



# Physical Education Curriculum Document



## **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.

# Whole School- PE Skills Progression

Learning Objectives	EYFS	KS1	LKS2	UKS2
<p><u>Dance</u> perform dances using a range of movement patterns.</p>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Choose actions for an idea</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Choreograph phrases considering actions, dynamics, space and relationships</p> <p>Work creatively and imaginatively to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>
<p><u>Fundamentals, fitness and athletics</u> master and use basic movements including running, jumping and throwing in isolation and in combination.</p>	<p>Run and stop with some control.</p> <p>Explore different travelling actions (including skipping)</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link running, hopping and jumping actions using different take offs and landings</p>	<p>Demonstrate a controlled running technique using the appropriate speed</p> <p>Link running, jumping and hopping actions with greater control and co-ordination</p>

<p>Develop balance, agility, co-ordination, flexibility, strength, technique and control.</p>	<p>Jump and hop with bent knees</p> <p>Throwing objects into space</p> <p>Change direction at a slow pace</p>	<p>Show hopping and jumping movements with some balance and control</p> <p>Throw towards a target</p> <p>Demonstrates balance and co-ordination when changing direction</p>	<p>Jump for distance and height showing balance and control</p> <p>Throw a variety of objects, changing action for accuracy and distance</p> <p>Show balance and co-ordination when changing direction at speed</p>	<p>Perform jumps for height and distance using good technique</p> <p>Show accuracy, good technique and power when throwing</p> <p>Change direction with a fluent action and transition smoothly between varying speeds</p>
<p><u>Games</u> master and use movements including throwing and catching, running and jumping, in isolation and in combination.</p> <p>Participate in team and competitive games, developing tactics for attacking and defending</p>	<p>Drop and catch with two hands and move a ball with feet</p> <p>Run and stop when instructed</p> <p>Move around showing limited awareness of others</p> <p>Make simple decisions in response to a situation</p>	<p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p>Run, stop and change direction with balance and control</p> <p>Recognise space in relation to others</p> <p>Use simple tactics with guidance</p>	<p>Throwing and catching are becoming accurate; ball skills are becoming more controlled</p> <p>Change direction with increasing speed in game situations</p> <p>Create and use space with some success in game situations</p> <p>Use simple tactics individually and within a team</p>	<p>Control and co-ordination is good; a variety of techniques are used to maintain possession under pressure and change the direction of play</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their</p>

				team and evaluate the effectiveness of these
<u>Gymnastics</u> master basic movements as well as developing balance, agility, co-ordination, flexibility, strength, technique and control	Create shapes showing a basic level of stillness using different parts of their bodies  Begin to take weight on different body parts  Show shapes and actions that stretch their bodies  Copy and link simple actions together	Perform balances making their body tense, stretched and curled  Take body weight on different body parts, with and without apparatus  Show increased awareness of extension and flexibility in actions  Copy, remember, repeat and plan linking simple actions with some control and technique	Complete balances with increasing stability, control and technique  Demonstrate increasing strength, control and technique when taking own and others weight  Demonstrate increased flexibility and extension in more challenging actions  Plan and perform sequences showing control and technique with and without a partner	Combine and perform more complex balances with control, technique and fluency  Demonstrate more complex actions with a good level of strength and technique  Confidently transition from one action to another showing appropriate control and extension for the complexity of the action Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills
<u>OAA</u> take part in outdoor and adventurous activity challenges both individually and within a team (KS2 objective but some skills are shown in EYFS/KS1)	Follow simple instructions  Share their ideas with others	Follow instructions accurately  Work co-operatively with a partner and a small group, taking turns and listening to each other	Accurately follow instructions given by a peer and give clear and usable instructions to a peer  Work collaboratively with a partner and a small group, listening to and accepting others' ideas	Use clear and effective communication when working in a group and taking on different roles  Lead others with clear instructions and show consideration of including all within a group

