

# PE Curriculum

The aim of our PE curriculum is to provide a broad and balanced curriculum that promotes the physical development and wellbeing of pupils- which is delivered through building children’s knowledge and skills over a sequence of lessons building year upon year. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health, fitness and overall wellbeing. We provide opportunities for children to compete in sport and other activities which build character and help to embed our family values : RESPECT- R resilience, E- empathy (fairness), S self respect, E enthusiasm, C Character , T talk

What underpins our curriculum is our drive to get all our children to be physical literate: "Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." Our sports coverage has been chosen with the needs of Valley Park children and what will help them grow into confident, healthy adults.

	<p><b>Running, Jumping, Throwing, Catching</b> (FS/KS1-Fundamentals) (KS2-Indoor &amp; outdoor athletics and rounders/cricket)</p>	<p><b>Competitive Games</b> (KS1 – games using fundamental skills; KS2 Tag rugby, handball, netball, basketball, rounders, cricket)</p>	<p><b>Flexibility, strength, technique, control &amp; balance</b> (Gymnastics &amp; Yoga)</p>	<p><b>Dance</b></p>	<p><b>OAA</b> (Inc orienteering &amp; Forest school)</p>	<p><b>Swimming</b></p>
<p><b>2FEL And Nur</b></p>	<p><b>Everyday opportunities for developing fundamental movement skills:</b>  Boosting, Climbing, Galloping, Gliding, Hopping, Jumping, Leaping, Running, Skipping, Sliding, Swinging, Wheeling  Kicking, Rolling (ball, coil, hoop) Throwing  Catching, Stopping, Trapping</p>	<p><b>Start to develop an understanding of personal best performance.</b>  Individually – Can you throw it further next time, can you catch it 5 times this time?  Move safely around the space – travelling in different directions.</p>	<p>Experiments with different ways of moving.  Can go around, under, over and through balancing and climbing equipment.  Develop strength, flexibility and focus through <b>yoga</b> activities and learn breath work to self regulate.</p>			
<p><b>Rec</b></p>	<p>Physical literacy:  Explore and develop the following fundamental skills individually, with a partner and part of a small group: agility, balance, co-ordination, running, throwing, catching, jumping and kicking  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&amp;H 40-60)  Children show good control and co-ordination in large and small movements. (PD – M&amp;H ELG)  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&amp;H 40-60)</p>	<p>Begin to understand the basic principles of competition:  Personal best performance: Can you throw it further next time, can you catch it 5 times this time?  Play a small game involving fundamental skills to teach fairness, sharing, empathy, winning and losing – relays and other fun small games etc  Play a range of chasing games</p>	<p><b>Gymnastics:</b> Explore and develop fundamental movement skills: travelling, jumping. Balancing, rocking, rolling and learn gymnastic shapes  Perform basic travelling movements  Standing balances  Rolls-egg roll, pencil roll, teddy bear roll, rocking for forwards roll, some children progressions for forwards roll down an incline  Shapes (On floor or showing shape on apparatus) – Straddle, pike, tuck, straight (Pencil shape), star  Jumps: Stationary – straight, tuck, star (jumping jack), half twist. Off bench/ small vault – straight, star</p>	<p>Join a range of different movements together.  Change the speed of their actions.  Change the style of their movements.  Create a short movement phrase which demonstrates their own ideas.  Control my body when performing a sequence of movements.  Talk about what they have done. Talk about what others have done.</p>	<p>It is not a part of NC  Develop fundamental movement skills, becoming increasingly confident. Engage in cooperative activities and scavenger hunts. Teachers to take groups out to Forest School area when can.</p>	

