




Our PE Curriculum

PE Intent

We offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health, fitness and wellbeing. There are regular opportunities to compete in sport in school, across the trust and in the wider community. Other activities such as outdoor education and residential visits across KS2 build character and resilience and help to embed values such as fairness and respect.

PE Intent for EYFS

In EYFS, physical development is one of the prime areas of learning and underpins the development of other skills such as reading, writing and attention. Children thrive using both indoor and outdoor provision. Dedicated time, focused PE lessons and resources have been developed for children to learn and practise key skills including balancing, climbing, jumping, throwing, catching, kicking and moving in a range of ways. Children access two weekly PE sessions and use a range of equipment including parachutes, benches, balls, mats and climbing apparatus. There is a strong emphasis on creating a fun and enjoyable sessions for the children which aim to inspire a love of sport and physical activity. PE opportunities across the EYFS, including dedicated yoga sessions, are often linked to the children's current topic to engage and motivate all children. Children also participate in the annual Sports Day and develop a fundamental understanding of ways of being healthy/unhealthy.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Resource: Traditional Tales Unit Children can: hang from apparatus using upper body strength;	Resource: Under the Sea Unit Children can: perform three different jumps; hold a balance or shape still; use apparatus safely	Resource: Movement Unit Children can: perform a range of rolls (pencil/log, egg, teddy bear and forward); use apparatus safely; link moves	Resource: Movement Unit Children can: perform a range of balances on different body parts; use apparatus safely;	Resource: Movement Unit Children can: explain their movements and apply transferable skills; work in a small group to create a sequence; evaluate their/others performance;	Resource: Movement Unit Children can: perform with confidence using a range of movement patterns; show good tension and



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	confidently jump from benches and land with control/balance; balance confidently; coordinate body to twist. Turn and rotate.	and perform some rolls.	together; perform actions with control and tension.	create a sequence of moves; adapt movements to work cooperatively and create and perform longer sequences of movements.	explain how their actions reflect the theme.	posture throughout the performance; show creativity and improvisation of their routine and change movements/actions to match theme.
Dance	<p>Resource: <u>Starry Skies</u> Children can: create simple actions to music; remember a movement pattern and repeat; positively comment on other ideas and match the pace of movement to selected music.</p>	<p>Resource: <u>The Gunpowder Plot</u> Children can: create a dance to match the music; show a clear start and finish to their dance and use high/low/medium levels.</p>	<p>Resource: <u>Extreme Earth</u> Children can: respond to music using movement; incorporate different movement and levels; explore and develop new actions whilst working with a partner/small group; link actions to make a short routine and explain a warm up/cool down.</p>	<p>Resource: <u>The Romans</u> Children can: think about a character/scenario and respond through movement; experiment with a wide range of movement/levels; understand the importance of a warm up/cool down and suggest how dance performance can be improved.</p>	Children can: choose appropriate movements/levels to suit the dance style; perform specific skills and movement patterns with accuracy; compose, develop and adapt their small group dance routine; warm up and cool down independently and suggest ways to develop technique.	Children can: respond to musical stimuli; explore dance and movement ideas, including actions, dynamics and levels; select and use a range of compositional ideas to create a dance idea; describe how dance contributes to fitness and wellbeing; use appropriate language and terminology to describe, interpret and evaluate own and shared work.



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Invasion Games Tag-rugby Hockey Football Basketball Netball Dodgeball	Resource: Invasion Games Unit Children can: travel in a variety of ways; run at different speeds with control; run into space evading opponents by changing direction and understand simple rules.	Resource: Invasion Games Unit Children can: avoid objects/people when moving; move in different directions and change speed when moving.	Resource: Invasion Games Unit Children can: throw/catch accurately; kick a ball with accuracy and control; understand how to defend and attack in game situations; explain the objective of the game; move to catch/receive a ball; move to create space; link throwing/moving/catching skills fluently; follow rules of a game.	Resource: Invasion Games Unit Children can: pass a ball to a partner; dodge to receive a pass; vary the use of skills/actions/ideas in accordance to the game; link a variety of ball skills, including dribbling and passing and apply basic defending skills; move into space to catch or receive ball; show how and when to attack/defend and to contribute and create tactics in a game.	Resource: Invasion Games Unit Children can: use generic skills and apply them to a specific sport; create and share tactical ideas; help to manage rules and be able to score a game and sustain physical activity for the duration of the lesson.	Resource: Invasion Games Unit Children can: show understanding of more advanced games, rules, tactics and skills; lead a team and set a good example; linking different ways of moving to show fluency and control when in a competitive situation.
Net/Wall Games Volleyball Tennis Badminton	Resource: Throwing and Catching Unit Children can: perform a range of throws over different distances; throw and catch on their own;	Resource: Throwing and Catching Unit Children can: throw accurately to a partner/target; catch a ball or bean bag; stop a ball that is rolling,	Resource: Fundamental Unit Pack Children can: perform basic skills with control and consistency; vary speed and direction of the ball; use rules and keep games going without dispute and identify how	Resource: Badminton Unit Children can: get in line with the ball/object and keep a rally going; give reasons for a tactical choice; use different speeds or different heights to	Resource: Tennis Unit Children can: move forwards/backwards/sideways whilst facing the net and opponent; judge the flight of the ball and get their body in position for the return; use an effective serve to start a rally and explain tactical ideas that could be used in a game.	Resource: Volleyball Unit Children can: apply a range of different shots on either side of the body; show good control of the racket/ball; judge the power needed on each shot to



