



Physical Education at Kingsley Community Primary:

Intent:

PE sessions will develop a child's knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Our varied curriculum supports this with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities. Physical education will promote an understanding in children of their bodies in action. It will involve thinking, selecting and applying skills and promote positive attitudes towards a healthy lifestyle. It will enable children to make informed choices about physical activities throughout their lives.

Through the teaching of PE we intend to:

- Enable children to develop and explore physical skills with increasing control and co-ordination.
- Encourage children to work and play with others in a range of group situations.
- Develop the way children perform skills and apply rules and conventions for different activities.
- Show children how to improve the quality and control of their performance.
- Teach children to recognise and describe how their bodies feel during exercise.
- Develop the children's enjoyment of physical activity through creativity and imagination.
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success

Implementation:

Teaching of PE in the Foundation Stage:

Pupils within EYFS will undertake daily physical exercise within external play areas. They will also have use of the sports hall and tennis courts for structured activities at least twice a week. Cross curricular links will enable PE activities to take place during literacy and maths and other areas of learning.

Teaching PE in Key Stage 1 and 2:



All pupils from Year 1 to 6 will have at least 2 hours' worth of planned physical exercise each week. Over the academic year, they will develop skills and knowledge in a variety of disciplines (see PE overview).

PE is will be further supplemented in both Key stages and EYFS by the use of the Daily Mile - an initiative that we have adopted to encourage pupils to walk, run, skip, hop etc. around a track on the school field, to increase the amount of physical activity they participate in each day.

Pupils from Year 1 to 6 will also have the opportunity for physical activity during morning and lunchtime breaks on one of two well-equipped school yards. Staff and Play Leaders (trained pupils from Year 5) will be on duty to co-ordinate a range of active playground games. Lunchtime sports clubs will also be on offer at certain times throughout the year.

Pupils from Year 3 and 4 will attend 6 weeks worth of swimming lessons at Northwich Brio Swimming Pool, with 'top-up' sessions for year 5 children who require support in meeting the 25 m expectation.

During their time at Kingsley, children will be invited on annual residential trips, where they undertake a series of physical and challenging activities including: assault course; mid-ropes to high wires; climbing walls; Kayaking, orienteering etc.

Inter-house competitions will take place throughout the year, giving house-captains and sports/playground leaders a chance to develop their sports and leadership skills. All children will be expected to take part in the summer Sports Day - competing for their house team, and some children will have opportunities to represent the school in inter-school competitions and tournaments.

Throughout the year, there will be a range of pre and after school sports clubs on offer for all ages, led by staff and/or outside agencies such as Gymnastics, Football, Street Dance, Netball, Tag Rugby, Yoga etc.

Measuring impact:

In all classes, children will have a wide range of physical ability. Whilst recognising this fact, we must provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and in doing so raise pupil's health and fitness levels and improve skills and knowledge. Lesson will also look to develop pupil's resilience, teamwork and perseverance, as well as being under pinned by the school values!



