

Nateby Primary School



PHYSICAL EDUCATION AT NATEBY PRIMARY SCHOOL

THE NATIONAL CURRICULUM

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

Subject content

EYFS- Physical Development

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Key Learning:

Fundamental movement skills – *run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.*

Gross motor skills/movements – *climbing, crawling, skipping, sliding, slithering, shuffling.*

Spatial Awareness – *awareness of own space, negotiates space, finds a space, change direction, stop.*

Safety Awareness – *when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.*

Fine motor skills, manipulation and hand-eye co-ordination – *dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.*

Apparatus – *control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick.*

Language of movement – *linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.*

- **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, such as 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.

Physical education 200 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

Intent

At Nateby we want all children to experience the delights of being physically expressive. Through a variety of experiences, they begin to develop a sense of what makes them feel fit, enhances their own well-being and of where their strengths lie. We ensure that all pupils have every opportunity to be able to learn to swim at least 25 meters in a recognisable stroke. We believe that we are creating the foundations for life-long sport and activity. In order to do this effectively we teach children about the effects of activity on their minds and bodies; we create a sense of fun in sport as well as competition. We believe that the skills sport and being physically active can teach us can be used across the curriculum and in fact, across life. We give sport a high profile in school with displays, celebration of achievement in assembly and on the newsletter. All of governors and staff at Nateby understand the role of sport and activity at the centre of a broad and balanced curriculum. They welcome the positive benefits that having a Physical Activity offer (which includes all children) can have on the ability of children to learn across the curriculum. We direct and sign-post pupils who have a talent for specific sports or activity to outside clubs.

Lancashire's Physical Education Developmental Approach - "Intent"



The end points that the Lancashire approach leads to is the National Curriculum end of key stage statements. Schools can also devise their own end points using the NC as a guide. The Intent of the Lancashire approach is shown below.

Early Years – The INTENT in the Foundation stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key FMS. These 5 skills along with opportunities to develop a wider range of physical skills will ensure they are ready for KS1 PE.

Key Stage 1 – (Year 1 Baseline) The INTENT in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline the teacher can design or adapt their PE curriculum and have a focus on the FMS the children are less proficient in.

During Key Stage 1 – The INTENT during KS1 is to continue to develop the children's FMS especially their weaker ones and also to teach children HOW to apply these skills in a context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks.

End of Key Stage 1 – The INTENT at the end of KS1 is to test the children's 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have Mastered. This information can then be shared with the year 3 teacher.

Lower Key Stage 2 – The INTENT at year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games. i.e. (Target, Invasion games, Net/Wall, Target and Striking and Fielding) The INTENT at year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills. All the skills are applied through the relevant Core Tasks which are linked to age expectations.

Upper Key Stage 2 – The INTENT at year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5V3, 5V4, 4V4, 5V5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The INTENT at year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group. All the skills are applied through the relevant Core Tasks, which are linked to age expectations.

Implementation

How will PE be taught?

- All pupils have two, one-hour, high quality lessons of PE every week
- As Class 1 composes of Reception and Year 1 the same core units are followed each year. The class teacher utilises the planning units from the Lancashire Scheme of work and differentiates them to incorporate fundamental movement
- In conjunction with high quality PE lessons the school offers all children the opportunity to participate in inter-house competitions and workshops and intra-school competitions and training
- Extra, coach-led sport and activity are timetabled for each year-group on a weekly basis
- The school runs coach-led (or qualified teacher /TA) before and after school sport all year round, some of which is free (PPG children have the opportunity to access three free clubs every week)
- All pupils receive one term of swimming every year from year 2 until they can confidently swim 25 meters. This forms one of their PE lessons during the Autumn Term and may be extended in to the Spring term when needed. There is no charge for this provision
- In Class 3 a term of swimming is provided on a needs basis
- Every year group has the opportunity to attend at least one O & A Day every year- from a visit to Humblescough Farm for EYFS and year1 pupils to a 3-day residential at Tower Wood annually for years 4, 5 & 6

How pupils at Nateby will learn through and about PHYSICAL EDUCATION

EYFS AND PE

During the Early Years Foundation Stage, typically a child:

EYFS Development Bands

30–50 Months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, (e.g. makes snips in paper with child scissors).
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, (e.g. letters from their name).