	<p>Experiments with different ways of moving. (PD M&amp;H 40-60)</p> <p>They move confidently in a range of ways, safely negotiating space. (PD M&amp;H ELG)</p> <p>Another focus in reception will be the Get, Set Ride programme – working on the children’s balance on bikes – so they may be able to master riding a bike so they have this life skill – and rite of passage! As well as fine motor skill links.</p>		<p>Vaults- squat onto a bench</p> <p><b>Yoga</b> - Develop strength, flexibility, control and balance through <b>yoga</b> activities and learn breath work to self regulate.</p>			
<p><b>1</b></p>	<p>Physical literacy:</p> <p>Running: Run with a basic technique over different distances. Jog and sprint in a straight line Practise basic striking, sending and receiving Can show some control when changing direction when jogging/running</p> <p>JUMPING: Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p> <p>Throw underarm and overarm Catch and bounce a ball Practice accurate throwing and catching</p>	<p>Games at KS1 will be through our fundamental skills/ Physical literacy units, but within those schemes will include:</p> <p>Follow simple rules in games – individually, pairs, small teams Develop team work Understand the importance of rules in games, understand fairness, empathy, Develop understanding of personal best performance. (and link to family value Self respect and resilience) Begin to use the terms attack and defend Introduce marking a player when playing small sided games. Use simple attacking skills such a dodging to get past a defender. Use simple defending skills such as defending a space</p>	<p><b>Gymnastics:</b> Develop fundamental movement skills: travelling, jumping. Balancing, rocking, rolling and learn gymnastic shapes.</p> <p>Perform basic travelling movements</p> <p>Standing balances, kneeling balances</p> <p>Rolls-egg roll, pencil roll, teddy bear roll, rocking for forwards roll, Progressions for forwards roll down an incline</p> <p>Shapes (On floor or apparatus) – Straddle, pike, tuck, straight (Pencil shape), star, cat spring</p> <p>Jumps: Stationary – straight, tuck, star (jumping jack), half twist, cat spring. Off bench/ small vault – straight, star</p> <p>Vault: Stationary squat onto small vault/bench (aiming for feet but many will be knees to begin with)</p> <p>.Follow Key Steps Gymnastics KS1to link with intra school competition</p> <p><b>Yoga</b> - Develop strength, flexibility, control and balance through <b>yoga</b> activities and learn breath work to self regulate.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Begin to perform learnt skills with some control.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>It is not a part of NC</p> <p>Develop fundamental movement skills, becoming increasingly confident. Engage in cooperative activities and scavenger hunts. Teachers to take groups out to Forest School area when can.</p>	
<p><b>2</b></p>	<p>Physical literacy</p> <p>Running: Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic technique</p> <p>JUMPING: Perform and compare different types of jumps: for example, two feet to two feet,</p>	<p>Games at KS1 will be through our fundamental skills/ Physical literacy units, but within those schemes will include:</p> <p>Begin to choose and use the best space in a game Follow simple rules in games – individually, pairs, small teams Develop team work Understand the importance of rules in games, understand fairness, empathy, Develop understanding of personal best performance. (and link to family value Self respect and resilience)</p>	<p><b>Gymnastics:</b> Develop fundamental movement skills: travelling, jumping. Balancing, rocking, rolling and learn gymnastic shapes.</p> <p>Increasing range of travelling movements</p> <p>Standing balances, kneeling balances, large body part balances, balances on apparatus, balances with a partner, front and back support</p> <p>Rolls-egg roll, pencil roll, teddy bear roll, rocking for forwards roll, Progressions for forwards roll down an incline</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Move in time to music.</p>	<p>It is not a part of NC</p> <p>Develop fundamental movement skills, becoming increasingly confident. Engage in cooperative activities and scavenger hunts. Teachers to take groups out to Forest School area when can.</p>	

	<p>two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p>Position the body to strike a ball Strike or hit a ball with increasing control Throw underarm and overarm with different equipment – for accuracy and distance Throw, catch and bounce a ball with a partner</p>	<p>Use at least 1 technique to attack or defend in a game. Introduce marking a player when playing small sided games.</p>	<p>Shapes (On floor or apparatus) – Straddle, pike, tuck, straight (Pencil shape), star,</p> <p>Jumps: Stationary – straight, tuck, star (jumping jack), half twist, cat spring, cat spring to straddle Off bench/ small vault – straight, star</p> <p>Vault: standing Squat onto small vault/bench (aiming for feet but many will be knees to begin with). Hurdle step onto springboard/mat</p> <p>Follow Key Steps Gymnastics KS1to link with intra school competition</p> <p><b>Yoga</b> - Develop strength, flexibility, control and balance through <b>yoga</b> activities and learn breath work to self regulate.</p>	<p>Improve the timing of their actions.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>		
3	<p>Continue to develop physical literacy:</p> <p><b>Running:</b> Run at different paces, describing the different paces. Focus on their arm and leg action to improve their sprinting technique.. Begin to select the most suitable pace and speed for distance. Be able to maintain and control a run over different distances.</p> <p><b>JUMPING:</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p>Practice the correct batting technique Demonstrate successful hitting and striking skills. Throw and catch with greater control and accuracy. Develop types of throw used. Throw a ball in different ways (slow, fast, low, high)</p>	<p>Skills for this through fundamentals where needed and start to do some small sided real games – Handball, Tag Rugby.</p> <p>Know how to keep and win back possession of the ball in a team game. Begin to apply and follow rules fairly and show empathy Develop understanding of personal best performance. (and link to family value Self respect and resilience)</p> <p>Greater understanding of space and get into it to support teammates. Use simple attacking and defending skills in a game Introduce Team striking and fielding games – to include adapted versions of rounders: Use fielding skills to stop a ball travelling past them</p>	<p><b>Gymnastics:</b> Develop actions, skills, movements and sequences. Including – shapes, jumping, rolling, travelling and balancing, weight on hands Range of travelling movements</p> <p>Standing balances, kneeling balances, large body part balances, balances on apparatus, matching and contrasting balances with a partner, front and back support</p> <p>Rolls- Progressions for forwards roll down an incline, Forwards roll on a flat mat, rocking early progressions for backwards roll</p> <p>Jumps: Stationary – straight, tuck, star (jumping jack), half twist, cat spring, cat spring to straddle, cat leap Off bench/vault – straight, star, tuck, straddle</p> <p>Vault: run up with hurdle step- squat onto small vault – leading to medium sized vault for Greater depth.</p> <p>Hurdle step onto springboard</p> <p>Follow Key Steps Gymnastics KS2to link with intra school competition and inter- school competition -school games.</p> <p><b>Yoga</b> - Develop strength, flexibility, control and balance through <b>yoga</b> activities and learn breath work to self regulate.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Identify symbols used on a key.</p> <p>Identify and use effective communication to begin to work as a team.</p>	

