



Physical Education Curriculum Plan



Intent Statement

Hartsfield aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children's wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy, active lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Implementation Statement

We use the Sport Premium Funding to support the implementation of the PE curriculum at Hartsfield. For further information, the action plan for this can be found on the Hartsfield website.

Curriculum

Hartsfield PE lessons are predominately planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum, as well as the Early Learning Goals. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The PE subject leaders work alongside teaching colleagues in each year group to create a broad and balanced curriculum that is exciting and challenging for our children. Detailed plans are used to ensure progression of National Curriculum objectives and key skills across the school.

We aim to engage all pupils in PE and in developing a healthy active lifestyle. We employ a PE TA to support with this. Children with SEND and additional needs are supported through the use of TAs and differentiated equipment is provided where necessary.

Pupils are assessed regularly using the Hartsfield PE assessment guidance. This data is shared between year groups and relevant learning objectives are mapped out to ensure coverage and that all pupils are challenged.

Extra-curricular

We firmly believe that all pupils should have access to a range of extra-curricular opportunities. Staff run clubs at lunchtimes and after school each term for pupils and we work closely with groups from the wider community to provide additional clubs and experiences for our pupils. Pupils who are identified as less active are encouraged to join specific or targeted clubs.

Regular intra-school competitions are completed throughout the school to provide all children access to competitive sporting events, including during our annual sports week in the Summer Term.

Inter-school competitions

Hartsfield work in conjunction with the North Herts School Sports Partnership and the LDSSA (Letchworth and District School Sports Association) to provide competitive and participation opportunities to pupils. Hartsfield pupils attend a wide range of events, including some which are aimed at encouraging less active, PPG and/or SEN pupils to have more opportunities to be active and try new sports. Whilst most clubs are open to all pupils, PPG and sports premium funds can be used to give PPG pupils access to some clubs and swimming.

Healthy active lifestyle

A large part of our curriculum focuses on supporting children to live a healthy active lifestyle and develop positive mental wellbeing. We have strong cross-curricular links with PSHE and Science.

We have 'daily active' sessions throughout the school day which provide children with additional opportunities to get moving (such as through completing the Daily Mile). We teach children that exercise is one part of living a healthy active lifestyle and give them as many opportunities as possible to complete their daily 60 minutes of activity. This includes through additional active provision at lunch and the use of our play pals scheme.

Monitoring

The Hartsfield PE curriculum is continually monitored, adapted and informed by formal and informal observations of lessons and clubs. Our sports council provides pupils with the opportunity to have their opinions included and staff voice is used to inform CPD needs to ensure the teaching of our curriculum is strong.

EYFS

	Autumn term	Spring term	Summer term
Main Topic	<ul style="list-style-type: none"> Do you want to be my friend? Let's Celebrate! 	<ul style="list-style-type: none"> Will you read me a story? Are we there yet? 	<ul style="list-style-type: none"> All Creatures Great and Small Transitions
Key Texts	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Colour Monster Ruby's Worry Owl Babies Kippers Birthday Rama and Sita Diwali story Kippers Birthday The Nativity Story 	<ul style="list-style-type: none"> The Gingerbread Man Cinderella The Three Little Pigs The Three Billy Goats Gruff The Chinese New Year Zodiac Story Man on the Moon Supertato The Gruffalo 	<ul style="list-style-type: none"> Handa's Surprise Tinga Tinga Tales What the Ladybird Heard Farmer Duck The Very Hungry Caterpillar What the Ladybird heard on Holiday Jack and the Beanstalk
Visits/Walks	<ul style="list-style-type: none"> Signs of Autumn walk Visit from fire brigade Signs of winter Walk 	<ul style="list-style-type: none"> Library Visit Signs of Spring walk Local trip (walking distance) 	<ul style="list-style-type: none"> Signs of Summer Walk School Trip
Weekly Topics	<ul style="list-style-type: none"> Settling in Fulltime Baseline Autumn Harvest Spooky Things Diwali Fireworks Potions Friends Light and Dark Christmas 	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff Chinese New Year The Gingerbread man The Gruffalo Space Supertato Superheros 	<ul style="list-style-type: none"> Seasons Elmer Handa's Surprise Going to the Library Herrings Green The Queen's Jubilee Father's Day Sport's Week

	<ul style="list-style-type: none"> • Panto Week • Our Performance 	<ul style="list-style-type: none"> • Easter 	
<p style="text-align: center;">PD Physical development.</p>	<ul style="list-style-type: none"> • Development of fine and gross motor skills – exploring and using scissors and pencils • Toileting and self-care and hygiene skills – staying safe –washing hands/blowing nose etc. • Spatial awareness and following instructions • Gymnastics – balancing, travelling in different ways. • Putting on clothing – coats, gloves etc • Develop our small motor skills to use a range of tools safely and competently. • Revise and refine fundamental movement skills we have already required (E.g. Rolling, walking, jumping etc.). • Use our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> • Development of fine and gross motor skills – using equipment such as scissors, hole punches, knives for chopping. Staying safe and using equipment safely • Developing handwriting skills correct pencil grip and letter formation • Dance • Games skills and using equipment – balls, bats etc • Develop our small motor skills to use a range of tools safely and competently. • Revise and refine fundamental movement skills we have already required (E.g. Rolling, walking, jumping etc.). • Know and talk about different factors that support their overall health and wellbeing. • Further develop the skills they need to manage the school day successfully (mealtimes etc.) 	<ul style="list-style-type: none"> • Development of fine and gross motor skills • Active healthy lifestyle choices • Continue to develop handwriting skills • Games skills and using equipment • Progress towards a more fluent style of moving with developing control and grace. • Combine different movements with ease and fluency. • Develop the foundations of a handwriting style that is fast, accurate and efficient. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility. • Develop core muscle strength and good posture when sitting at a table and sitting on the floor.