40-60 Months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing/chasing games, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Above: By the end of the EYFS, most

End of EYFS Expectation for Moving and Handling

ELG

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Curriculum Map Reception & year 1

As Class 1 composes of Reception and Year 1 the same core units are followed each year. The class teacher utilises the planning units from the Lancashire Scheme of work and differentiates them to incorporate fundamental movement skills required for EYFS. Themes for units are altered to link to the class's current topic and further details of this can be found in the topic maps which are published, via the website, each term.

Reception & y1	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	Dance Mr Men Unit	Gymnastics Travel Unit	Gymnastics Led by gymnastic specialist at Garstang School of Gymnastics	Dance & Swimming Pop-Up Pool (2 weeks of the half term – Children swim 3 out of 5 days each week)	Dance Penguins Unit	Athletics
Lesson 2	Games	Games	Games	Gymnastics	OAA	Athletics

Years 2 & 3 - Year A 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	Gymnastics Led by gymnastic specialist at Garstang School of Gymnastics	Swimming Lessons planned and led by specialist swimming teacher at Garstang pool.	Dance Lancashire planning Unit Year 2/3	Outdoor & Adventurous Year 2 Planning Unit <hr/> Swimming Pop-Up Pool (2 weeks of the half term – Children swim 3 out of 5 days each week)	Athletics Lancashire Planning Unit Athletics Year 2	Athletics Lancashire Planning Unit Athletics Year 2
Lesson 2	Invasion Games Core Game Football	Invasion Games Core Game Netball	Invasion Games Core Game Tag Rugby	Net and Wall Games	Field Games Core Game Rounders	Field Games Core Game Cricket

Years 2 & 3 - Year B 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	Gymnastics Led by gymnastic specialist at Garstang School of Gymnastics	Swimming Lessons planned and led by specialist swimming teacher at Garstang pool.	Dance Lancashire planning Unit Year 2/3	Outdoor & Adventurous Year 3 Planning Unit <hr/> Swimming Pop-Up Pool (2 weeks of the half term – Children swim 3 out of 5 days each week)	Net and Wall Games	Athletics Lancashire Planning Unit Athletics Year 3
Lesson 2	Invasion Games Core Game Football	Invasion Games Core Game Netball	Invasion Games Core Game Tag Rugby	Net and Wall Games	Field Games Core Game Rounders	Field Games Core Game Cricket

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	Invasion Games Core Game Tag Rugby	Net and Wall Games Lancashire Planning Unit Year 4	Dance Lancashire Planning Unit	Swimming Pop-Up Pool (2 weeks of the half term – Children swim 3 out of 5 days each week)	Athletics Lancashire Planning Unit Athletics Year 4	O & A Lancashire Planning Unit O & A Year 4
			Invasion Games Core Game Football			
Lesson 2	Swimming Lessons planned and led by specialist swimming teacher at Garstang pool.	Dance Lancashire Planning Unit	Invasion Games Core Game Tag Netball	Gymnastics Led by gymnastic specialist at Garstang School of Gymnastics	Field Games Core Game Rounders	Field Games Core Game Cricket

We are hoping to continue with a separate Year 4 class in 2026/ 2027 therefore the curriculum map for PE will be repeated with the new cohort.

Years 5 & 6 - Year A 2025 -2026

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	Swimming (if needed) or Dance Lancashire Planning Unit	Gymnastics Led by gymnastic specialist at Garstang School of Gymnastics	Curling Out of school at local curling rink lead by specialist. Then Gymnastics Lancashire Planning Unit Gymnastics Year 5	Swimming Pop-Up Pool (2 weeks of the half term – Children swim 3 out of 5 days each week)	Athletics Lancashire Planning Unit Athletics Year 5	O & A Lancashire Planning Unit year 5
				Dance Lancashire Planning Unit Year 5		
Lesson 2	Invasion Games Core Game Rugby Y5 Lancashire Planning Unit	Invasion Games Core Game Football Y5 Lancashire Planning Unit	Invasion Games Core Game Hockey Y5 Lancashire Planning Unit	Net and Wall Games Tennis Y5 Lancashire Planning Unit	Field Games Core Game Rounders Y5 Lancashire Planning Unit	Field Games Core Game Cricket Y5 Lancashire Planning Unit