4	<p>Still some physical literacy and fundamental skills where needed.</p> <p>Running: Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Understand the importance of adjusting running pace to suit the distance being run. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Begin to combine running with jumping over hurdles.</p> <p>JUMPING: Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p>Throwing and catching with accuracy and correct technique – varying the different passes</p>	<p>Keep Developing understanding of personal best performance. (and link to family value Self respect and resilience)</p> <p>Begin to help their team win back and keep possession of the ball in team games. Make the best use of space to pass and receive the ball. Begin to use a range of attacking and defending skills in a game. Continue to play striking and fielding games – to include adapted versions of rounders: Use fielding skills to prevent other team from scoring. Adapt rules to alter games Invasion games to include a selection from: Handball, Tag Rugby.</p>	<p>Gymnastics: Develop actions, skills, movements and sequences. Including – shapes, jumping, rolling, travelling and balancing, weight on hands</p> <p>Range of travelling movements</p> <p>1, 2 3 and 4 point balances on floor and apparatus, counter balances with a partner, front and back support</p> <p>Rolls- Progressions for forwards roll down an incline, Forwards roll on a flat mat, backwards roll to knees down an incline</p> <p>Jumps: Stationary – straight, tuck, star (jumping jack), half twist, cat spring, cat spring to straddle, cat leap, cat leap half turn Off bench/vault – straight, star, tuck, straddle, pike</p> <p>Vault: run up with hurdle step- squat onto small vault – leading to medium sized vault for Greater depth. Straddle onto vault</p> <p>Hurdle step onto springboard</p> <p>Follow Key Steps Gymnastics KS2to link with intra school competition and inter- school competition -school games.</p> <p><b>Yoga</b> - Develop strength, flexibility, control and balance through <b>yoga</b> activities and learn breath work to self regulate.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression and increasing control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p>	<p><b>Swim confidently, competently, proficiently over 25m</b></p> <p><b>Use a range of strokes</b></p> <p><b>Perform safe self-recue</b></p>
5	<p>Running: Continue to practise and refine their technique for sprinting focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Focus on trail leg and lead leg action when running over hurdles.</p> <p>JUMPING: Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy.</p> <p>Use different techniques to hit a ball</p>	<p>Keep developing understanding of personal best performance. (and link to family value Self respect and resilience)</p> <p>Increased help to their team to win back and keep possession of the ball in team games. Demonstrates an increasing awareness of space to pass and receive the ball in a game. Chooses a range of attacking and defending skills in a game. Use fielding skills to prevent other team from scoring. Devise and adapt rules to create their own games Invasion games to include a selection from: Handball, Basketball, Netball,</p>	<p>Gymnastics: Develop actions, skills, movements and sequences. Including – shapes, jumping, rolling, travelling and balancing, weight on hands</p> <p>Range of increasingly more difficult travelling movements</p> <p>1, 2 3 and 4 point balances on floor and apparatus, paired acro balancing, front and back support,</p> <p>Rolls- Progressions for forwards roll down an incline, Forwards roll on a flat mat, backwards roll to knees and leading to standing.</p> <p>Jumps: Stationary – straight, tuck, star (jumping jack), half twist, cat spring, cat spring to straddle, cat leap, cat leap half turn, split leap Off bench/vault – straight, star, tuck, straddle, pike</p> <p>Vault: run up with hurdle step- squat onto small vault – leading to medium sized vault for Greater depth.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together, ensuring their actions fit the rhythm of the music.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<ul style="list-style-type: none"> <li>• Team building</li> <li>• Problem-solving activities</li> </ul> <p>Off site – Garden project with other schools</p>	<p>Parents informed if children do not meet standards at end of Y4– to encourage them to take their children.</p>



Some of our choices have been based on information from the School Sport and Activity Action Plan 2019:

- Sport and physical activity also feed into other important cross-government priorities such as the ambitions to increase active travel through cycling and walking to school, as set out in the Department for Transport's statutory Cycling and Walking Investment Strategy<sup>7</sup>.
- All children and young people take part in at least 60 minutes of physical activity every day. To meet the Chief Medical Officers' guidance on physical activity, schools, parents and the sport sector must work together to ensure that children and young people have access to at least 60 minutes of physical activity every day. As set out in the Childhood Obesity Plan, at least 30 minutes should take place in schools, and the remaining 30 outside the school day.
- Sport is one of the Department for Education's five foundations for building character and help young people to develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play.
- All sport and physical activity provision for children and young people is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active. Physical literacy is a core element of early learning and should be at the heart of all sport and physical activity for children and young people. All sport and physical activity provision for children and young people should be designed around the principles of physical literacy, focused on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity. A lot of work in FS1/2 and KS1 is on the fundamental skills.

Many things we do in PE are linked to the PD curriculum and are highlighted there. Every lesson we try to ensure children are aware of what exercise does for us, how we keep healthy, how exercise helps with mental and physical wellbeing in a variety of ways.