YEAR 2/3**

Gymnastic Movements	Basic movements and Team Games	Dance
<ul style="list-style-type: none"> <li>• plan and perform a sequence of movements</li> <li>• improve sequence based on feedback</li> <li>• think of more than one way to create a sequence which follows some 'rules'</li> </ul>	<ul style="list-style-type: none"> <li>• use hitting, kicking and/or rolling in a game</li> <li>• decide the best space to be in during a game</li> <li>• use a tactic in a game</li> <li>• follow rules</li> </ul>	<ul style="list-style-type: none"> <li>• change rhythm, speed, level and direction in dance</li> <li>• make a sequence by linking sections together</li> <li>• use dance to show a mood or feeling</li> </ul>

#### **YEAR 3/4**

Athletics	Competitive Games	Gymnastics
<ul style="list-style-type: none"> <li>• run at fast, medium and slow speeds; changing speed and direction</li> <li>• take part in a relay, remembering when to run and what to do</li> </ul>	<ul style="list-style-type: none"> <li>• be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>• know and use rules fairly</li> </ul>	<ul style="list-style-type: none"> <li>• adapt sequences to suit different types of apparatus and criteria</li> <li>• explain how strength and suppleness affect performance</li> </ul>
<b>Dance</b>		<b>Outdoor and Adventurous Activity</b>



- improvise freely and translate ideas from a stimulus into movement
- share and create phrases with a partner and small group
- remember and repeat dance perform phrases

## YEAR 5/6

Athletics	Competitive Games	Gymnastics
<ul style="list-style-type: none"> <li>• controlled when taking off and landing</li> <li>• throw with increasing accuracy</li> <li>• combine running and jumping</li> </ul>	<ul style="list-style-type: none"> <li>• gain possession by working a team and pass in different ways</li> <li>• choose a specific tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	<ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audiences</li> </ul>
Dance		Outdoor and Adventurous Activity
<ul style="list-style-type: none"> <li>• compose own dances in a creative way</li> <li>• perform dance to an accompaniment</li> <li>dance shows clarity, fluency, accuracy and consistency</li> </ul>		<ul style="list-style-type: none"> <li>• follow a map into an unknown location</li> <li>• use clues and a compass to navigate a route</li> <li>• change route to overcome a problem</li> <li>• use new information to change route</li> </ul>

## 5. SEND IN PE

A valuable tool to help us plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.

### Communication

Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays. Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.

### Space

Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.

### Task

Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.

### Equipment

The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.

- Using balloons with rice in to support visually impaired learners in a tennis session.
- Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.
- Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.
- Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.

### People

The support learners receive from key people throughout a PE lesson can make arguably the biggest impact on their skills, attitudes and progress. A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners. Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult. Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.

Curriculum Considerations	Key Stage 1	Key Stage 2
<p>An inclusive physical education curriculum should both engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. Physical education and sport should be accessible regardless of a young person's disability or needs. Basing a curriculum and activities around a broad variety of sports and physical activities helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.</p>	<p>Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development</p>	<p>As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible.</p>

## 6. RESOURCES AND WEBSITES

Ofsted [Research review series: computing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/research-review-series-computing)

Chance to Shine – This website, which has been created by the Yorkshire Cricket Club, contains a series of lesson plans to help developing cricketing skills (striking, fielding, catching). The website also contains lesson plans for Maths and Literacy plans to encourage cross-curricular learning. <https://www.chancetoshine.org/teaching-resources>

BBC Bitesize – BBC are uploading new videos all the time about sports, dance and health and fitness. <https://www.bbc.co.uk/bitesize/subjects/zj6pyrd>

Twinkl – Twinkl have unit packs to help teach different PE games and skills cards to teach workout lessons. <https://www.twinkl.co.uk/>