	<p>Explore activities making own decisions in response to a task</p> <p>Make decisions about where to move in space/ Follow a path</p> <p>Begin to identify personal success</p>	<p>Try different ideas to solve a task</p> <p>Follow and create a simple diagram/map</p> <p>Identify own and others' success</p>	<p>Plan and apply strategies to solve problems</p> <p>Identify key symbols on a map and use a key to help navigate around a grid</p> <p>Reflect on when and why challenges are solved successfully, giving ideas for improvement</p>	<p>Use critical thinking skills to form strategies, selecting and applying the best method to solve a problem</p> <p>Orientate a map, identifying key features to navigate around a course</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements</p>
<p><u>Wider Skills</u> lead healthy, active lives embed values such as fairness and respect</p>	<p>Take turns and share equipment</p> <p>Share their ideas with others</p> <p>Know the importance for good health of physical exercise</p>	<p>work with a partner or team on simple activities and show encouragement and support</p> <p>Play co-operatively in a game situation</p> <p>Talk about why physical activity is good for them</p> <p>Describe changes to their heart rate and what it feels like when they breathe faster during different types of exercise</p>	<p>Fair play is understood and there is generally good co-operation with teammates</p> <p>Play the role of umpire to keep score</p> <p>Identify which games and activities have the biggest impact when trying to improve stamina</p>	<p>The spirit of fair play is upheld; Share ideas with others and work together to achieve a goal</p> <p>Use speaking and listening skills to umpire and play with peers with minimal disputes</p> <p>Recognise and suggest exercises and activities that help strength, speed and stamina</p>

Learning Objectives	Beginners	Developers	Intermediate
<p><u>Swimming and Water Safety</u>            swim competently, confidently and proficiently over a distance of at least 25 metres            use a range of strokes effectively            perform safe self-rescue in different water-based situations.            (not phase specific – swimming at Hartsfield is provided in years 4 and 5 and is assessed by swimming teachers at Hitchin swimming pool)</p>	<p>Submerge and regain feet in water</p> <p>Breathe in sync with an isolated kicking action from poolside</p> <p>Use arms and legs together to move effectively across a short distance in the water</p> <p>Glide on front and back over short distances</p> <p>Float on front and back for short periods of time</p> <p>Confidently roll from front to back and then regain a standing position</p> <p>Know how to safely enter and exit a pool</p> <p>Understand that floating can help me to stay safe as it uses less energy than swimming</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes</p> <p>Combine gliding and floating on front and back over an increased distance</p> <p>Float on front and back using different shapes with increased control</p> <p>Comfortably demonstrate sculling head first, feet first and treading water</p> <p>Understand rules in and around water</p> <p>Know that treading water enables me to keep upright and in the same space</p>	<p>Confidently combine skills to retrieve an object from greater depth</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances</p> <p>Combine gliding and transitioning into an appropriate stroke with good control</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control</p> <p>Select and apply the appropriate survival technique to the situation</p> <p>Understand that different environments have different rules to keep us safe around water</p> <p>Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers</p>



## EYFS PE- Learning Objectives and Knowledge Overview

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

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

## EYFS Physical Development- Assessment and Progression

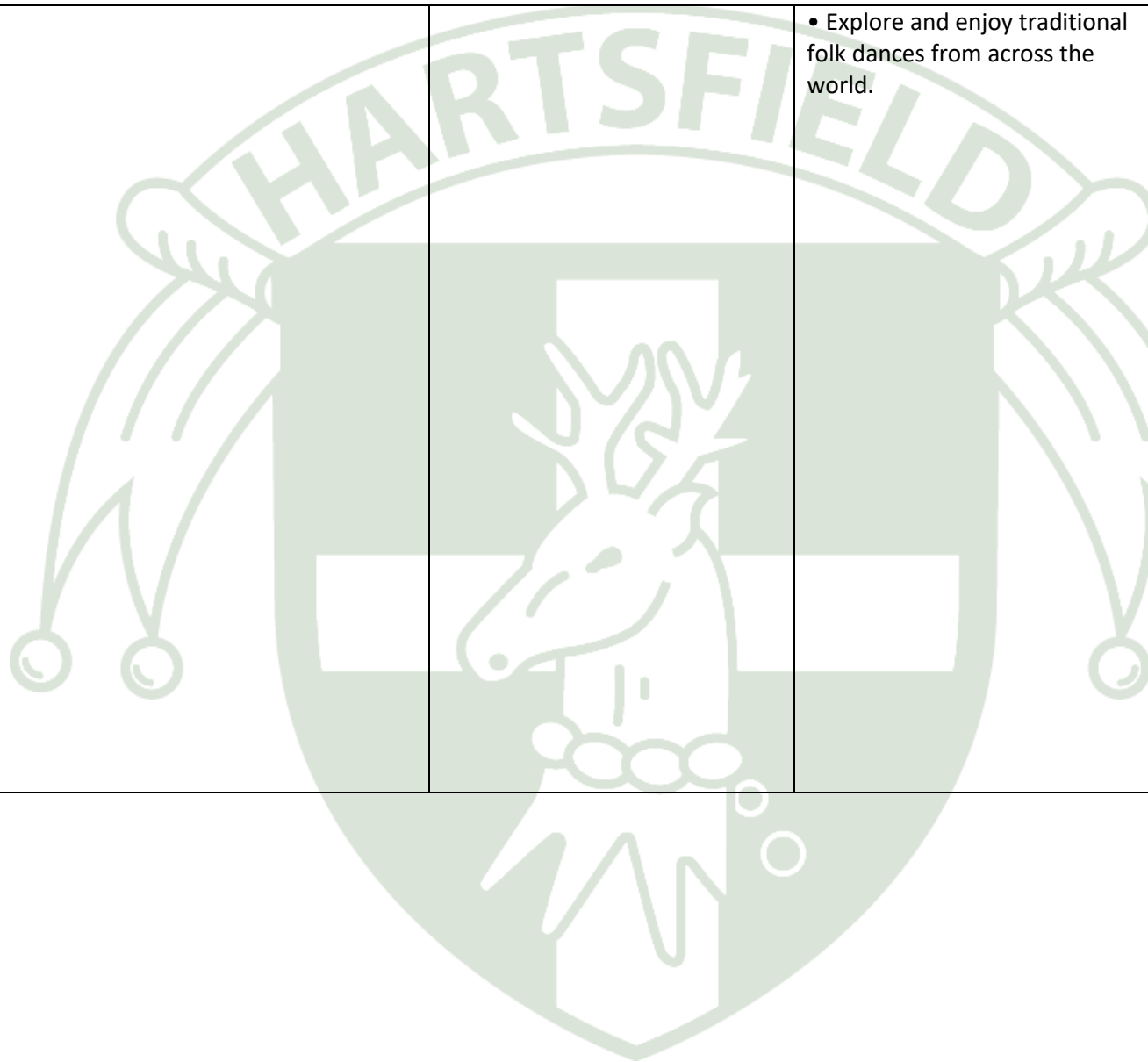
EYFS Physical development is split into two areas 1-moving and handling and 2- health and self-care which contribute two Early Learning Goals in the EYFS profile. These statements are best fit descriptors and have been broken down in the bullet points below. Children may achieve exceeding in just one of these areas but this would be unusual.