Year 1

PE - Learning Objectives	Autumn	Spring	Summer
<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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using simple movement patterns. 		Introduce	Revisit
PE - Curriculum	Autumn	Spring	Summer
	Fundamentals <ul style="list-style-type: none"> • To explore balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging. • To explore jumping, hopping and skipping actions. • To explore co-ordination and combination jumps. • To explore combination jumping and skipping in an individual rope. 	Sending and receiving <ul style="list-style-type: none"> • To develop rolling and throwing a ball towards a target. • To develop receiving a rolling ball and tracking skills. • To be able to send and receive a ball with your feet. • To develop throwing and catching skills over a short distance. • To develop throwing and catching skills over a longer distance. 	Athletics <ul style="list-style-type: none"> • Striking and Fielding • To develop underarm throwing and catching and put this into small sided games. • To develop overarm throwing. • To develop striking a ball with my hand and equipment. • To retrieve a ball when fielding. • To understand how to get a batter out.

	<p>Ball Skills</p> <ul style="list-style-type: none"> • To develop control and co-ordination when dribbling a ball with your hands. • To explore accuracy when rolling a ball. • To explore throwing with accuracy towards a target. • To explore catching with two hands. • To explore control and co-ordination when dribbling a ball with your feet. • To explore tracking a ball that is coming towards me. <p>Gymnastics</p> <ul style="list-style-type: none"> • To explore travelling movements. • To develop quality when performing and linking shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence 	<ul style="list-style-type: none"> • To apply sending and receiving skills to small games. <p>Target games</p> <ul style="list-style-type: none"> • To develop underarm throwing towards a target. • To develop throwing for accuracy. • To develop underarm and overarm throwing for accuracy. • To develop throwing for accuracy and distance using underarm and overarm. • To select the correct technique for the situation. • To develop throwing for accuracy and distance. <p>Dance</p> <p>THEME: Weather</p> <ul style="list-style-type: none"> • To use counts of 8 to move in time and make my dance look interesting. • To explore pathways in my dance. • To create my own dance using, actions, pathways and counts. <p>THEME: Pirates</p> <ul style="list-style-type: none"> • To explore speeds and actions in our pirate inspired dance. 	<ul style="list-style-type: none"> • To develop decision making and understand how to score points. <p>Team building</p> <ul style="list-style-type: none"> • To co-operate and communicate with a partner to solve challenges. • To explore and develop teamwork skills • To develop communication skills. • To use communication skills to lead a partner. • To plan with a partner and small group to solve problems. • To communicate with a group to solve challenges. <p>Dance</p> <p>THEME: Country dancing/themes from around the world</p> <ul style="list-style-type: none"> • To explore speeds and actions in our dance • To use expression and create actions that relate to the story. • To use a pathway when travelling.
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	<p>Yoga</p> <ul style="list-style-type: none"> • To explore yoga and mindfulness. • To be able to copy and remember poses. • To develop flexibility when holding poses. • To develop balance whilst holding poses. • To create yoga poses using a hoop. • To create a yoga flow with a partner. 	<ul style="list-style-type: none"> • To copy, remember and repeat actions that represent the theme. • To copy, repeat, create and perform actions that represent the theme. <p>Fitness</p> <ul style="list-style-type: none"> • To develop knowledge of how exercise can make you feel. • To develop knowledge about how exercise can make you strong and healthy. • To develop knowledge about how exercise relates to breathing. • To develop my understanding of how exercise helps my brain. • To develop my understanding of how exercise helps my muscles. • To begin to understand the importance of daily exercise. 	<ul style="list-style-type: none"> • To explore and copy actions in response to a theme. • To create my own actions • To explore pathways with a partner.
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PE End of Year 1

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- Games –show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking; avoid collisions in games
- Dance - some control and co-ordination is beginning to be developed; can perform simple actions in time to music, using different parts of the body
- Gymnastics –perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required; carry and place appropriate apparatus safely, with guidance
- Wider skills – work with a partner on simple activities and show encouragement and support; talk about why physical activity is good for them; describe what it feels like when they breathe faster during exercise

