

# St. Andrew's C of E Primary School

## Physical Education Curriculum Framework



### Intent

We provide an inclusive, broad and balanced PE curriculum that children enjoy and allows them to experience a range of activities to help them develop their health, fitness and wellbeing. In doing so, they develop knowledge, skills and vocabulary within a broad range of activities.

We offer a high-quality PE curriculum that inspires children to succeed and excel in competitive sports and other physically demanding activities. We provide opportunities for children to become physically confident in a way that supports their health and fitness and to aspire to achieve their personal best.

We ensure children progress by building on previously learnt skills and knowledge. Our Framework ensures progression so pupils have the opportunity to build on skills needed to meet the end of Key Stage objectives in the National Curriculum. We feel it is important to give all children opportunities to take part in competitive sport and other activities throughout the year, to help them to grow in character and help embed key values and transferrable skills such as fairness and respect. We want children to develop as young leaders with the associated skills and offer this through the roles of Sports Ambassadors, House Captains and Playground Leaders.

Swimming is an important life skill, and as such, we aspire for all children to leave Primary School being able to swim at least 25 metres.

In line with the National Curriculum for PE we aim 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, and
- ✓ lead healthy, active lives.

### National Curriculum Objectives

#### 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

**Swimming is taught weekly in the Autumn Term from Year 6 downwards through KS2 to ensure all children are able to swim 25m before the end of KS2.**

### Implementation

Our children receive two hours of high quality PE lessons per week that are planned using the Val Sabin Teaching Manuals. We follow the guidelines set by the National Curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further. The lessons build on previous skills learnt and developed. Our PE curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and we have strong links with our locality schools; we offer a variety of After School Clubs.

Swimming in lower KS2 and top up swimming available to Year 6 children that cannot yet swim at least 25m offers the chance for us to see as many of our children as possible leave school able to swim confidently.

Children are trained as Playground Leaders within the upper KS2 curriculum in order to supervise and lead sporting and other physical activities during lunchtimes.

In **Reception** there is a focus on physical development including 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.

In **KS1** children 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. Children are 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

In **KS2** children 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## EYFS

### EYFS Framework: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

### ELG: Gross Motor Skills

Children at the expected level of development will: -

- ✓ Negotiate space and obstacles safely, with consideration for themselves and others
- ✓ Demonstrate strength, balance and coordination when playing
- ✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### EYFS Development Matters: Physical Development

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.

EYFS Development Matters: Physical Development						
<b>Reception</b> <b>Lesson 1</b>	<b>Games</b> Unit 1 (Rec) Focus on using bean bags	<b>Games</b> Unit 2 (Rec) Focus on using a ball	<b>Dance</b> Unit 2 (Rec)	<b>Gymnastics</b> Unit B (Rec) Stretching and Curling	<b>Gymnastics</b> Unit C (Rec) Travelling taking weight on different body parts	<b>Games</b> Unit 4 (Rec) Focus on using ropes, bats and balls
<b>Domain specific skill</b>	To use space safely and travel with increasing control and co-ordination using a bean bag.	To send and receive a ball with increasing confidence and control. To develop co-ordination when steering, bouncing or kicking a ball.	Travel safely in a variety of ways on different parts of the body. Move on different levels and in different directions and recognise and use changes of speed.	To travel and balance with control when holding stretched or curled shapes.	Travelling along the floor and apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts), one foot to two feet jumping.	To use a bat and ball in a controlled, co-ordinated and controlled manner. To send and retrieve a ball with a partner. To use skipping ropes in a variety of ways.
<b>Reception</b> <b>Lesson 2</b>	<b>Gymnastics</b> Introductory Unit	<b>Dance</b> Unit 1 (Rec)	<b>Gymnastics</b> Unit A (Rec) Travelling	<b>Dance</b> Unit 3 (Rec)	<b>Games</b> Unit 3 (Rec) Focus on using hoops and quoits	<b>Dance</b> Unit 4 (Rec)
<b>Domain specific skill</b>	To use space safely. Recognise directions and travel with control. Identify and use different parts of the body.	Be aware of the space around them and move safely about the room. Make simple shapes with their bodies and travel on feet in a variety of ways.	To travel: In different directions, on feet in different ways, high and low, with as much of the body as possible touching the floor or apparatus.	Recognise and use a variety of body shapes. Move and 'freeze' with control. Travel and turn on high and low levels. Travel, rise and fall using different speeds.	To use hoops and quoits in a controlled, co-ordinated and safe way.	Recognise and show wide, thin and ball shapes. Jump and land with control. Recognise and use light, rising and sinking movements.

