Curriculum Intent

Physical Education

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| **Intent**  **A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.** | | | | |
|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Autumn 1** | 30-50  • Observes the effects of activity on their bodies.  • Understands that equipment and tools have to be used safely.  • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.  • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  • Can stand momentarily on one foot when shown | To participate in team games, developing simple tactics for attacking and defending  To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | To 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  To use running, jumping, throwing and catching in isolation and in combination | In particular, pupils should be taught to:  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations  use running, jumping, throwing and catching in isolation and in combination |
| **Implementation** | PLPs - Fundamental movement  Jo Jingles | TAG Rugby  Teacher led – fundamental movement | TAG Rugby  Nottinghamshire Building Society Tournament | Swimming  PLPs - Football |
| **Autumn 2** | 30-50  • Observes the effects of activity on their bodies.  • Understands that equipment and tools have to be used safely.  • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.  • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  • Can stand momentarily on one foot when shown | To participate in team games, developing simple tactics for attacking and defending  To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | To perform dances using a range of movement patterns  To 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  To compare their performances with previous ones and demonstrate improvement to achieve their personal best | In particular, pupils should be taught to:  swim competently, confidently and proficiently over a distance of at least 25 metres  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations  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  To perform dances using a range of movement patterns |
| **Implementation** | Teacher led - Fundamental movement  Jo Jingles | Basket Ball  PLPs - Multisport | Basket Ball  Dance | Swimming  PLPs - Football  Dance |
| **Spring 1** | 40-60  • Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  • Travels with confidence and skill around, under, over and through balancing and climbing equipment.  • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | To perform dances using simple movement patterns.  To participate in team games, developing simple tactics for attacking and defending | To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  To perform dances using a range of movement patterns  To compare their performances with previous ones and demonstrate improvement to achieve their personal best | To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| **Implementation** | Dance  Jo Jingles | Dance  PLPs – Multi sports  (Yr 1 Big moves) | PLPs  Gymnastics  Jump to it festival | Gymnastics |
| **Spring 2** | 40-60  • Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  • Travels with confidence and skill around, under, over and through balancing and climbing equipment.  • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | To 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 | To 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 |
| **Implementation** | Jo Jingles  Gymnastics | (Yr 1 Big moves)  Gymnastics  Teacher led | PLPs – Tennis  Teacher led - | PLPs - Tennis  Year 5 sports leaders |
| **Summer 1** | 40-60  • Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  • Travels with confidence and skill around, under, over and through balancing and climbing equipment.  • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | To participate in team games, developing simple tactics for attacking and defending  To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | To 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  To use running, jumping, throwing and catching in isolation and in combination  To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | To 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  To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| **Implementation** | PLPs - Multisport | Cricket  Athletics | Cricket  Athletics – teacher led (class 2 and 3 to work together) | PLPs - - Rounders  Athletics – teacher led (class 2 and 3 to work together) |
| **Summer 2** | 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. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  To participate in team games, developing simple tactics for attacking and defending | To take part in outdoor and adventurous activity challenges both individually and within a team  To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  To 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 | To take part in outdoor and adventurous activity challenges both individually and within a team  To compare their performances with previous ones and demonstrate improvement to achieve their personal best  To 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 |
| **Implementation** | PLPS - multisport | Teacher led - | Tennis  Forest School | PLPs - orienteering  Tennis  Forest School |
| Impact  Progress against the learning intentions will be mapped and monitored through teacher assessment into the statement section of Target Tracker.  The curriculum leader will monitor the effectiveness of the curriculum through pupil interviews and work scrutiny.  Evidence with gathered in line with the Sports Premium Plan | | | | |