Greater Depth

- Games – show an awareness of tactics during games (e.g. by making simple decisions about when and where to run) and use language accurately. Leadership skills are beginning to emerge
- Dance – moves are becoming fluid, co-ordinated and controlled; sequences of action are followed and actions can be devised to create a mood
- Gymnastics – movement and sequences are generally co-ordinated and controlled; travel and maintain balance in a variety of ways using different combinations of floor, mats and apparatus
- Wider skills – begin to show awareness of teammates and work with them to achieve goals; play co-operatively in a game situation; describe changes to their heart rate when doing different types of physical activity

Year 2

PE - Learning Objectives	Autumn	Spring	Summer
<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 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using simple movement patterns. 	Revisit	Revisit	Revisit
PE - Curriculum	Autumn	Spring	Summer
	<p>Ball Skills</p> <ul style="list-style-type: none"> • Roll a ball to hit a target • Co-ordination and to stop a rolling ball. • Technique and control when dribbling a ball with your feet. • Control and technique when kicking a ball. • Co-ordination and technique when throwing and catching. • Control and co-ordination when dribbling a ball with your hands. <p>Sending and Receiving</p> <ul style="list-style-type: none"> • Roll a ball towards a target. 	<p>Invasion games</p> <ul style="list-style-type: none"> • Understand what being in possession means and support a teammate to do this. • Use a variety of skills to score goals. • Develop stopping goals. • How to gain possession of the ball. • Understanding of marking an opponent. • Apply simple tactics for attacking and defending. <p>Striking and Fielding games</p>	<p>Net and Wall games</p> <ul style="list-style-type: none"> • Develop racket familiarisation. • Develop placing an object. • Use the ready position to defend space on court. • Returning a ball with hands. • Returning a ball using a racket. • Move an opponent to win a point. <p>Athletics</p>

	<ul style="list-style-type: none"> • Track and receive a rolling ball. • Stop, send and receive a ball with your feet. • Throwing and catching skills. • Send and receive a ball using a racket <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform gymnastic shapes and link them together. • Use shapes to create balances. • Link travelling actions and balances using apparatus. • Demonstrate different shapes, take off and landings when performing jumps. • Rolling and sequence building. • Sequence work on apparatus. <p>Dance THEME: The Secret Garden</p> <ul style="list-style-type: none"> • To remember, repeat and link actions to tell the story of my dance • To develop an understanding of dynamics and how they can show an idea. • Use counts of 8 to help you stay in time with the music. 	<ul style="list-style-type: none"> • Track a rolling ball and collect it. • Accuracy in underarm throwing and consistency in catching when fielding a ball. • Accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. • Striking for distance and accuracy. • To develop decision making to get a batter out. • Decision making when under pressure. <p>Dance THEME: The Rainforest</p> <ul style="list-style-type: none"> • Copy, repeat and create actions in response to a stimulus. • Copy, create and perform actions considering dynamics. • Create a short dance phrase with a partner showing clear changes of speed. <p>THEME: Jack Frost</p> <ul style="list-style-type: none"> • To copy, repeat and create movement patterns in response to the theme. • To create and perform using unison, mirroring and matching with a partner. 	<ul style="list-style-type: none"> • Develop the sprinting action. • Jumping for distance. • Technique when jumping for height. • Throwing for distance. • Throwing for accuracy. • Technique when taking part in an athletics carousel. <p>Fitness</p> <ul style="list-style-type: none"> • understand how to run for longer periods of time without stopping. • co-ordination and timing when jumping in a long rope. • individual skipping. • circuit to develop stamina and agility. • explore exercises that use your own body weight. • 'ABC,' agility, balance and co-ordination. <p>Fundamentals</p> <ul style="list-style-type: none"> • To develop balance, stability and landing safely. • To explore how the body moves differently when
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	<p>THEME: The Circus</p> <ul style="list-style-type: none"> • To copy, remember and repeat actions using facial expressions to show different characters. • To explore pathways and levels. • To remember and rehearse our circus dance showing expression and character. 	<ul style="list-style-type: none"> • To remember and repeat actions and dance as a group. <p>Yoga</p> <ul style="list-style-type: none"> • To copy and repeat yoga poses. • To develop an awareness of strength when completing yoga poses. • To develop an awareness of flexibility when completing yoga poses. • To copy and remember actions linking them into a flow. • To create a flow and teach it to a partner. • To explore poses and create a yoga flow. 	<p>running at different speeds.</p> <ul style="list-style-type: none"> • To develop changing direction and dodging. • To develop and explore jumping, hopping and skipping actions. • To develop co-ordination and combining jumps. • To develop combination jumping and skipping in an individual rope.
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PE End of Year 2

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- Games – show an awareness of tactics during games (e.g. by making simple decisions about when and where to run) and use language accurately. Leadership skills are beginning to emerge by giving advice to others during competitions
- Dance – moves are becoming fluid, co-ordinated and controlled; sequences of action are followed and actions can be devised to create a mood
- Gymnastics – movement and sequences are generally co-ordinated and controlled; travel and maintain balance in a variety of ways using different combinations of floor, mats and apparatus
- Wider skills – begin to show awareness of teammates and work with them to achieve goals; play co-operatively in a game situation; describe changes to their heart rate when doing different types of physical activity