Years 5 & 6 - Year B 2026 -2027

	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Lesson 1	Swimming (if needed) or Dance Lancashire Planning Unit	Gymnastics Led by gymnastic specialist at Garstang School of Gymnastics	Gymnastics Lancashire Planning Unit Gymnastics Year 6	Swimming Pop-Up Pool (2 weeks of the half term – Children swim 3 out of 5 days each week)	Athletics Lancashire Planning Unit Athletics Year 6	O & A Lancashire Planning Unit year 6
				Dance Lancashire Planning Unit		

Lesson 2	Invasion Games Core Game Hockey Y6 Lancashire Planning Unit	Invasion Games Core Game Football Y6 Lancashire Planning Unit	Invasion Games Core Game Netball Y6 Lancashire Planning Unit	Net and Wall Games Tennis Y6 Lancashire Planning Unit	Field Games Core Game Rounders Y6 Lancashire Planning Unit	Field Games Core Game Cricket Y6 Lancashire Planning Unit
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KEY SKILLS PROGRESSION IN PE
EYFS

Games type activities	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have the opportunity to play one against one, one against two and one against three.
Dance type activities	Children will explore basic body actions, e.g. jumping and turning and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues and their own feelings and thoughts

Years 1 & 2

During KS 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.

Games type activities		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
Travelling <ul style="list-style-type: none"> ▪ Running, hopping, skipping, galloping. ▪ Change direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. beanbag, ball, bat and ball. Sending <ul style="list-style-type: none"> ▪ Roll a ball underarm. ▪ Throw an object underarm (beanbag). ▪ Throw an object overarm (beanbag, ball). ▪ Kick a ball. ▪ Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). 	<ul style="list-style-type: none"> ▪ Recognise and use space in a game. ▪ Understand the concept of aiming and the need for accuracy. ▪ Use a feint to try and win a net type game. ▪ Throw or hit an object into space to make it more difficult for their opponents. ▪ Invasion type game – understand to pass the ball to a person in space (Y2). ▪ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> ▪ But advisable in terms of supporting children’s learning. <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i> ▪ Copy actions and ideas and use the information they collect to improve their skills.

<ul style="list-style-type: none"> ▪ Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> ▪ Trap a ball with feet. ▪ Catching a ball. ▪ Catching a ball at different heights. 		
Dance type activities		
Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Body Actions Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - <i>waddle, slide</i></p> <p>Turn - <i>spin</i></p> <p>Gesture - <i>bob, flap</i></p> <p>Stillness - <i>freeze</i></p> <ul style="list-style-type: none"> ▪ Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> ▪ Show and tell using body actions to explore moods, ideas and feelings. ▪ Vary speed, strength, energy and tension of their movements. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Choose movements to make own simple dance phrase with beginning, middle and ending. ▪ Practise and repeat these movements so they can be performed in a controlled way. ▪ Choose and link actions that express a mood, idea or feeling ▪ Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> ▪ Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i> ▪ Describe why they think particular actions have been chosen. ▪ Describe how a dance makes them feel.
Gymnastic type activities		
<p>Travelling – feet</p> <ul style="list-style-type: none"> ▪ Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> ▪ Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> ▪ Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> ▪ Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> ▪ 2 feet to 2 feet, 2 to 1 and 1 to 2. ▪ 2 feet to 2 feet for height with shape <p>Handle small and large apparatus</p> <ul style="list-style-type: none"> ▪ Mats, benches, tables. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> ▪ Create and link simple combinations of 2/3 actions / skills <i>e.g. travel and balance.</i> ▪ To link “like” movements with a beginning, middle and end ▪ To copy a partner’s sequence. ▪ Remember and repeat simple linked sequences. ▪ Link simple combinations of 3 / 4 actions / skills <i>e.g. jump, travel, roll, balance.</i> ▪ Devise short sequence, clear begin, middle, and end. ▪ Adapt sequence to include partner or apparatus. ▪ Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> ▪ Observe and describe sequences using appropriate vocabulary. ▪ Observe and copy a partner’s sequence. ▪ Comment on one a sequence and say how to improve it.
Other key learning	<ul style="list-style-type: none"> ▪ Knows the lesson begins with a warm up & ends with cool down. ▪ Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson. 	

	<ul style="list-style-type: none"> ▪ Understand and describe changes to their heart rate when playing different type games. ▪ Recognise risks when handling and placing large apparatus. ▪ Begin to understand basic principles of working with a partner or group. ▪ Explain why running and playing games is good for them. <p>The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</p>
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KEY SKILLS PROGRESSION IN PE

Years 3 4 5 & 6

During KS2 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.