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	<p>bounce a ball and catch/bounce again; start to catch an object when thrown by a partner; take part in simple games and stop a ball rolling or bouncing towards them.</p>	<p>bouncing or travelling through the air and dribble a ball with feet or hands.</p>	<p>to adapt/improve a skill in a competitive situation.</p>	<p>outwit an opponent and identify the importance of a warm up/cool down.</p>		<p>place the ball in a desired location and vary game play and shots to move opponent around the court.</p>
<p>Athletics</p> <p>Sports Day</p>	<p><u>Resource: Multi-Skills Unit</u> Children can: take part in annual Sports day and multi-skills festivals; use hand-eye coordination to throw and participate in individual and team races.</p>	<p><u>Resource: Animal Olympics Unit</u> Children can: use and develop fundamental skills to balance; develop physical agility; explore movement techniques with increasing control and understand and develop how to run, throw and jump with increasing control and coordination.</p>	<p><u>Resource: Athletics Unit</u> Children can: run at a variety of speeds to suit the challenge/distance; take off on one/two feet safely and run as part of a team.</p>	<p><u>Resource: Athletics Unit</u> Children can: run at different speeds; throw overarm for distance; take off on one/two feet and land safely</p>	<p><u>Resource: Athletics Unit</u> Children can: give constructive feedback and encouragement and understand different techniques to be successful in different athletic disciplines.</p>	<p><u>Resource: Athletics Unit</u> Children can: demonstrate a range of athletic skills and techniques in running/jumping and throwing; explain how to improve each aspect of athletics.</p>
<p>Striking/Fielding</p>	<p><u>Resource: Bat and Ball Unit</u></p>	<p><u>Resource: Bat and Ball Unit</u></p>	<p><u>Resource: Striking and Fielding Unit</u></p>	<p><u>Resource: Cricket Unit</u></p>	<p><u>Resource: Rounders Unit</u> Children can: throw accurately over a range of distances;</p>	<p><u>Resource: Striking and Fielding Unit</u></p>



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Rounders/softball Kwik cricket	<p>Children can: participate in simple team games with basic rules; respond to challenges; try different throws and aim to throw at a stationary target.</p>	<p>Children can: roll a ball accurately to a partner; hit a moving ball thrown to them; use different types of throwing.</p>	<p>Children can: hit a moving ball, either bouncing or through the air; bowl a ball accurately to a partner to allow them to hit; stop a ball when fielding using their hands; and throw a ball with an overarm throw for greater distance.</p>	<p>Children can: hit a moving ball before it bounces; bowl accurately; field a ball back to the correct person; make a correct decision when it is safe to run and apply basic skills for attacking/defending in a striking/fielding context.</p>	<p>catch a batted ball while in a fielding position; communicate effectively to teammates and strike a moving ball before the bounce.</p>	<p>Children can: show a variety of throwing skills including bowling and long/short throws; communicate effectively with teammates to implement tactics whilst on the batting/fielding team.</p>
Outdoor/Adventure Orienteering			<p>Children can: use a map to help with orienteering type challenges.</p>	<p>Children can: read basic maps with symbols; work as a team to complete challenges and show resilience to complete challenging physical activities.</p>	<p>Children can: show resilience to overcome challenges; work as a team to ensure success;</p>	<p>Children can: work as a small team to be successful in challenges; show resilience and determination to complete more physical demanding activities.</p>

National Curriculum	<p>Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of</p>	<p>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</p>
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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.

Swimming and Water Safety

All schools must provide swimming instruction either in KS1 or KS2.

At Nunthorpe Primary, this will be accessed in Y2 and Y3.

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
- Perform a safe self-rescue in different water-based situations.

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, 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.