## Cycle A – Years 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 and 2</b> <b>Lesson 1</b>	<b>Games</b> Unit 1 (Yr2) Throwing and Catching – Inventing Games	<b>Dance</b> Unit 1 (Yr2) The Cat, Balloons, Reach for the Stars	<b>Gymnastics</b> Unit I (Yr2) Pathways, Straight, Zigzag and Curving	<b>Gymnastics</b> Unit J (Yr2) Turning, Spinning and Twisting	<b>Athletics</b> Unit 1 (Yr2)	<b>Athletics</b> Unit 2 (Yr2)
<b>Domain specific skill</b>	To throw, catch and bounce in different ways when standing still or on the move. To choose and apply skills to make up games and develop simple strategies for extending their skills.	Use a range of basic dance actions with understanding. Use different levels, directions and speeds and choose appropriate actions for the dance idea.	Experiencing and identifying different patterns or pathways on the floor, straight, zig-zag and curving. To link together three different movements showing contrasts in speed and level.	Show a variety of controlled turning jumps using one foot to two feet or two feet to two feet. Demonstrate a variety of rolls and spins on different parts of the body showing co-ordination and contrasts in speed.	Develop techniques of: push throw with two hands, short distance running, underarm throwing for distance and accuracy, paced running, jumping with different take-offs and landings.	Develop techniques of: push-throw and push-bounce, sprinting technique, throwing for distance, even pacing between obstacles, jumping for distance using different patterns, take-offs and landings.
<b>Years 1 and 2</b> <b>Lesson 2</b>	<b>Gymnastics</b> Unit H (Yr2) Parts High and Parts Low	<b>Games</b> Unit 2 (Yr2) Making up Games	<b>Dance</b> Unit 2 (Yr2) Friends, Bubbles, Shadows	<b>Dance</b> Unit 3 (Yr2) Words and Word Messages The Three Little Pigs	<b>Games</b> Unit 3 (Yr2) Dribbling, Kicking and Hitting	<b>Games</b> Unit 4 (Yr2) Group Games and Inventing Rules
<b>Domain specific skill</b>	Travel and balance confidently showing different body parts of the body high or low. To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed.	To remember, repeat and link combinations of skills in a game. Develop simple strategies and tactics by bouncing, kicking or throwing a ball at different angles, heights and speeds into spaces.	Work co-operatively in pairs and threes to create a dance. Respond to different stimuli and change and vary actions showing contrast in shape, speed and size.	Hold clear body shapes both in movement and stillness. Improvise to an idea and perform a whole dance with a simple narrative structure.	Dribble to develop control, change of speed and change of direction. Work with a partner to pass, receive and strike in a variety of ways with a range of apparatus.	Work co-operatively in small groups and to develop simple group tactics. To move actively and safely about the space and in teams.