Kingsley Community Primary & Nursery School

Curriculum Overview Subject: PE



The use of video evidence, questionnaires and conferencing (pupils and staff), along with lesson observations, will be used to assess progress of physical ability, confidence, knowledge and understanding, and help support Teaching and Learning of the subject. Children will also be encouraged to set personal targets within lessons or over a series of sessions.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Curriculum Objectives/Knowledge</p>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, 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. • Begins to use anticlockwise movement and retrace vertical lines. <p>Early Learning Goal Children show good control and co-ordination in large and</p>	<p><u>Multi-Skills</u></p> <p>Introduce basic movements including running, jumping, throwing and catching and apply these in a range of activities.</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> - Perform dances using simple movement patterns - Develop balance, agility and co-ordination. <p><u>Games</u></p> <ul style="list-style-type: none"> - Participate in team games, developing simple tactics for attacking and defending. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Develop balance, agility and co-ordination <p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> - Master basic movements including running, batting, throwing and catching as well as developing 	<p><u>Multi-Skills</u></p> <p>Introduce basic movements including running, jumping, throwing and catching and apply these in a range of activities.</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> - Perform dances using simple movement patterns - Develop balance, agility and co-ordination. <p><u>Games</u></p> <ul style="list-style-type: none"> - Participate in team games, developing simple tactics for attacking and defending. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Develop balance, agility and co-ordination <p><u>Striking and fielding</u></p> <ul style="list-style-type: none"> - Master basic movements including running, batting, throwing and catching as well as developing 	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Use running, throwing and catching in isolation and in combination - play competitive games and apply basic principles for attacking and defending- develop strength, technique and control. <p><u>Sports Hall athletics</u></p> <ul style="list-style-type: none"> - use running, throwing, jumping and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - play Competitive games. <p><u>Hockey</u></p> <ul style="list-style-type: none"> - play competitive games and apply basic principles for attacking and defending - develop flexibility, strength, technique, control and balance - use running and hitting in isolation and in combination. 	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Use running, throwing and catching in isolation and in combination - play competitive games and apply basic principles for attacking and defending - develop strength, technique and control <p><u>Hockey/Netball/football</u></p> <ul style="list-style-type: none"> - play competitive games and apply basic principles for attacking and defending - develop flexibility, strength, technique, control and balance - use running and hitting in isolation and in combination. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance <p><u>Dance</u></p> <ul style="list-style-type: none"> - Perform dances using a range of movement patterns 	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Use running, throwing and catching in isolation and in combination - play competitive games and apply basic principles for attacking and defending- develop strength, technique and control. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - develop and refine flexibility, strength, technique, control and balance. <p><u>Invasion ball games- football/netball/</u></p> <ul style="list-style-type: none"> - Use running, striking, jumping, throwing and catching in isolation and in combination - play competitive games and apply basic principles for attacking and defending - develop strength, technique and control <p><u>Dance</u></p>	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> - Use running, throwing and catching in isolation and in combination - play competitive games and apply basic principles for attacking and defending- develop strength, technique and control <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - develop and refine flexibility, strength, technique, control and balance. <p><u>Invasion ball games- football/netball/</u></p> <ul style="list-style-type: none"> - Use running, striking, jumping, throwing and catching in isolation and in combination - play competitive games and apply basic principles for attacking and defending - develop strength, technique and control <p><u>Dance</u></p> <ul style="list-style-type: none"> - Perform and refine
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<p>small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</p> <p><u>Health and self-care</u> · Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. · Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. · Shows understanding of how to transport and store equipment safely. · Practices some appropriate safety measures without direct supervision.</p> <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including</p>	<p>balance, agility and co-ordination and begin to apply these in a range of activities Participate in team games, developing simple tactics.</p> <p><u>Athletics Skills</u> - Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>balance, agility and co-ordination and begin to apply these in a range of activities Participate in team games, developing simple tactics.</p> <p><u>Athletics Skills</u> - Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><u>Gymnastics</u> - develop flexibility, strength, technique, control and balance</p> <p><u>Cricket/Tennis</u> - play competitive games and apply basic principles for attacking and defending - develop flexibility, strength, technique, control and balance - use running, jumping, throwing, catching and hitting in isolation and in combination</p> <p><u>Athletics Skills</u> - Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>- develop flexibility, strength, technique, control and balance.</p> <p><u>Cricket /tennis</u> - use running, throwing, jumping and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - play competitive Games</p> <p><u>Athletics Skills</u> - Master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Analyse and refine</p> <p><u>Swimming</u> -swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>- Perform and refine dances using a range of movement patterns - develop flexibility, strength, technique, control and balance</p> <p><u>Tennis/rounders</u> - Use running, jumping, throwing, catching and hitting in isolation and in combination - play competitive games and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control and balance</p> <p><u>Athletics / cricket</u> - use running, jumping, throwing, catching and hitting in isolation and in combination - play competitive Games</p> <p><u>Tennis / rounders</u> - Use running, jumping, throwing, catching and hitting in isolation and in combination - play competitive games and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control</p>	<p>dances using a range of movement patterns - develop flexibility, strength, technique, control and balance.</p> <p><u>Athletics / cricket</u> - use running, throwing, jumping and catching in isolation and in combination - develop flexibility, strength, technique, control and balance - play competitive Games</p> <p><u>Tennis / rounders</u> - Use running, jumping, throwing, catching and hitting in isolation and in combination - play competitive games and apply basic principles suitable for attacking and defending - develop flexibility, strength, technique, control</p>
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	<p>dressing and going to the toilet independently.</p> <p><u>Expressive arts and design:</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them.</p>			<p>Analyse and refine</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations. 		<p>and balance</p>
<p>Progression of skills</p>							
<p>Health and fitness</p>	<p>I can describe how my body feels before, during and after an activity.</p>	<p>I can describe how my body feels before, during and after an activity I can show how to exercise safely.</p>	<p>I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.</p>	<p>I can explain why it is important to warm-up and cool-down.</p>	<p>I can identify some muscle groups used in gymnastic activities. I can explain why warming up is important.</p>	<p>I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.</p>	<p>I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.</p>



