

P.E curriculum

Our aim for PE is that the children learn the basic skills of movement that they need but have the opportunity to apply this into a wide range of physical situations including dance, gymnastics and a wide range of sporting activities.

Reception	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	<p>I have good fine motor control and coordination</p> <p>I can move with confidence and imagination.</p> <p>I can match simple movements to music.</p> <p>I can show an awareness of space for others.</p> <p>I can handle tools and objects with basic control.</p> <p>I can talk about how to keep healthy.</p> <p>I can recognise the changes in my body when I'm active.</p>
Year 1	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> ♣ 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 	<p>I show control and co-ordination when travelling, balancing and rolling.</p> <p>I can copy and repeat simple movements</p> <p>I can make up simple movement phrases</p> <p>I show rhythm in my dance.</p> <p>I can throw a ball underarm.</p> <p>I can roll a ball or a hoop.</p> <p>I can hit a ball with a bat.</p> <p>I can move to catch or collect.</p> <p>I can throw and kick a ball in different ways.</p> <p>I can describe how my body feels during an activity.</p> <p>I know how to exercise safely by looking for space.</p>
Year 2		I plan sequences of movements.

		<p>Perform a variety of actions with increasing control.</p> <p>I can show contrasts such as small/tall, straight/curved and wide/narrow.</p> <p>I can balance on different points of my body.</p> <p>I can explore ideas with actions, dynamics and levels.</p> <p>I have developed some tactics for the game I am playing including positioning.</p> <p>I can Pass a ball accurately to a partner over a variety of distances</p> <p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>I repeat and explore skills.</p> <p>I say what has gone well and what could be improved.</p> <p>I know how to exercise safely by looking for space, others' and by warming up properly.</p>
Year 3	<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 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:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, 	<p>My body is balanced.</p> <p>My shapes are controlled.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction (In gymnastics or dance)</p> <p>I can work well on my own and contribute to pair sequences.</p> <p>I improvise with ideas and movements.</p> <p>My movements are clear and fluent.</p> <p>I can show an awareness of other moving while performing short dances.</p> <p>I throw and catch a ball with control and accuracy.</p> <p>I strike a ball and field with control.</p>

	<p>cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> ♣ 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. 	<p>I can travel whilst bouncing a ball showing control.</p> <p>I can choose good places to stand when receiving, and give reasons for their choice</p> <p>I choose the appropriate tactics to cause a problem for the opposition.</p> <p>I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands).</p> <p>I can sprint over a short distance.</p> <p>I can run over a longer distance, conserving energy. I have a range of throwing techniques (underarm, over arm, putting and hurling). I can jump in a number of ways, sometimes using a short run-up.</p>
Year 4		<p>I make complex sequences that include changes in direction, level and speed.</p> <p>Know how to utilize this equipment to enhance their movements,</p> <p>My movements are clear, accurate and consistent.</p> <p>I combine actions, shapes and balances in my gymnastic performance.</p> <p>I can perform by myself and with a partner or in groups demonstrating fluency and accuracy</p> <p>I perform expressively.</p> <p>Use a range of movement and dance phrases within different ways (unison, canon)</p> <p>I choose the best pace for running.</p> <p>I am controlled in takeoff and landing when jumping.</p> <p>I am accurate when throwing for distance. I combine running and jumping well.</p>

		<p>Use a range of different skills (striking, throwing, passing and catching) with increasing control and skill</p> <p>I work with my team or alone to gain possession of the ball.</p> <p>I use forehand and backhand when playing racquet games.</p> <p>I choose the most appropriate tactics in a game.</p> <p>I compare and comment on the skills, techniques and ideas used in my work and in others'.</p> <p>I use this to improve my performance.</p> <p>I explain and apply basic safety principles in preparing for exercise.</p> <p>I describe the effects exercise has on my body.</p> <p>I describe how valuable physical exercise is to my health.</p>
Year 5		<p>perform a range of actions and agilities with consistency, fluency and clarity of movement</p> <p>My movements include very controlled balances, shapes, levels and actions.</p> <p>Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p>work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p>My dance matches the mood of the accompanying music.</p> <p>use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</p>

		<p>I show accurate control, speed, strength and stamina in my athletics.</p> <p>I adapt my skills to different situations.</p> <p>I use tactics and follow rules.</p> <p>I use a range of shots and strokes to strike a ball.</p> <p>I can strike a ball on the volley.</p> <p>I can travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>I can use a range of techniques when passing <i>eg high, low, bounced, fast, slow</i></p> <p>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>I analyse and comment on skills and techniques and how they applied in my own and in others' work.</p> <p>I modify and refine my skills and techniques to improve my performance.</p> <p>I explain how different parts of my body react during different types of exercise.</p> <p>I warm up and cool down in ways that suit the activity.</p> <p>I describe why regular, safe exercise is good for my fitness.</p>
Year 6		<p>I have developed my movement sequences by understanding, choosing and applying a range of compositional principles.</p> <p>perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>show good extension and body tension in my body shapes, balances, rolls and travelling movements</p>

		<p>I can demonstrate different ways of balancing as an individual or as a pair.</p> <p>I can incorporate a wider range of dance styles and forms into my movement sequences.</p> <p>I can perform skills with accuracy, confidence and control and adapt them to meet the needs of the situation</p> <p>I can choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p> <p>I choose and apply a range of tactics and strategies for defence and attack.</p> <p>I can hit the ball with purpose, varying the speed, height and direction</p> <p>I choose and use information to evaluate my and others' work.</p> <p>I can suggest improvements to mine and others' work.</p> <p>I understand why warming up and cooling down are important.</p> <p>I understand why exercise is good for health, fitness and wellbeing and how to become a healthier individual.</p> <p>I recognise the need to prepare properly for sporting games.</p> <p>I can in small groups make up a game with simple rules.</p>
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Swimming is also part of the national curriculum. It states that:

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.

Currently we are reviewing how we are to provide this appropriately in our school setting but at the moment all Year 3s and 4s go swimming.

As part of wanting to provide the children with a wide range of activities within school we also offer children that chance to do outdoor adventure activities such as orienteering. This links with the forest school that the children are completing as well as geography objectives.

Outdoor and Adventure

I can follow a sketch map of places known to me.

I use plans and diagrams to help me get from one place to another.

I use maps and diagrams to orientate myself.

I can adapt my actions to changing situations (eg weather), with others.

I am careful but confident in unfamiliar environments.

I use my senses to assess risks and adapt my plans accordingly.

I prepare well by considering safety first.

I have developed and refined orienteering and problem-solving skills when working in groups or by myself.

Coverage table

(To be completed.)

Year group	Activities and sports for coverage
Reception	Lancashire scheme of work
Year 1	Lancashire scheme of work
Year 2	Lancashire scheme of work
Year 3	Lancashire scheme of work (where appropriate) Football, cricket,
Year 4	Lancashire scheme of work (where appropriate) Hockey, handball/netball style games,
Year 5	Lancashire scheme of work (where appropriate) Football
Year 6	Lancashire scheme of work (where appropriate) Netball Rounders