## Cycle A – Years 3 and 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>SWIMMING</b>				
<b>Years 3 and 4</b> <b>Lesson 1</b>	<b>Games</b> Unit 3 (Yr4) Invasion Games	<b>Dance</b> Unit 4 (Yr3) Mechanical Progress The Human Engine	<b>Gymnastics</b> Unit Q (Yr4) Receiving Body Weight	<b>Games</b> Unit 1 (Yr4) Net/Court/Wall Games	<b>Athletics</b> Unit 1 (Yr4)	<b>Athletics</b> Unit 2 (Yr4)
<b>Domain specific skill</b>	To play in small invasion games using a variety of formations. To understand, use and adapt simple tactics.	Share and create dance phrases with a partner and small group. Repeat, remember and perform the phrases in a dance. Use dynamic	To understand how different body parts are capable of transferring and receiving body weight. Create sequences showing	To consolidate their striking skills and improve control and quality. To vary the shots and employ them appropriately.	Develop techniques of: running for speed and distance, throwing techniques, jumping high and low, sprint speed and take over	Develop techniques of: paced running for distance, combination jumping, relay takeover - 'down sweep', using different throws for accuracy.

		and expressive qualities clearly with control.	contrasts in shape, speed and level.		from behind, running over obstacles.	
<b>Years 3 and 4</b> <b>Lesson 2</b>	<b>Dance</b> Unit 2 (Yr3) The Explorers	<b>Gymnastics</b> Unit P (Yr4) Balance	<b>Games</b> Unit 2 (Yr4) Problem solving and inventing games (Invasion focus)	<b>Dance</b> Unit 1 (Yr4) These shoes are made for walking	<b>Gymnastics</b> Unit S (Yr4) Rolling	<b>Games</b> Unit 4 (Yr4) Striking and Fielding Games
<b>Domain specific skill</b>	To perform basic dance actions with greater control and fluency. To perform with a sense of phrasing, rhythmically and musically.	To identify and use different body parts to balance on and know which combinations produce stable or unstable bases. To balance and show specific planned body shapes.	To consolidate and improve their skills in a creative and problem-solving situation. To adapt and transfer appropriate principles of play and tactics.	To respond imaginatively to a range of stimuli related to character. Use simple movement patterns to structure dance phrases.	To rotate and roll on different body parts, in different directions showing different shapes, sizes and speeds. Create a sequence with a partner on floor and apparatus linking movements.	To receive a ball from one direction and strike it into or field it from another direction. To understand what makes up good technique.
<b>Cycle A – Years 5 and 6</b>						
	<b>Autumn 1</b>  <b>SWIMMING</b>	<b>Autumn 2</b>  <b>SWIMMING</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Years 5 and 6</b> <b>Lesson 1</b>	<b>Games</b> Unit 1 (Yr6) Invasion Games – Hockey and Soccer	<b>Dance</b> Unit 1 (Yr6) The World of Sport	<b>Games</b> Unit 2 (Yr6) Net, Court and Wall Games	<b>Gymnastics</b> Unit Z (Yr6) Working Together – Holes and Barriers	<b>Athletics</b> Unit 1 (Yr6)	<b>Athletics</b> Unit 2 (Yr6)
<b>Domain specific skill</b>	Combine and perform skills more fluently in implement and kicking invasion games. Understand and apply a range of tactics for attack and defence.	Perform set patterns with knowledge and understanding of their meaning. Value the contributions that dance makes to different cultures (focus on the HAKA). E	Play small-sided and modified versions of net and wall games. To use and adapt rules, strategies and tactics with a knowledge of basic principles of attack and defence.	Travel over or under shapes made by a partner with or without contact. Work co-operatively with a partner to design a sequence which shows variations in shape, speeds and directions and evaluate its effectiveness.	Developing techniques of: drive and speed, throwing styles (push and sling), jumping (long and triple), javelin throw and running longer distances. Working with a partner and small group to count, measure, time and give peer assessment.	Develop techniques of: stride frequency and smooth relay takeovers, jumping for height, changing direction at speed and changing speed. Working competitively in beat your own record situations and in competition with others.
<b>Years 5 and 6</b> <b>Lesson 2</b>	<b>Gymnastics</b> Unit X (Yr6) Working Together – Matching, Mirroring and Contrasting	<b>Games</b> Unit 2 (Yr1) Throwing and Catching, Aiming Games	<b>Gymnastics</b> Unit Y (Yr6) Working Together – Synchronisation and Canon	<b>Games</b> Unit 4 (Yr6) Invasion Games – Ball Handling	<b>Dance</b> Unit 4 (Yr6) Flight from Danger	<b>Games</b> Unit 3 (Yr6) Striking and Fielding
<b>Domain specific skill</b>	Demonstrate contrasting, matching and mirroring balances and movements. Identify and use different spatial relationships with a	Ability to throw and catch using a range of apparatus and practise aiming at a range of targets.	Travel rhythmically and develop timing with a partner or small group using synchronisation and canon, adapting	Choose, combine and perform ball-handling skills more fluently and effectively in games. To use attacking and defending strategies	Explore, improvise and combine movement ideas fluently and effectively. Demonstrate the ability to translate	Develop the consistency and accuracy of their striking and fielding skills. Play a wide range of striking and fielding