Acquiring and developing skills	I can copy actions. I can repeat actions and skills.	I can move with control and care. I can copy and remember actions	I can copy and remember actions. I can repeat and explore actions with control and coordination.	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control.	I can move and use actions with co-ordination and control. I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game?	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game? I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.
Evaluation and Improving	I can talk about what I have done. I can describe what other people did.	I can describe what other people did. I can say how I could improve.	I can talk about what is different between what I did and what someone else did. I can say how I could improve.	With help, I can recognise how performances could be improved.	I can explain how my work is similar and different from that of others. I can use my comparison to improve my work.	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.
Dance	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely.	I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction	I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.	I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance.	I can use dance to communicate an idea. I can take the lead when working with a partner or group. I can make sure my dance moves are clear and fluent.	I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled.	I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency. I can develop imaginative dances in a specific style. I can choose my own music, style and dance.



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Games	I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can they kick in different ways	I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules.	I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game. I can follow rules.	I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills.	I am aware of space and use it to support teammates and cause problems for the opposition. I can catch with one hand. I can they throw and catch accurately. I can move to find a space when they are not in possession during a game	I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending.	I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot. I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.
Gymnastics	I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways.	I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements.	I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence.	I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences.	I can adapt sequences to suit different types of apparatus and their partner's ability. I can work in a controlled way. I can work with a partner to create, repeat and improve a sequence with at least three phases.	I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape.	I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent. I can combine my own work with that of others. I can link my sequences to specific timings.



Athletics	I can move at different speeds. I can change direction in a controlled situation. I can jump with 2 feet and land with 2 feet. I can travel whilst carrying equipment.	I can move at different speeds on demand. I can change direction on demand. I can jump in different ways. I can carry throw and move items at speed. I can run over a distance.	I can run at varying speeds and change direction at speed. I can jump in a variety of different ways and evaluate the effectiveness. I can throw objects over a distance. I can run over an increasing distance, beginning to think about pacing.	I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do.	I can link running and jumping activities with some fluency, control and consistency. I can throw a variety of objects, changing my action for accuracy and distance. I can run over a long distance.	I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping.	I am controlled when taking off and landing in a jump. I can throw with accuracy. I can follow specific rules. I can demonstrate stamina. I can use my skills in different situations.
Outdoor adventure (can be done cross curricular)				I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route safely	I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information. I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.
Swimming				<p>By the end of KS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations. 			



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Curriculum Overview Subject: PE



Vocabulary	<p>Team work Commitment Effort Support Ball Throw Catch Game Team Balance Equipment Shapes Dance Movement Music Run Space Safely</p>	<p>Team work Commitment Perseverance Effort Support Targets Practise co-ordination defence tactics underarm overarm release agility attack Sequence Repeat Patterns Control Perform Speed Direction</p>		<p>Team work Commitment Perseverance Communicate Resilience Targets Evaluate Communication Refine Opposition Control Possession Criteria Evaluate Combination Control Team work Relay Combination Transition</p>		<p>Team work Commitment Perseverance Communicate Resilience Targets Evaluate Communication Refine Forehand Backhand Defending Attacking Dribble Shoot Pass Co- ordination (hand eye) Pace Timing Interpretation Improvisation Reaction Motifs</p>	
Enhancements/activities							