### ARE (Early Learning Goal)

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Year 1 PE- Learning Objectives and Knowledge Overview

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using simple movement patterns.</li> </ul>		Introduce	Revisit
PE - Curriculum	Autumn	Spring	Summer
	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• In outdoor Games, learn basic movements of running and jumping.</li> <li>• Begin to intercept and catch a ball.</li> <li>• Work with others and start to engage in competitive activities.</li> <li>• Make decisions about defending.</li> <li>• Recognise and apply rules.</li> <li>• Begin to use strategies for simple invasion games.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Practise their basic skills of travelling through a space using different levels, directions and speeds.</li> <li>• Develop their dodging skills.</li> <li>• Begin to jump for distance, using different levels, directions and creative ways.</li> <li>• Extend their jumping into hopping, skipping and springing.</li> <li>• Develop their spatial awareness.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Explore and enjoy traditional British folk dancing.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Running, jumping and throwing techniques.</li> <li>• Develop skills in athletics such as running at different speeds, changing direction, jumping and throwing.</li> <li>• Compete to improve on their own score and against others</li> <li>• Participate in team building games to develop their communication and problem solving skills.</li> </ul>



• Explore and enjoy traditional folk dances from across the world.

• Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.

**Yoga**

- Learn about mindfulness and awareness.
- Practice Yoga poses and techniques that will help them connect their mind and body and improve wellbeing by building strength, flexibility and balance.
- Develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.
- They will sometimes need to persevere to achieve their personal best.

## Year 1 PE - Progression and Assessment

### ARE

- 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 and Knowledge Overview

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	Revisit	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using simple movement patterns.</li> </ul>	Revisit	Revisit	Revisit
PE - Curriculum	Autumn	Spring	Summer
	<p><b>Games</b></p> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>• roll a ball to hit a target</li> <li>• co-ordination and to stop a rolling ball.</li> <li>• technique and control when dribbling a ball with your feet.</li> <li>• control and technique when kicking a ball.</li> <li>• co-ordination and technique when throwing and catching.</li> <li>• control and co-ordination when dribbling a ball with your hands.</li> </ul> <p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>• roll a ball towards a target.</li> <li>• track and receive a rolling ball.</li> <li>• stop, send and receive a ball with your feet.</li> </ul>	<p><b>Games</b></p> <p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>• understand what being in possession means and support a teammate to do this.</li> <li>• use a variety of skills to score goals.</li> <li>• stopping goals.</li> <li>• how to gain possession of the ball.</li> <li>• understanding of marking an opponent.</li> <li>• apply simple tactics for attacking and defending.</li> </ul> <p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• track a rolling ball and collect it.</li> <li>• accuracy in underarm</li> </ul>	<p><b>Games</b></p> <p><b>Net and Wall</b></p> <ul style="list-style-type: none"> <li>• develop racket familiarisation.</li> <li>• develop placing an object.</li> <li>• use the ready position to defend space on court.</li> <li>• returning a ball with hands.</li> <li>• returning a ball using a racket.</li> <li>• move an opponent to win a point.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• develop the sprinting action.</li> <li>• jumping for distance.</li> </ul>