	partner and work together to construct, practise and evaluate, improve the composition and quality of a sequence.		and developing movements and skills.	more consistently in similar games.	ideas into symbolic movement.	games and transfer common principles.
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**Cycle B – Years 1 and 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 and 2</b> <b>Lesson 1</b>	<b>Games</b> Unit 1 (Yr1) Focus on Ball Skills and Games	<b>Games</b> Unit 2 (Yr1) Throwing and Catching, Aiming Games	<b>Dance</b> Unit 2 (Yr1) March, March, March and Jack and the Beanstalk	<b>Gymnastics</b> Unit F (Yr1) Rocking and Rolling	<b>Athletics</b> Unit 1 (Yr1)	<b>Athletics</b> Unit 2 (Yr1)
<b>Domain Specific Skill</b>	Familiarisation with a ball – balancing, rolling, passing, patting, and bouncing.	Ability to throw and catch using a range of apparatus and practise aiming at a range of targets.	Perform simple, rhythmic patterns and perform them in different formations.	To spin, rock, turn and roll with control on various parts of the body.	To remember and repeat a series of running, throwing and jumping activities with growing control.	Develop techniques of: running style and running in curving pathways, jumping and combination of jumps together with a partner, overarm and under arm throws, pivot turn.
<b>Years 1 and 2</b> <b>Lesson 2</b>	<b>Gymnastics</b> Unit D (Yr1) Flight	<b>Dance</b> Unit 1 (Yr1) Streamers, Conkers and Playing with a Ball.	<b>Gymnastics</b> Unit E (Yr1) Points and Patches	<b>Dance</b> Unit 3 (Yr1) Fog and Sunshine, Washing Day and Handa's Surprise	<b>Games</b> Unit 3 (Yr1) Bat and Ball Skills and Games	<b>Games</b> Unit 4 (Yr1) Developing partner work
<b>Domain Specific Skill</b>	Bounce, hop, spring and jump using a variety of take offs and landings.	To make rounded, wide and thin shapes with their bodies. To move in different directions, high and low.	Travel confidently and competently on different parts of the body. To hold a still balance position.	To travel smoothly by rolling and sliding. Use a variety of basic travelling actions to create a dance.	To steer and send a ball safely in different directions using a bat. To learn how to skip with a rope.	To use and develop their sending, receiving and travelling skills in games, with a partner.

**Cycle B – Years 3 and 4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>SWIMMING</b>				
<b>Years 3 and 4</b> <b>Lesson 1</b>	<b>Games</b> Unit 1 (Yr3) Ball Skills	<b>Dance</b> Unit 3 (Yr3) The Eagle and the Fish	<b>Gymnastics</b> Unit N (Yr3) Pathways	<b>Gymnastics</b> Unit O (Yr3) Travelling	<b>Athletics</b> Unit 1 (Yr3)	<b>Athletics</b> Unit 2 (Yr3)
<b>Domain Specific Skill</b>	To consolidate and improve ball skills – pass and receive with hands in different ways. To dribble, pass and receive with feet.	To use story as a stimulus for dance. To interpret images into appropriate movement.	Identify flexible and direct pathways and demonstrate different ways of travelling fluently along them. Demonstrate acceleration/ deceleration within one	To use a change of front and direction. To show how to move into and from, a range of travelling, jumping and turning movements with control and accuracy.	Develop techniques – sprinting style, throwing for accuracy and distance. Jumping – take off and landings. Relays and simple shuttle take over.	Develop techniques – sprinting using arms and legs. Jumping for distance. Longer running distances for endurance.

