

PE Overview

Intent

At St. Paul's C of E Primary School, we believe that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education as well as sporting values (team work, passion, determination, honesty, respect and self-belief). Positive participation in physical education will enable children to build self-esteem, team work and positive attitudes in PE.

We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in PE at their own level but also for them to feel that they can be **challenged** with their skills and have the opportunity to **challenge** themselves, **taking risks** (safely) in the process. We want to teach children how to co-operate and collaborate with others, understanding fairness and equity of play in order to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at our school, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We want the children to be **motivated** to engage with the PE **experiences** we offer so that they will want to continue to develop high levels of activity in their life outside school and into their future lives.

Implementation

At St. Paul's C of E Primary School, PE is taught following the aims and content of the Development Matters in the Early Years Foundation Stage guidance and the National Curriculum Physical Education programmes of study: Key Stage 1 and Key Stage 2. In the EYFS it is taught through cross-curricular topics, through a range of indoor and outdoor learning through play opportunities and discrete PE lessons. In KS1 and KS2 it is taught through indoor and outdoor lessons following detailed planning for each topic of activity. Each unit of activity is adapted and added to increase the physical opportunities for our children and ensure our characteristics of effective learning are demonstrated.

We teach Gymnastics, Dance, Games and Athletics in line with the National Curriculum. We also encourage the children to be **active** at playtime and lunchtime and **empower** lunchtime Play Leaders to encourage effective use of the available play equipment and to introduce active games.

We use both our **indoor** and **outdoor environments** and a wide range of resources to support the teaching and learning of PE. We use the PE and Sport Premium funding to fund coaches to run workshops to increase the breadth of experiences for our children.

We run key stage Sports Days in the Summer term which encourages participation and competition in races and sporting activities.

Impact

Our children will be **motivated** and **engaged** athletes who can show **resilience** and **persistence** and enjoy **challenge** in their physically active lives.

Our children will be fit, active and healthy and will have developed a love of PE and Sport that will extend into their lives outside of school and into their futures.

Curriculum Overview

	Autumn		Spring		Summer	
Reception	ixercise	imoves	ipractise	icommunicate	ithink	icreate
imoves	Personal Learning Objectives I know simple effects of exercise and the importance of healthy foods I know the importance for good health of physical exercise and healthy eating Fundamental Movement Skills Core Strength & Balance - seated balance & static balance	Personal Learning Objectives I move confidently in a variety of ways, with control and I am aware of my own space. I can link movements together. Fundamental Movement Skills Locomotion - Travelling & Agility - footwork patterns & spatial awareness	Personal Learning Objectives I can follow instructions and engage with activities with some help. I can be an independent learner, and say when I do or don't need help. I can try new activities safely Fundamental Movement Skills Co-ordination - footwork and agility Dynamic balance - low apparatus	Personal Learning Objectives I can talk in a familiar group, offering ideas, taking turns and working co-operatively with help. I can use recently introduced vocabulary. Fundamental Movement Skills Agility - footwork and balance Object control - ball skills Core strength & Balance - static and dynamic balance	Personal Learning Objectives I think about what I can do well. I understand and follow simple rules. I can think of different ways to do something. Fundamental Movement Skill Object control - manipulating and controlling equipment.	Personal Learning Objectives I create and explore moves based on what I have seen. I copy movements and talk about what I like or dislike. I offer my own ideas for movements. Fundamental Movement Skills Locomotion & Object control - large ball skills, travelling with objects

<p>Continuous provision Physical development</p>	<p>Throughout the year the children have independent opportunities to use equipment for developing fine motor such as art resources and pencils, pens and scissors within the creative and writing areas and also model making in the construction area. The children have also access to a large range of outdoor PE equipment such as balls, bats and hoops and skipping ropes throughout the day.</p>
<p>Moving and handling</p>	<p>During the course of the year areas of health and self-care are continually addressed throughout the daily routines of the classroom.</p> <p>Physical development Health and self-care Range 6</p>
<p>Health and self-care</p>	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, 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 by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience <p>Statutory ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Ages 4-5 Children will learn how to follow rules, whether instructional or simple rules for a game. They will join in and overcome any apprehension and be supported to do so. Children will start to learn how to perform fundamental movement skills which underpin everything to come in their school life. Children will learn to move with balance and control at a variety of paces. They should become good at finding space and avoiding objects and other children. They will start to learn how to interact with equipment and be able to perform basic sending skills such as rolling and throwing. We want children to be excited to 'play' in PE and be physically active. Most importantly children should enjoy taking part in PE. Considerations for planning: The learning journey will start with a focus on children being able to confidently attempt and eventually master a wide range of fundamental movement skills. These physical skills form the building blocks which children require to access the next stages in their learning. Being able to successfully perform these physical movement skills will build confidence and desire for the children to take part in activities beyond structured learning, such as playing games at break and lunch times and being willing to take part in more challenging activities both in and out of school. Children will be introduced to a variety of activities which will be a positive and enjoyable experience. They will start to build their fundamental movement skills and learn how to work in their own safe space. They will be given opportunities to be active throughout the school day as part of classroom activities.</p>

