**Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims**

The national curriculum for physical education aims to ensure that all 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.

**EYFS**

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility 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.

**Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

* use running, jumping, throwing 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.

**Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

* swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.

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| **EYFS / Yr1** | **Week 1**  **L1 & L2** | **Week 2**  **L3 & L4** | **Week 3**  **L5 & L6** | **Week 4**  **L7 & L8** | **Week 5**  **L9 & L10** |
| **Gymnastics**  **2 lessons per week (no work out Wednesday)** | To explore travelling movements   * Use different body parts to travel on * Use high and low levels to travel   To develop and combine travelling movements   * Use different body parts to travel on * Use high and low levels to travel | To develop quality when performing and linking shapes   * Squeeze your muscles to make them feel hard and tense when in a shape   To develop quality when linking shapes   * Squeeze your muscles to make them feel hard and tense when in a shape | To develop stability and control when performing balances   * Be as still as a statue in your balance * Hold your balance for 5 seconds * Squeeze your muscles so that they feel hard.   To develop stability and control when performing shape jumps.   * Be as still as a statue in your balance * Hold your balance for 5 seconds * Squeeze your muscles so that they feel hard. | To develop technique and control when performing shape jumps   * Bend your knees when landing * Keep looking straight ahead when landing   To develop technique in the barrel, straight and forward roll.   * Bend your knees when landing * Keep looking straight ahead when landing | To develop rolls and use them in a sequence   * Keep in the same shape throughout the roll   To link gymnastic actions to create a sequence   * Use a starting and finishing position * Use rolls, jumps, balance and travelling movements in your sequence |
| Assessment:  I am confident to perform in front of others  I can link simple actions together to create a sequence  I can make my body tense, relaxed, stretched and curled  I can recognise changes in my body when I do exercise  I can remember and repeat actions and shapes  I can say what I liked about someone else’s performance  I can use apparatus safely and wait for my turn | | | | |

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| **Year 2 and Year 3** | **Week 1**  **L1 & L2** | **Week 2**  **L3 & L4** | **Week 3**  **L5 & L6** | | **Week 4**  **L7 & L8** | **Week 5**  **L9 & L10** |
| **Yoga (Y2)**  **Invasion games**  (Y2)  **2 lessons per week (no work out Wednesday)** | To copy and repeat yoga poses.   * Breathe in and out slowly when in your yoga poses   To develop an awareness of strength when completing yoga poses.   * Concentrate on breathing whilst in the pose | To develop an awareness of flexibility when completing yoga poses.   * Use controlled breathing in through your nose and out through your mouth * When breathing out, try to stretch a little further   To copy and remember actions linking them into a flow.   * Order poses so that they flow easily from one to the other * Work with your partner, sharing ideas and listening to each other | To create a flow, perform and teach it to a partner.   * Be clear when giving your instructions so that your partner knows what to do * Order poses so that they flow easily from one to the other   To explore poses and create a yoga flow.   * Order poses so that they flow easily from one to the other * Work with your partner, sharing ideas and listening to each other | | To understand what being in possession means and support a teammate to do this.   * Keep the ball close to your body to keep possession * Look up and around you to see your teammate, space and any defenders   To understand that scoring goals is an attacking skill and to explore ways to do this.   * Control of the ball during shooting action * Travel at speed when performing a shot | To understand that stopping goals is a defending skill and explore ways to do this.   * Be ready and react quickly when someone is about to shoot * Do not be afraid of the ball * Keep your eyes on the ball   To explore how to gain possession.   * Do not be afraid of intercepting a pass * Stand so you can see the attacker and the ball |
| Assessment – Yoga:  I am beginning to provide feedback using key words  I can copy, remember and repeat yoga flows  I can describe how my body feels during exercise  I can move from one pose to another thinking about my breath  I can use clear shapes when performing poses  I can work with others to create simple flows showing some control | | | Assessment – invasion games:  I can describe how my body feels during exercise  I can dodge and find space away from the other team  I can move with a ball towards goal  I can sometimes dribble a ball with my hands and feet  I can stay with another plyer to try and win the ball  I know how to score points and can remember the score  I know who is on my team and I can attempt to send the ball to them | | |

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| **Year 4, Year 5, Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Dance**  **(yr5)**  **Plus Swimming lessons**  **No work out Wednesday** | THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control.   * Consider the quality of performance of each action * Use count of 8 to help to stay in time with your partner | THEME: Dance by Chance To understand how changing dynamics changes the appearance of the performance.   * Consider how each action is performed when changing the dynamic * Use counts to help you to stay in time with each other. | THEME: Dance by chance  To understand and use relationships and space to change how a performance looks   * Use changes in level, direction and pathway * Use relationships changes in formation, timing, matching and mirroring | THEME: Rock ‘n’ Roll To copy and repeat movements in the style of rock ‘n’ roll.   * Use upbeat dynamics and facial expression to help to make your actions look like the style of rock n roll. | THEME: Rock ‘n’ Roll To work with a partner to copy and repeat actions in time with the music.   * Use bouncy, lively and quick dynamics in your performance * Use counts of 8 to keep in time and help to remember the order of actions |
| Assessment:  I can accurately copy and repeat set choreography  I can choreograph phrases individually and with others considering actions and dynamics  I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing  I can lead a group through short warm-up routines  I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus  I can suggest ways to improve my own and other people’s work using key terminology  I can use counts when choreographing to stay in time with others and the music  I can use feedback provided to improve my work | | | | |