Greater Depth

- Games – throwing and catching are becoming accurate; tactics are beginning to be used regularly; ball skills are becoming more controlled (e.g. strike a stationary ball with consistency and begin to strike a moving ball)
- Dance – use different body parts in isolation and combination; perform with expression; have an awareness of dynamic, expressive and rhythmic qualities
- Gymnastics – explore combinations of floor, mats and apparatus, and find different ways of using shape, balance or travel; adapt a sequence to include different levels, speeds or directions
- Wider skills – work well in close proximity with others in a variation of partners, small groups and whole class activities; display sportsmanship qualities when competing against others or giving feedback; identify which games and activities have the biggest impact when trying to improve stamina

Year 3

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • 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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using a range of movement patterns 	Introduce	Revisit	
<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 	Introduce		
<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Introduce	Revisit	Revisit
<p>Swimming & Water Safety</p> <ul style="list-style-type: none"> • All schools must provide swimming instruction either in KS1 or KS2. <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 			
PE - Curriculum	Autumn	Spring	Summer
	<p>Ball Skills (Yr 2/3 transition)</p> <ul style="list-style-type: none"> • To develop confidence and accuracy when tracking a ball. • To develop confidence and accuracy when tracking a ball. 	<p>Dance</p> <p>THEME: Folk dance from around the world</p>	<p>Athletics</p> <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best.

	<ul style="list-style-type: none"> • To explore and develop a variety of throwing techniques. • To develop catching skills using one and two hands. • To develop dribbling a ball with hands. • To use tracking, sending and dribbling skills with feet. <p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to create interesting point and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment. <p>Gymnastics VAL SABIN unit: Symmetry and Asymmetry</p>	<ul style="list-style-type: none"> • To use straight pathways and clear changes in direction in a line dance. • To use canon and unison to make our line dance look interesting. • To use formations, canon and unison to make our line dance look interesting. • To remember, repeat and create actions around a theme • To understand and use formations. • To structure a dance to represent a theme. <p>Dance</p> <p>THEME: Machines</p> <ul style="list-style-type: none"> • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To select and link appropriate actions and dynamics to show our dance idea 	<ul style="list-style-type: none"> • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. <p>Games: Rounders</p> <ul style="list-style-type: none"> • To play different roles in a game and begin to think tactically about each role. • To develop the bowling action and learn the rules of bowling. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a two handed pick up and a short barrier. • To develop batting technique and an
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	<ul style="list-style-type: none"> • To understand and identify symmetry and asymmetry • To move and balance showing specific planned shapes and variations in speed and level • To individually and in pairs be able to analyse and say why they like a sequence • To adapt and transfer learned skills onto appropriate apparatus. <p>Invasion Games: Football</p> <ul style="list-style-type: none"> • To develop controlling the ball and dribbling under pressure. • To develop passing to a teammate. • To be able to control the ball with different parts of the body. • To develop changing direction with the ball using an inside and outside hook. • To jockey / track an opponent. • To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<p>Dance</p> <p>THEME: A trip to...</p> <ul style="list-style-type: none"> • To remember, repeat and create actions to represent an idea. • To share ideas of actions and dynamics to create a dance that shows a location. • To use choreographing ideas to develop our dance. <p>Invasion games: Hockey</p> <ul style="list-style-type: none"> • To develop sending the ball with a push pass. • To develop receiving the ball. • To develop dribbling using the reverse stick (Indian dribble). • To develop moving into space after passing the ball. • To use an open stick tackle to gain possession. • To apply defending and attacking principles and skills in a hockey tournament. <p>Invasion games: Basketball</p> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling. 	<p>understanding of where to hit the ball.</p> <ul style="list-style-type: none"> • To apply skills and rules learnt to play rounders <p>Outdoor & Adventurous Activities</p> <ul style="list-style-type: none"> • Transfer information on a diagram into reality, in a set order, using unfamiliar symbols • Identify basic orienteering symbols and colours using the map key • Orientate, set and use the map while travelling to a route • Work as and co-operate as a team • Recognise, orientate and use school orienteering map • Use map reading skills to navigate to and from control points <p>Games: Tennis</p> <ul style="list-style-type: none"> • To develop racket and ball control.
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		<ul style="list-style-type: none">• To use protective dribbling against an opponent.• To develop the bounce and chest pass and begin to recognise when to use them.• To develop tracking and defending an opponent.• To develop the technique for the set shot.• To be able to apply the skills, rules and tactics you have learnt to a mini tournament.	<ul style="list-style-type: none">• To develop returning the ball using a forehand groundstroke.• To be able to rally using a forehand.• To develop the two handed backhand.• To learn how to score when playing against an opponent.• To work collaboratively with a partner and compete against others.
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PE End of Year 3