Year 1	Outdoor – cooperative and playground games. Indoor – gymnastics – Finding spaces – ways of travelling	Outdoor – cooperative and playground games. Indoor – gymnastics	Outdoor – cooperative and playground games. Indoors - dance	Outdoor – golf. Indoor – dance	Outdoor – athletic skills Outdoor – golf	Outdoor – athletic skills Outdoor – Fundamentals of PE (putting skills into practise)
Dance	<ul style="list-style-type: none"> • Copies and explores basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli. 					
Gym	<ul style="list-style-type: none"> • Copies and explores basic movements with some control and coordination. • Can perform different body shapes • Performs at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control • Can link 2-3 simple movement 					
Games	<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Receives a ball with basic control • Beginning to develop hand-eye coordination • Participates in simple games 					
Athletics	<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Performs a variety of throws with basic control. 					
Outdoor and Adventurous Activity	<ul style="list-style-type: none"> • Copies and explores basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music. • Responds to range of stimuli. 					
Evaluation	<ul style="list-style-type: none"> • Can comment on own and others performance • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 					
Healthy Lifestyles	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. 					
Year 2	Outdoor - games– ball skills. Indoors - gymnastics- different ways of travelling and jumping.	Outdoor - games– ball skills. Indoors - gymnastics-	Outdoor - games– ball skills. Indoors - Fire of London dance.	Outdoor - games– ball skills. Indoors – dance (imoves)	Outdoors - tennis outdoors – athletics	Outdoor – Fundamentals of PE (putting skills into practise) Outdoor – athletics
Dance	<ul style="list-style-type: none"> • Copies and explores basic movements with clear control. 					

	<ul style="list-style-type: none"> Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. 					
Gym	<ul style="list-style-type: none"> Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence 					
Games	<ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending 					
Swimming						
Athletics	<ul style="list-style-type: none"> Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely 					
Outdoor and Adventurous Activity						
Evaluation	<ul style="list-style-type: none"> Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. 					
Healthy Lifestyles	<ul style="list-style-type: none"> Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. 					
Year 3	Outdoors – football Indoors - gymnastics- different ways of travelling, balancing and jumping.	Outdoors - hockey Indoors – gymnastics- different ways of travelling, balancing and jumping.	Outdoors - netball Indoors – dance	Outdoors - tennis Indoors – dance	Outdoors – athletics Indoor – swimming	Outdoors athletics Indoor – swimming
Dance	<ul style="list-style-type: none"> Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. 					

	<ul style="list-style-type: none"> Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. 					
Gym	<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc 					
Games	<ul style="list-style-type: none"> Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. 					
Swimming	<ul style="list-style-type: none"> Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in water based situations 					
Athletics	<ul style="list-style-type: none"> Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i> Can use equipment safely 					
Outdoor and Adventurous Activity						
Evaluation	<ul style="list-style-type: none"> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences. 					
Healthy Lifestyles	<ul style="list-style-type: none"> Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. 					
Year 4	Outdoors – Tag Rugby Indoors – gymnastics	Outdoors – OAA Indoors – dance	Outdoors – basketball Indoors - gymnastics	Indoors – dance Outdoors – cricket	Outdoor – golf Indoors - Swimming	outdoors – athletics Indoors - Swimming
Dance	<ul style="list-style-type: none"> Confidently improvises with a partner or on their own. 					

	<ul style="list-style-type: none"> • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.
Gym	<ul style="list-style-type: none"> • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences.
Games	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i> • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination.
Swimming	
Athletics	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.
Outdoor and Adventurous Activity	<ul style="list-style-type: none"> • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.
Evaluation	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve their work, commenting on similarities and differences.
Healthy Lifestyles	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down.

Year 5	Outdoors – netball Indoors – fitness challenge	Outdoors – Sports Hall Indoors – Dance	Outdoors - football Indoor - gymnastics	Outdoors – hockey indoors - gymnastics	Outdoors – tennis Indoor – athletics	Outdoors – rounders Indoor – athletics
Dance	<ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. 					
Gym	<ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. 					
Games	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 					
Swimming	<ul style="list-style-type: none"> • TOP UP SWIMMING 1 WEEK COURSE FOR THOSE UNABLE TO SWIM 25M • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in water based situations 					
Athletics	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. <i>hop skip jump (triple jump)</i> • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 					
Outdoor and Adventurous Activity	<ul style="list-style-type: none"> • Develops strong listening skills. • Use s and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. 					

	<ul style="list-style-type: none"> • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. 					
Evaluation	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences. 					
Healthy Lifestyles	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. 					
Year 6	Outdoors – sports hall, sports leaders Indoors - gymnastics	Outdoors – rugby Indoor – Dance	Outdoors – basketball Indoors – dance	Outdoors – lacrosse Indoors – gymnastics	Outdoors- cricket Outdoors - athletics	Outdoors – badminton Outdoor - VolleyBall
Dance	<ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence. • Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. 					
Gym	<ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. 					
Games	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. <i>dribbling, bouncing, kicking</i> • Keeps possession of balls during games situations. • Consistently uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. 					

	<ul style="list-style-type: none"> • Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination.
Swimming	<ul style="list-style-type: none"> • TOP UP SWIMMING 1 WEEK COURSE FOR THOSE UNABLE TO SWIM 25M • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in water based situations
Athletics	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control.
Evaluation	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Make suggestions on how to improve their work, commenting on similarities and differences.
Healthy Lifestyles	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down.