	<ul style="list-style-type: none"> <li>• throwing and catching skills.</li> <li>• send and receive a ball using a racket</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• perform gymnastic shapes and link them together.</li> <li>• use shapes to create balances.</li> <li>• link travelling actions and balances using apparatus.</li> <li>• demonstrate different shapes, take off and landings when performing jumps.</li> <li>• rolling and sequence building.</li> <li>• sequence work on apparatus.</li> </ul>	<p>throwing and consistency in catching when fielding a ball.</p> <ul style="list-style-type: none"> <li>• accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.</li> <li>• striking for distance and accuracy.</li> <li>• To develop decision making to get a batter out.</li> <li>• decision making when under pressure.</li> </ul> <p><b>Dance</b></p> <p><b>THEME: Exploring space and travel</b></p> <ul style="list-style-type: none"> <li>• repeat, link and choose actions.</li> <li>• create actions and accurately copy other's actions.</li> </ul> <p><b>THEME: The Circus</b></p> <ul style="list-style-type: none"> <li>• copy, remember and repeat actions using facial expressions to show different characters.</li> <li>• perform in unison creating shapes with a partner.</li> </ul> <p><b>THEME: Mirrors</b></p> <ul style="list-style-type: none"> <li>• mirror a partner and create ideas.</li> </ul> <p><b>THEME: The Rainforest</b></p> <ul style="list-style-type: none"> <li>• copy, repeat and create actions in response to a stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• technique when jumping for height.</li> <li>• throwing for distance.</li> <li>• throwing for accuracy.</li> <li>• technique when taking part in an athletics carousel.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• understand how to run for longer periods of time without stopping.</li> <li>• co-ordination and timing when jumping in a long rope.</li> <li>• individual skipping.</li> <li>• circuit to develop stamina and agility.</li> <li>• explore exercises that use your own body weight.</li> <li>• 'ABC,' agility, balance and co-ordination.</li> </ul>
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	HARTSFIELD	<ul style="list-style-type: none"><li>• copy, create and perform actions considering dynamics.</li><li>• create a short dance phrase with a partner showing clear changes of speed.</li></ul>	
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## Year 2 PE- Progression and Assessment

### ARE

- 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 and Knowledge Overview

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> </ul>	Introduce	Revisit	
<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	Introduce		
<ul style="list-style-type: none"> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Introduce	Revisit	Revisit
<p><b>Swimming &amp; Water Safety</b></p> <ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in KS1 or KS2.</li> </ul> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>			
PE - Curriculum	Autumn	Spring	Summer
	<p>OAA – orienteering, playground and outdoor games.</p> <p>Gymnastics</p> <p>Invasion Games – Football</p> <p>Dance</p>	<p>Dance – folk dance from around the world.</p> <p>Games – Hockey &amp; Basketball</p> <p>Gymnastics</p>	<p>Athletics</p> <p>Rounders &amp; cricket.</p> <p>Muggle Quidditch</p>

## Year 3 PE- Progression and Assessment

### ARE

- 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 and Knowledge Overview

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> </ul>	Introduce	Revisit	
<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>			
<ul style="list-style-type: none"> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Introduce	Revisit	Revisit
<b>Swimming &amp; Water Safety</b> <ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in KS1 or KS2.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	Introduce		
PE - Curriculum	Autumn	Spring	Summer
	Fitness Swimming Yoga Dance Tag Rugby	Netball Gymnastics Dance Indoor athletics (Fundamentals)	Cricket Tennis Athletics Golf