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- Games – throwing and catching are becoming accurate; tactics are beginning to be used regularly; ball skills are becoming more controlled (e.g. strike a stationary ball with consistency and begin to strike a moving ball)
- Dance – pupils can plan and perform sequences of moves which are becoming clear, fluent and expressive; changes in speed and level show a growing strength and suppleness
- Gymnastics – explore combinations of floor, mats and apparatus, and find different ways of using shape, balance or travel; adapt a sequence to include different levels, speeds or directions
- Athletics – jumping and landing is becoming controlled; different techniques required for sprinting and longer-distance running are beginning to be recognised; use a variety of different throws
- OAA – work with others to solve a problem; begin to read symbols on a map; start to recognise appropriate equipment and risk involved
- Wider skills – fair play is understood and there is generally good co-operation with teammates; adhere to basic rules of games; identify which games and activities have the biggest impact when trying to improve stamina

Greater Depth

- Games – advanced tactics are beginning to be used to gain advantage over opponents; body movements and actions are controlled to ensure correct positioning during games; play in a range of attacking and defending positions
- Dance – planning and performances of sequences are well-developed and movement is clear, fluent and expressive; dances convey a clear idea well; well-coordinated changes in height, speed, level and direction are shown

- Gymnastics – perform a range of actions and agilities using the floor, mats and apparatus, showing consistency, fluency and clarity of movement, individually and with a partner
- Athletics – develop an ability to conserve energy over longer-distances; throwing is becoming accurate and powerful
- OAA – lead others and be led; communicate effectively with teammates and describe work and strategies used; read a simple map and give accurate directions
- Wider skills – fair play is generally acted upon (not just understood!) and there is a good level of communication and co-operation with teammates; be tactful

Year 4

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • 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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using a range of movement patterns 	Introduce	Revisit	
<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 			
<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Introduce	Revisit	Revisit
Swimming & Water Safety <ul style="list-style-type: none"> • All schools must provide swimming instruction either in KS1 or KS2. • 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. 	Introduce		
PE - Curriculum	Autumn	Spring	Summer
	Fitness <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To develop speed and strength. 	Netball <ul style="list-style-type: none"> • To develop passing and moving and play within the footwork rule. 	Cricket <ul style="list-style-type: none"> • To develop overarm throwing and catching. • To develop underarm bowling.

	<p>Swimming</p> <ul style="list-style-type: none"> • Pupils are grouped according to ability and will spend ten ½ an hour lessons working towards an increasingly challenging set of objectives suited to their experience and ability. <p>All pupils will cover:</p> <ul style="list-style-type: none"> • Basic skills in water safety and floating. • Techniques for personal survival. <p>For the other ½ an hour at the pool, pupils receive 10 yoga sessions</p> <p>Yoga</p> <ul style="list-style-type: none"> • To explore connecting breath and movement. • To explore new yoga poses and begin to connect them. • To explore gratitude when remembering and repeating a yoga flow. • To develop flexibility and strength in a positive summer flow. • To develop flexibility in an individual yoga flow. 	<ul style="list-style-type: none"> • To develop passing and moving towards a goal. To develop movement skills to lose a defender. • To be able to defend an opponent and try to win the ball. • To develop the shooting action. • To develop playing using netball rules. <p>Gymnastics</p> <ul style="list-style-type: none"> • To develop individual and partner balances. To develop control in performing and landing rotation jumps. • To develop the straight, barrel, forward and straddle roll. • To develop the straight, barrel, forward and straddle roll. • To develop strength in inverted movements. • To be able to create a partner sequence to include apparatus. 	<ul style="list-style-type: none"> • To learn how to grip the bat and develop batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To play apply skills learnt to mini cricket. <p>Tennis</p> <ul style="list-style-type: none"> • To develop hitting the ball using a forehand. • To develop returning the ball using a forehand. • To develop the backhand and understand when to use it. • To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. • To demonstrate honesty and fair play when competing against others. <p>Athletics</p>
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	<p>To develop confidence and strength in arm balances.</p> <p>Dance THEME: The Spy</p> <ul style="list-style-type: none"> • To copy and create actions in response to an idea and be able to adapt this using changes of space. • To choose actions which relate to the theme. • To develop a dance using matching and mirroring <p>THEME: The Carnival</p> <ul style="list-style-type: none"> • To learn and create dance moves in the theme of carnival • To develop a carnival dance using formations, canon and unison. • To develop a dance phrase and perform as part of a class performance. <p>Tag Rugby</p> <ul style="list-style-type: none"> • To develop throwing, catching and running with the ball. • To develop an understanding of tagging rules. 	<p>Dance THEME: Bollywood</p> <ul style="list-style-type: none"> • To copy and repeat a set phrase of movement in a Bollywood theme showing energy and rhythm. • To understand how dynamics, space and relationships can be used in Bollywood dance. • To learn and perform a partner dance in a Bollywood style. • To develop my own Bollywood inspired dance using changes in relationships. • To develop a dance phrase and perform as part of a class performance. <p>Indoor athletics (Fundamentals)</p> <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. • To understand how to change speed and be able to demonstrate good technique when running at different speeds. 	<ul style="list-style-type: none"> • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. <p>Golf</p> <ul style="list-style-type: none"> • To explore hitting technique and aiming towards a target. To explore shot accuracy. • To explore the technique for putting. • To explore the technique for chipping. • To explore the techniques used for a short game. • To explore the technique for a long game.
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	<ul style="list-style-type: none">• To begin to use the 'forward pass' and 'off side' rule.• To dodge a defender and move into space when running towards the goal.• To develop defending skills and use them in a game situation.• To apply the rules and skills you have learnt and play in a tag rugby tournament.	<ul style="list-style-type: none">• To develop technique and control when jumping, hopping and landing.• To develop skipping in a rope. To apply fundamental skills to a variety of challenges.• To continually try and improve and beat personal challenges	
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PE End of Year 4

