**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** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Ball Skills**  **(Year1)** | To develop dribbling a ball with your hands.   * Use soft touches with your hands to keep good control * Use wide fingers to move the ball | To explore accuracy when rolling a ball.   * Keep your eyes on the target * Release the ball when your fingers are pointing at your target * Use wider fingers to control the ball | To explore throwing with accuracy towards a target.   * Face you body and target arm towards the target * Release the ball when your fingers are pointing at your target * Stand with your legs split (one in front of the other) | To explore catching with two hands.   * Keep your eyes on the ball * Use a ready position with knees bent, feet shoulder width apart, on your toes * Use wide fingers with little together (hand-down position ) | To explore dribbling a ball with your feet.   * Keep the ball close to you (under your nose) * Keep your head up * Use both feet to move the ball * Use different parts of your foot (sole, toe, heel, inside, outside) | To explore tracking a ball that is coming towards me.   * Adjust your body, so that it is in line with the ball * Keep your eyes on the ball. |
| Assessment:  I am beginning to catch with two hands.  I am beginning to dribble a ball with my hands and feet.  I am beginning to understand simple tactics.  I can roll and throw with some accuracy towards a target.  I can say when someone was successful.  I can track a ball that is coming towards me.  I can work co0operatively with a partner. | | | | | |

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| **Year 2 and Year 3** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Dance (yr3)** | To remember, repeat and link actions to tell the story of my dance.   * Use count of 8 to help you stay in time * Use different levels and shapes | To develop an understanding of dynamics and how they can show an idea.   * Think about how you perform each action * Use counts of 8 to help you stay in time | Use counts of 8 to help you stay in time with the music.   * Mirroring is when you reflect the movement of your partner as if they were a mirror image * Matching is when you perform the same movement at the same time | To copy, remember and repeat actions using facial expressions to show different characters.   * Change your expression to show the different character * Use clear, exaggerated actions. | To explore pathways and levels.   * Use counter of 8 to help you stay in time with the music | To remember and rehearse our circus dance showing expression and character.   * Change you expression to show the different characters * Use clear, exaggerated actions * Use counts of 8 to help you stay in time with the music |
| Assessment:  I am beginning to provide feedback using key words  I can copy, remember, repeat and create dance phrases  I can describe how my body feels during exercise  I can show a character and idea through the actions and dynamics I choose.  I can use counts to stay in time with the music  I can work with a partner using mirroring and unison in our actions  I show confidence to perform. | | | | | |

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| **Year 4, Year 5, Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** | **Lesson 7** | **Lesson 8** |
| **Gymnastics (Yr6)**  **Plus Swimming lessons** | To develop the straddle, forward and backward roll.   * Use momentum to help you roll * Use strong body tension to keep your shape in the straddle roll | To develop counter balance and counter tension.   * Move slowly into and out of the balances * Use body tension to create clear shapes and stable balances | To develop jumps and explore the effect of height.   * Consider the timings of your movements * Use height to give you more time to perform more challenging jumps * Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting. | To develop inverted movements with control.   * Engage your core musles for strong body tension and stability | To use flight from hands to travel over apparatus.   * Place your hands on the apparatus first, then your feet | To create a group sequence using formations and apparatus.   * Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting | To create a group sequence using formations and apparatus.   * Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting | To create a contrasting group sequence using formations and apparatus.   * Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting |
| Assessment:  I can combine and perform gymnastic actions, shape and balances with control and fluency  I can create and perform sequences using compositional devices to improve the quality  I can lead a small group through a short warm-up routine  I can use appropriate language to evaluate and refine my own and other’s work  I can work collaboratively with others to create a sequence  I understand how to work safely when learning a new skill  I understand what counter balance and counter tension is and can show examples with a partner | | | | | | | |