			movement and within series of movements.			
<b>Years 3 and 4</b> <b>Lesson 2</b>	<b>Gymnastics</b> Unit L and M (Yr3) Stretching, Curling and Symmetry	<b>Games</b> Unit 3 (Yr3) Net, Court and Wall Games	<b>Dance</b> Unit 2 (Yr4) Electricity	<b>Dance</b> Unit 3 (Yr4) Snooker Championship	<b>Games</b> Unit 2 (Yr3) Creative Game Making	<b>Games</b> Unit 4 (Yr3) Striking
<b>Domain Specific Skill</b>	To travel and jump fluently and hold balance positions demonstrating a variety of stretched and curled shapes. Understand and identify symmetry and asymmetry.	To improve hand/eye, hand/ball, bat/ ball and hitting skills. Developing mobility and spatial awareness.	Work in small groups to develop movement and compose using a range of devices. Link movements together using appropriate transitional movement.	Explore and create movement in response to the stimulus of a game. Perform more complex dance phrases. Use different partner-work devices.	To make up and play small, sided games. To work co-operatively with others.	To consistently strike a ball in a controlled manner. To field and intercept a ball and return it accurately.
<b>Cycle B – Years 5 and 6</b>						
	<b>Autumn 1</b> <b>SWIMMING</b>	<b>Autumn 2</b> <b>SWIMMING</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Years 5 and 6</b> <b>Lesson 1</b>	<b>Games</b> Unit 2 (Yr5) Invasion and Target	<b>Games</b> Unit 3 (Yr5) Invasion Games	<b>Games</b> Unit 1 (Yr5) Net, Court and Wall Games	<b>Gymnastics</b> Unit W (Yr5) Spinning and Turning	<b>Athletics</b> Unit 1 (Yr5)	<b>Athletics</b> Unit 2 (Yr5)
<b>Domain Specific Skill</b>	To reinforce and develop passing and moving. Focus on keeping and regaining possession and dodging in different directions and speeds.	Focus on hockey skills using a stick to push and dribble. Focus on football skills to develop dribbling, kicking and controlling skills with feet.	To develop the range and consistency of their skills in tennis and volleyball activities.	To identify and use spinning, rotation and rolling around three different axes.	Developing techniques – rhythm in running and over obstacles. Practise the 'pull' throw and jumping combinations. Relay skills to include the 'upsweep.' Estimate duration, distance and speed.	Developing techniques – jumping high and long. Sprint starts, distance running, throwing for distance and accuracy. Relays.
<b>Years 5 and 6</b> <b>Lesson 2</b>	<b>Gymnastics</b> Unit T + U (Yr5) Bridges and Flight	<b>Dance</b> Unit 2 (Yr5) What a Card!	<b>Gymnastics</b> Unit V Functional use of the limbs	<b>Dance</b> Unit 2 (Yr6) Theseus and the Minotaur	<b>Dance</b> Unit 4 (Yr5) Volcanoes	<b>Games</b> Unit 4 (Yr5) Striking and Fielding
<b>Domain Specific Skill</b>	To use balancing on different body parts to create bridge shapes. To understand and demonstrate the 5 basic jumps.	To explore and improvise ideas working on their own, with a partner and in a group. To compose dances by using, adapting and developing steps, formations and patterning.	To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping.	Work creatively and imaginatively on their own or with a partner. Perform with expression and improvise freely using a range of continual movements and patterns to accompaniment.	To respond to a range of stimuli and accompaniment. To explore, improve and plan dances in groups.	To develop their range of bowling, striking and fielding skills with accuracy by using targets in cricket and rounders.