ARE

- Games – tactics are consistently used to attempt to gain advantage over opponents; body movements and actions are controlled to ensure correct positioning during games; play in a range of attacking and defending positions
- Dance – planning and performances of sequences are well-developed and movement is clear, fluent and expressive; dances convey a clear idea well; refine dances based on own self-assessment and feedback given
- Gymnastics – perform a range of actions and agilities using the floor, mats and apparatus, showing consistency, fluency and clarity of movement, individually and with a partner
- Athletics – show a difference in running speeds/technique over different distances; throwing and jumping are becoming accurate and consistent
- OAA – communicate effectively with teammates and describe work and strategies used; read a simple map and give accurate directions
- Wider skills – fair play is generally acted upon (not just understood!) and there is a good level of communication and co-operation with teammates; play the role of umpire to keep score; reflect on own performance; make up suitable warm-up activities for the games they are playing

Greater Depth

- Games – excellent control and accuracy are shown; well-devised tactics are used to outwit opponents; explore shots on both sides of the body and begin to develop their weaker side
- Dance – shapes are strong and stretched show a high level of suppleness; rhythm and style are clear throughout a performance; tell a clear story/clearly portray a theme throughout a dance; use a variety of formations confidently

- Gymnastics – complex sequences using a range of movements are being developed and generally executed well; use contrasting shapes, actions and balances with smooth transitions; adapt performances as necessary
- Athletics – careful planning ensures consistent speed over a variety of distances; jumping and throwing are powerful and accurate
- OAA – read and describe a map; give directions accurately; use a compass; lead others as part of a team
- Wider skills – fair play is essential and there is an excellent sense of team; show self-control and maturity when doing contact work with a partner/small-group; can reflect on and improve own performance; recognise and suggest exercises and activities that help strength, speed and stamina

Year 5

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • 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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using a range of movement patterns 	Introduce	Revisit	
<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 			Introduce
<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Introduce	Revisit	Revisit
Swimming & Water Safety <ul style="list-style-type: none"> • All schools must provide swimming instruction either in KS1 or KS2. • 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. 			Introduce
PE - Curriculum	Autumn	Spring	Summer
	Play Leaders <ul style="list-style-type: none"> • To know the responsibilities of a play leader 	Lacrosse <ul style="list-style-type: none"> • To use an appropriate grip when carrying a ball • To understand how to pass the ball to a team mate 	Athletics <ul style="list-style-type: none"> • To be able to apply different speeds over varying distances.