## Year 4 PE- Progression and Assessment

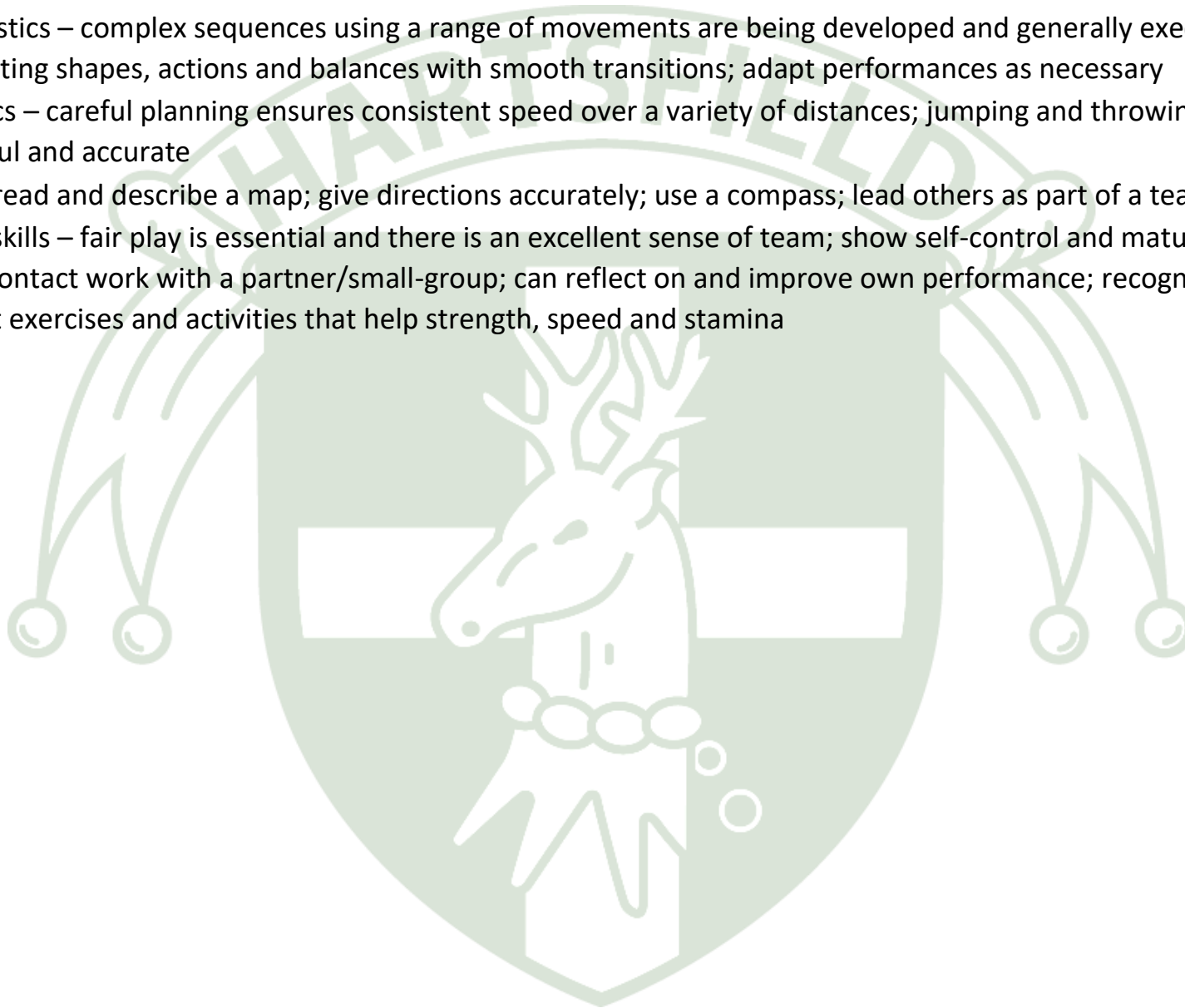
### ARE

- 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 and Knowledge Overview

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> </ul>	Introduce	Revisit	
<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>			Introduce
<ul style="list-style-type: none"> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Introduce	Revisit	Revisit
<b>Swimming &amp; Water Safety</b> <ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in KS1 or KS2.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>			Introduce
PE - Curriculum	Autumn	Spring	Summer
	Play leaders Netball Gymnastics Dance	Lacrosse Hockey Sports hall athletics Dance	Athletics Cricket Volleyball OAA Swimming 5 x 1hour sessions

## Year 5 PE- Progression and Assessment

### 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 and Knowledge Overview

PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> </ul>	Introduce	Revisit	
<ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>			Introduce
<ul style="list-style-type: none"> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Introduce	Revisit	Revisit
<b>Swimming &amp; Water Safety</b> <ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in KS1 or KS2.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>			(Introduce – safe self-rescue – PGL)
PE - Curriculum	Autumn	Spring	Summer
	Fitness Tag rugby Gymnastics Dance	Gymnastics Sports hall athletics Handball Tennis	Athletics Rounders Golf Ultimate Frisbee  PGL (OAA)

## Year 6 PE- Progression and Assessment

### 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