Key Learning in Games		
<p>Developing Skills</p> <p>Travelling</p> <ul style="list-style-type: none"> ▪ Change speed and direction easily i.e. dodging and swerving. ▪ Travelling with an object i.e. running or dribbling a ball with/without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> ▪ Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> ▪ Shoot and score accurately in a range of ways. ▪ Shot from a distance and from close range. <p>Net Wall Games</p> <ul style="list-style-type: none"> ▪ Throw a ball underarm, overarm. ▪ Intercept a ball. ▪ Hold and swing the racket well and play shots on both sides of the body and above their heads. ▪ Play shots with reasonable accuracy. ▪ Keep a rally going that is not cooperative. <p>Striking Fielding Games</p> <ul style="list-style-type: none"> ▪ Hit a ball off a tee. ▪ Different ways of striking a ball using different equipment (e.g. rounders, cricket). ▪ Catch a small ball with two hands. ▪ Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. 	<p>Attacking and Defending Strategies (Games)</p> <ul style="list-style-type: none"> ▪ Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. ▪ Choose when to pass or dribble, so they keep possession and make progress towards the goal. ▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> ▪ Know how to mark and defend their goal(s). ▪ Ways of keeping the ball away from defenders. ▪ How to mark a player and space. ▪ Intercept and tackle to get the ball back. ▪ Position themselves well on court. ▪ Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. ▪ Choose and use batting or throwing skills to make the game hard for their opponents. ▪ Strike the ball accurately into spaces and different parts of the playing area. ▪ Direct the ball away from fielders using different angles and speeds. 	<p>Evaluating Success</p> <ul style="list-style-type: none"> ▪ Explain how to keep possession and describe how they and others have achieved it. ▪ Identify what they do best and what they find difficult. ▪ Explain the tactics and skills that they are confident with and use well in games. ▪ Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. ▪ Explain why a performance is good. ▪ Recognise and describe the best points in an individuals and a team's performance. ▪ Identify aspects of their own and others performances that needs improving.

<ul style="list-style-type: none"> ▪ Bowl underarm and overarm with increasing accuracy and speed. ▪ Retrieve, intercept and stop a ball when fielding. 		
Key Learning in Gymnastics		
Developing Skills	Linking Actions and Sequences of Movement	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> ▪ Focus on developing quality of travelling actions both on feet and hands and feet. <p>Shape</p> <ul style="list-style-type: none"> ▪ As KS 1 and piked and straddle, ▪ Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. ▪ Explore a range of symmetrical and asymmetrical actions. ▪ Perform movements that are mirrored and/or matched. <p>Balance</p> <ul style="list-style-type: none"> ▪ Focus on developing balances on 1,2,3 or 4 points and large body parts. ▪ Counter balance with a partner. ▪ Counter tension with a partner. <p>Rolling</p> <ul style="list-style-type: none"> ▪ Focus on developing quality in all the different rolling actions from KS1. <p>Jumping</p> <ul style="list-style-type: none"> ▪ Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. ▪ Jump with shapes in the air. ▪ ½ turn jump. <p>Handle apparatus</p> <ul style="list-style-type: none"> ▪ Use all actions above on the floor and over, through, across and along apparatus. ▪ Perform different combinations of actions and perform these with a change of speed, level or direction. ▪ Develop tension, extension and transfer of weight in their actions 	<ul style="list-style-type: none"> ▪ Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. ▪ Gradually increase their length of sequence. ▪ Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. ▪ Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. ▪ Adapt sequences to include a partner. ▪ Make up longer sequences and perform them with fluency and clarity of movement. ▪ Vary direction, levels and pathways to improve the look of a sequence. ▪ Use planned variations and contrasts in actions and speed in their sequences. ▪ Perform actions on the floor then from floor to apparatus, 	<ul style="list-style-type: none"> ▪ Explain the difference between two performances. ▪ Make simple assessments of performance based on simple criteria given by the teacher. ▪ Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. ▪ Suggest improvements to speed, direction and level in the composition. ▪ Watch performance and use criteria to make judgements and suggest improvements. ▪ Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.
Key Learning in Dance type activities		
Composing	Performing	Appreciating
<ul style="list-style-type: none"> ▪ To create movement using a stimulus. ▪ To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. ▪ To create and link dance phrases using a simple dance structure or motif. 	<ul style="list-style-type: none"> ▪ To perform dances expressively, using a range of performance skills. ▪ To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. 	<ul style="list-style-type: none"> ▪ To talk about how they might improve their dances. ▪ To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. ▪ To understand how a dance is formed and performed. ▪ To evaluate, refine and develop their own and others' work.