	<ul style="list-style-type: none"> • To know how to communicate effectively to young children • To use the STEP principle when leading playground games • To know the importance of warming up and choose a warm up that raises the heart rate • To lead already known games with groups of peers and younger children • To create own game/activity with a partner and lead younger children <p>Netball</p> <ul style="list-style-type: none"> • To develop passing and moving. • To be able to use the attacking principle of creating and using space. • To be able to change direction and lose a defender. • To be able to defend ball side and know when to go for interceptions. • To develop the shooting action. 	<ul style="list-style-type: none"> • To know and use different methods to scoop the floor from the floor • To understand how to move with the ball and shoot towards a goal • To know when to use the overhand pass in a game situation • To apply lacrosse skills learnt in a lacrosse tournament <p>Hockey</p> <ul style="list-style-type: none"> • To develop dribbling to beat a defender. • To develop sending the ball using a push pass. • To develop receiving the ball with control. • To be able to move into space to support a teammate. • To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. • To apply the rules and skills you have learnt to play in a hockey tournament. <p>Sports hall athletics</p>	<ul style="list-style-type: none"> • To develop fluency and co-ordination when running for speed. • To develop technique in relay changeovers. • To develop technique and co-ordination in the triple jump. • To develop throwing with force for longer distances. • To develop throwing with greater control and technique. <p>Cricket</p> <ul style="list-style-type: none"> • To develop throwing accuracy and catching skills. • To develop batting accuracy and directional batting. • To develop catching skills (close/deep catching and wicket keeping). • To develop overarm bowling technique and accuracy. • To develop a variety of fielding techniques and to use them within a game.
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	<ul style="list-style-type: none"> • To use and apply skills and tactics to small sided games. <p>Gymnastics</p> <ul style="list-style-type: none"> • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backward roll. • To be able to explore different methods of travelling, linking actions in both canon and synchronisation. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner sequence using apparatus. <p>Dance THEME: The Maya</p> <ul style="list-style-type: none"> • To develop set choreography inspired by a Mayan god. 	<ul style="list-style-type: none"> • To develop speed and agility when running using the reversaboard and athletics obstacles • To develop the standing long jump technique • To develop the standing triple jump technique • To develop throwing for distance using indoor javelins • To develop speed and accuracy of jumping using speed bounce and skipping • To use core strength to maintain balance • To set and beat own personal best scores throughout sessions <p>Dance THEME: Dance by chance</p> <ul style="list-style-type: none"> • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing dynamics changes the appearance of the performance. 	<ul style="list-style-type: none"> • To develop long and short barriers and apply them to a game situation. <p>Volleyball</p> <ul style="list-style-type: none"> • To develop the fast catch volley. • To be able to volley the ball using a set shot. • To develop the dig and understand when to use it. • To keep a continuous rally going over the net. • To develop the underarm serve and learn the rules of serving. • To apply the rules, skills and tactics learnt to play in a volleyball tournament. <p>OAA</p> <ul style="list-style-type: none"> • To recognise, orientate and follow the school orienteering map To recognise the orienteering map is a 'bird's eye view' diagram of the ground • To apply map reading skills to navigate in pairs to and from orienteering controls
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	<ul style="list-style-type: none"> • To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. • To use structure to create a dance performance. <p>THEME: Chinese Dance</p> <ul style="list-style-type: none"> • To use matching, canon and unison in the style of the lion dance. • To use space and relationships to create a dragon dance. • To select and combine dance tools to perform a Chinese dance. 	<ul style="list-style-type: none"> • To understand and use relationships and space to change how a performance looks. <p>THEME: Rock n roll</p> <ul style="list-style-type: none"> • To copy and repeat movements in the style of rock 'n' roll. • To work with a partner to copy and repeat actions keeping in time with the music. • To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. 	<ul style="list-style-type: none"> • To navigate as a team to an orienteering control marker sign using the school orienteering map • To navigate in pairs to orienteering controls, applying tactics and techniques • To set up an orienteering course using the school orienteering map • To work in relay teams, planning and communicating tactics and techniques <p>Swimming</p> <ul style="list-style-type: none"> • Pupils are grouped according to ability and will spend five 1 hour lessons working towards an increasingly challenging set of objectives suited to their experience and ability. <p>All pupils will cover:</p> <ul style="list-style-type: none"> • Basic skills in water safety and floating. • Techniques for personal survival
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PE End of Year 5

ARE

- Games – more consistent co-ordination and control is shown; a range of tactics, moves and techniques are increasingly applied; pupils begin to plan ahead in matches to anticipate possible moves; know and apply rules consistently in games
- Dance – composition of creative and imaginative dance sequences is beginning to be developed and performances are becoming strong and controlled; more complex sequences are attempted and they are beginning to combine high-energy and slower movements; incorporate different levels and flight into routines
- Gymnastics – complex sequences using a range of movements are being developed and generally executed well; use contrasting shapes, actions and balances with smooth transitions; adapt performances as necessary
- Athletics – develop own targets for improvement in throwing and jumping and begin to analyse own technique to help achieve these; careful planning ensures consistent speed over a variety of distances
- OAA – appropriate equipment can be selected; good awareness of risks and beginning to develop an understanding of how to manage them; team roles are well-managed; evidence results and keep score
- Wider skills – the spirit of fair play is usually upheld; demonstrate a desire to achieve their own personal best; work responsibly in trust exercises and counter-balancing; recognise and suggest exercises and activities that help strength, speed and stamina

Greater Depth

- Games – control and co-ordination is good; tactics, moves and techniques are well-developed, enabling players to develop a competitive advantage over their opponents

- Dance – performances are strong with a good posture; more complex sequences are developed which show original and expressive ideas; there is a strong display of strength and stamina and gymnastic skills are used; create and use compositional ideas confidently such as pathways, step patterns and unison
- Gymnastics – perform with fluency and clarity of movement; vary direction, levels and pathways, to improve the look of a sequence with increasing independence
- Athletics – take ownership of own targets; perform a range of jumps showing power, control and consistency at both take-off and landing; continue to develop appropriate paces when running
- OAA – refine and adapt ideas in a group task; focus for a sustained period whilst completing a task; work collaboratively to complete a task
- Wider skills – suggest and lead warm-ups appropriate to the task; a positive disposition is usually seen, even in challenging circumstances!

Year 6

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • 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 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> • perform dances using a range of movement patterns 	Introduce	Revisit	
<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 			Introduce
<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Introduce	Revisit	Revisit
<p>Swimming & Water Safety</p> <ul style="list-style-type: none"> • All schools must provide swimming instruction either in KS1 or KS2. • 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. 			(Introduce – safe self-rescue – PGL)
PE - Curriculum	Autumn	Spring	Summer
	<p>Tag rugby</p> <ul style="list-style-type: none"> • To develop attacking principles, understanding when to run and when to pass. 	<p>Gymnastics</p> <p>VAL SABIN unit: Counter balance and counter tension</p>	<p>Athletics</p> <ul style="list-style-type: none"> • To work collaboratively with a partner to set a steady pace.

