**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** |
| **Dance**  **(Yr1)**  **2 lessons per week – no work out Wednesday** | THEME: Weather To use counts of 8 to move in time and make my dance look interesting.   * Count evenly to the beat * Use clear actions * Use level to make your dance look interesting   THEME: Weather To explore pathways in my dance.   * Draw the shape of the pathway as you travel * Use a change of direction and speed to make your dance look interesting * Use counts of 8 to help you stay in time with the music and each other | THEME: Weather To create my own dance using, actions, pathways and counts.   * Discuss and share ideas with a partner to create your action * Use counts of 8 to help stay in time with the music and each other   THEME: Pirates To explore speeds and actions in our pirate inspired dance.   * Use clear action * Use counts of 8 to help you stay in time with the music and each other | THEME: Pirates To copy, remember and repeat actions that represent the theme.   * Use clear actions * Use expression to help to tell the story   THEME: Pirates To copy, repeat, create and perform actions that represent the theme.   * Craw the shape of the pathway as your travel * Use level to make your dance look interesting | THEME: The Lost Toy To explore speeds and actions.   * Use a change of direction and speed to make your dance look interesting * Use clear action to help tell the story   THEME: The Lost Toy To use expression and create actions that relate to the story.   * Use counts of to help you stay in time with the music and each other * Se expression to help to show character | THEME: The Lost Toy To use a pathway when travelling.   * Discuss and share ideas with a a partner to create your action * Use changes of level, direction or speed to make your dance look interesting * Use counts of 8 to help you stay in time with the music and each other   Performance |
| Assessment - Dance | | | | |

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| **Year 2 and Year 3** | **Week 1**  **L1** | **Week 2**  **L2 & L3** | | **Week 3**  **L5 & L6** | **Week 4**  **L7 & L8** |
| **Invasion games**  (Y2)  Athletics  (Yr3)  Monday Swimming | To mark an opponent and understand that this is a defending skill.   * Stand sideways so you can see your attacker and the ball * Stay close to your attacker and always be ready to intercept the ball   Swimming | To apply simple tactics for attacking and defending.   * Apply skills learned in the game situations * Communicate with your teammates   (Athletics)  To develop the sprinting technique and improve your personal best   * Sprint on the balls of your feet moving your hands from pocket to mouth | | To develop changeover techniques in relay events   * Communicate with your team to let them know if they need to hold the baton higher * Hold the bottom of the relay baton for smooth changeovers * Run to the receiving side of your teammate when passing the baton on * Sprint on the balls of your feet moving your hand from pocket to mouth   Swimming | To develop jumping techniques in a range of approaches and take off positions   * Jump with balance can control by bending your knees at take off and landing * Keep looking straight ahead when you jump.   To develop throwing for distance and accuracy   * Step forward as your throw to create power * Transfer your weight from your back to your front leg |
| 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 | | Assessment – Athletics  I am developing jumping for distance  I can identify when I was successful  I can take part in a relay activity, remembering when to run a d what to do  I can throw a variety of objects, changing my actions for accuracy and distance  I can use different take off and landings when jumping  I can use keep points to help me to improve my sprinting techniques  I can work with a partner and in a small group, sharing idea.  I show determination to achieve my personal best | | |

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| **Year 4, Year 5, Year 6** | **Week 1**  **L1 & L2** | **Week 2**  **L3 & L4** | **Week 3**  **L5 & L6** | **Week 4**  **L7 & L8** |
| **Gymnastics (Yr6)** | THEME: Rock ‘n’ Roll To work collaboratively with a group to choreograph a dance in the style of Rock ’n’ Roll.   * Use different levels and formations in your dance to make it look interesting   THEME: Ancient Maya To develop set choreography inspired by a Mayan god.   * Use counts to help you stay in time with each other | THEME: Ancient Maya To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.   * Consider the quality of performance of each other * Use counts to help you stay in time with our group   THEME: Ancient Maya To use structure to choreograph a dance performance.   * Consider how each action is performed when changing the dynamic * Consider the quality of performance of each other | THEME: Chinese Dance To use matching, canon and unison in the style of the lion dance.   * Communicate with your partner so that your actions are fluid   THEME: Chinese Dance To use space and relationships to create a dragon dance.   * Discuss and pool ideas with your group before finalising the performance * Use counts of 8 to keep and help to remember the order of actions | THEME: Chinese Dance To select and combine dance tools to choreograph and perform a Chinese dance.   * Discuss and pool ideas with your group before finalising the performance   Dance Performance |
| 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 | | | |