<ul style="list-style-type: none"> ▪ To use simple choreographic principles to create motifs. ▪ To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. ▪ To explore, improvise and combine movement ideas fluently and effectively. 	<ul style="list-style-type: none"> ▪ To perform more complex dance phrases that communicate character and narrative. ▪ Perform in a whole class performance. 	
Key Learning in O & A		
Trails	Problem Solving	Orienteering
<ul style="list-style-type: none"> ▪ To improve communication skills. ▪ To improve ability to work with and trust others. ▪ To undertake an adventure trail to develop communication skills. ▪ To work safely with a partner in an adventurous environment. ▪ To complete a Trail within the school grounds. ▪ To increase confidence in decision making. ▪ To know how to use a control card. 	<ul style="list-style-type: none"> ▪ Take part in outdoor and adventurous activity challenges ▪ Develop communication and collaboration skills ▪ Evaluate their own success ▪ To take responsibility for self and others ▪ Take part in activities that involve working with and trusting others ▪ To work effectively as part of a team 	<ul style="list-style-type: none"> ▪ Know some of the symbols on a orienteering map. ▪ Know how set a map. ▪ Know how to keep the map “set or “orientated” when they move around a simple course. ▪ Know the eight points of a compass. ▪ Record information accurately at the control marker. ▪ Plan effectively to visit as many control markers in the time allowed. ▪ To run safely with a map around a simple orienteering course. ▪ Navigate to a control marker on a score event course.

Impact

Physical ability is assessed at the start of a module and adjustments to lessons are made in response to this information. Formative assessments are made throughout lessons so that the teacher can make constructive interventions where needed. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. Children in Foundation Stage are assessed within Physical Development and their progress is tracked. Age related expectation levels are reported to all parents or carers at Parents Evenings, a written report in January every year and the end of the year.

Pupils are also encouraged to assess their own work and each other’s work. They learn how to make a positive appraisal of the work of others and offer their own, constructive opinions of how work could be improved. This enables them to apply these skills when being selective in the real world and forming their own, informed decisions.

Attainment is celebrated in assemblies, through newsletters, on the school website and through rewards and certificate. This creates a high- profile for the subject and high expectations for pupils. It creates a desire for pupils to achieve as well as giving all pupils a feeling of self-worth.

A well-thought out Physical Education curriculum enhances achievement across the curriculum and enables all learners to understand how to keep themselves healthy. We aim for every child to find at least one sport or physical activity that they enjoy and can follow in high school and as a sport for life. Children who wish to follow sports at a local level are sign posted to local clubs. Pupils who have the skill level to compete at a higher level are sign posted to local and county clubs as appropriate. Local and county coaches are invited in to school to run extra-curricular events and workshops- this is an ideal opportunity for the identification of a higher level of skill.

Sporting events which promote equal access for all are promoted by school. Our pupils regularly take part in local competitions and workshops between local schools so that they meet other children, compete at a level similar to their own ability and experience other settings for competition such as at the local high schools and sports venues. This breaks down barriers and enables pupils to aspire to do well.

WIDER EXPERIENCES

Cultural events such as The Olympics and Para-Olympics, Wimbledon, specific football matches such as when England play in a high level competition etc are highlighted in school assemblies or through special events such as workshops. Sporting achievements through History and by people from around the world are used as inspiration and role models during PSHE work and assemblies.

Residential visits and day trips to O & A centres play a big role in the school sporting year. Children are all invited to an Outdoor & Adventurous Day at their skill level. We build these skills across their primary journey which culminates in three years from year 4 of residential at an LEA residential.

COVID 19 RESPONSE

In order to manage our online offering whilst balancing the needs of our cohort in school during the Pandemic we offered more PE delivered by Pro-sport coaches. When pupils returned to school we also offered more PE to all pupils in the form of free after school clubs. This enabled most pupils to make good progress despite the interruptions to their schooling. However there are a few pupils who had to self-isolate at other times and have missed some PE input. Teachers always use a baseline assessment at the beginning of each unit of work to ascertain levels and plan the class's lessons from this point using differentiation to meet need.