	<ul style="list-style-type: none"> • To be able to use the 'forward pass' and 'offside' rules. • To be able to play games using tagging rules. • To develop dodging skills to lose a defender. • To develop drawing defence and understanding when to pass. • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. <p>Gymnastics VAL SABIN unit: Canon and synchronisation</p> <ul style="list-style-type: none"> • To travel rhythmically and develop timing with a partner using synchronisation and canon • To travel rhythmically and develop timing with a small group using synchronisation and canon • To adapt and develop movements and skills and work co-operatively with a partner 	<ul style="list-style-type: none"> • To understand and identify counter balance and counter tension • To demonstrate counter balance and counter tension balances in pairs and show changes in shape, level and body parts used • To work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence • To adapt and transfer a sequence onto apparatus <p>Sports hall athletics</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination through skipping. • To perform actions that develop agility • To develop control whilst balancing. <p>Handball</p>	<ul style="list-style-type: none"> • To develop your own and others sprinting technique. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <p>Rounders</p> <ul style="list-style-type: none"> • To develop the bowling action and understand the role of the bowler. • To develop batting technique. • To make decisions about where and when to send the ball to stump a batter out. • To develop a variety of fielding techniques and
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	<ul style="list-style-type: none"> • To extend understanding and use of levels, speeds and pathways • To understand compositional principles of sequencing and recognise when they are absent <p>Dance</p> <ul style="list-style-type: none"> • THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements. • To work with others to explore and develop the dance idea. • To use changes in dynamics in response to the stimulus. • THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco theme. • To devise a freeze frame montage in the 1970s theme. • To use feedback to develop and refine a 1970s dance performance. <p>Badminton</p>	<ul style="list-style-type: none"> • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. • To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders • To use defending skills to stop an opponent from scoring. • To select and apply the appropriate skill to score goals. • To use defensive skills to gain possession. • To maintain possession under pressure. <p>Tennis</p> <ul style="list-style-type: none"> • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To develop the volley and understand when to use it. • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. 	<p>when to use them in a game.</p> <ul style="list-style-type: none"> • To develop long and short barriers in fielding and understand when to use them. • To apply the rules and skills you have learnt to play in a rounders tournament. <p>Golf</p> <ul style="list-style-type: none"> • To develop putting technique and accuracy. • To develop the technique for chipping. • To develop technique for a short game. • To develop the technique for a long game. • To select the appropriate shot for the situation. • To design a course and select the appropriate shot for the situation. <p>Ultimate Frisbee</p> <ul style="list-style-type: none"> • Throw a backhand pass and perform a crocodile catch
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	<ul style="list-style-type: none"> • To develop footwork and the forehand and backhand grip. • To develop rallying and understand how to start a game. • To develop a range of shots to keep a rally going. • To learn how to score points and play in competitive games. • To select and apply the appropriate skill to a game situation. • To show respect, honesty and fair play when competing against an opponent. 	<p>To learn to use the official scoring system.</p> <ul style="list-style-type: none"> • To work co-operatively with a partner and employ tactics to outwit an opponent. 	<ul style="list-style-type: none"> • Throw an advanced backhand pass • Learn the principles of marking and perform a pivot turn • Learn to fake a throw and throw a curve pass • Understand the 'spirit of the game' principle • Energetically participate in a game of ultimate Frisbee and demonstrate competence in the keys skills of the game <p>Residential trip to PGL</p>
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PE End of Year 6

ARE

- Games – control and co-ordination is good; tactics, moves and techniques are well-developed, enabling players to develop a competitive advantage over their opponents; consistently apply and follow rules of games
- Dance – performances are strong with a good posture; more complex sequences are developed which show original and expressive ideas; there is a strong display of strength and stamina and gymnastic skills are beginning to be used
- Gymnastics – perform with fluency and clarity of movement; vary direction, levels and pathways, to improve the look of a sequence independently and in small groups
- Athletics – running techniques and positions are efficient; perform a range of jumps showing power, control and consistency at both take-off and landing; variety of throwing techniques are used accurately
- OAA – refine and adapt ideas in a group task; focus for a sustained period whilst completing a task; work collaboratively to complete a task
- Wider skills – the spirit of fair play is upheld; use speaking and listening skills to umpire and play with peers with minimal disputes; lead appropriate warm-up activities

Greater Depth

- Games – exceptional control and co-ordination is shown in a wide range of situations; tactics are well-planned based on astute observations of the movement of play
- Dance – performances are strong and show excellent body position and posture; complex sequences are devised and use different energy levels appropriately; strength and stamina are exceptional
- Gymnastics – perform fluently and with control, even when performing difficult combinations; variations in speed, direction, level and body rotation are very well controlled and judged

- Athletics – running techniques and positions are efficient; throwing and jumping is accurate; own targets are set and met
- OAA – adapt an activity based on own observations regarding safety and changing conditions; develop a strong positive mind-set within a group which raises morale and gains respect from others
- Wider skills – there is a strong spirit of fair play; umpire games and play with peers fairly and use speaking and listening techniques to manage disputes between players; use appropriate language to clarify instructions to peers; take the lead in supporting others to refine their actions