



Sandfield Primary School

Subject area: PE.

The national curriculum for physical education aims to ensure that all pupils:

- develop confidence and competence to excel in a broad range of physical activities.
- are encouraged to be physically active for sustained periods of time.
- lead healthy, active lives and embed values such as fairness and respect.
- develop the confidence and skills to engage in competitive sports and activities.

EYFS & Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of situations. Pupils should be taught 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.
- participate in team games, developing simple tactics for attacking and defending.
- embed the values of fairness, respect, communication and collaboration.
- perform dances using simple movement patterns.
- set personal challenges to improve their skills and performance.



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	Year R	Year 1	Year 2
HEALTHY BODY AND MIND (Learning for life)	<ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). • An understanding of the need for PE uniform in relation to correct clothing and footwear to promote safety. • Awareness of how exercise is important for a healthy lifestyle and mind. • Importance of warming up and cooling down. • The role of the school values in sport in particular self- belief, resilience , courage and communication. 		
GAMES UNDERSTANDING	<ul style="list-style-type: none"> • Work individually and with others. Engage in cooperative physical activities • Participate in team games. • Understand how to use equipment safely. 	<ul style="list-style-type: none"> • Begin to apply basic movements in a range of activities • Work individually and with others. Engage in cooperative physical activities. • Engage in competitive physical activities (both against self and against others) • Participate in team games. • Understand how to use equipment safely. • Starting to learn the importance of communication, working in a team and team success 	<ul style="list-style-type: none"> • Engage in competitive physical activities (both against self and against others) • Participate in team games • Developing simple tactics for attacking and defending. • Able to reflect on and develop skills to improve. • Understand how to use equipment safely. • The importance of communication, working in a team and team success

<ul style="list-style-type: none"> • INVASION GAMES- ACTIVE PLAY 	<ul style="list-style-type: none"> • To be able to move and stop confidently, negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. • Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games: • Roll a ball or hoop 	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played.(spacial awareness) • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: <ul style="list-style-type: none"> -Throw different sized balls accurately to a target using increasing control., -Explore throwing and catching in 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition.
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	<ul style="list-style-type: none"> • Throw a ball underarm • Explore balancing. 	<p>different ways.</p> <p>-Explore kicking in different ways with increasing control.</p>	<ul style="list-style-type: none"> • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • Be able to pass and stop a ball to a team mate accurately. • Understand how to intercept a moving ball. • Understand role of attacker and defender.
<p>NET AND BALL</p>		<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. . • Hit a ball with control using an appropriate object. • Development of hand/eye co-ordination skills. 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • With guidance decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • To develop hand eye co-ordination to be able to receive and send balls using equipment.

<p>STRIKING AND FIELDING.</p>		<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: <ul style="list-style-type: none"> -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object. o Explore throwing and catching in different ways 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • To be able to hit a ball accurately using a piece of equipment.
<p>ATHLETICS</p>	<ul style="list-style-type: none"> • Learn skills of running, jumping and throwing with a range of equipment. • Vary speed of running based on commands given. • Use comparative language i.e. faster, longer, and be able to physically demonstrate this. 	<ul style="list-style-type: none"> • Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running. -Know how to improve their technique for running at speed. 	

<ul style="list-style-type: none"> • GYMNASTICS 	<ul style="list-style-type: none"> • Move confidently and safely in their own and general space. (Negotiating space effectively - under, round, over equipment and obstacles) • Move and stop, recognising both commands and acting upon them immediately. • Show contrast with their bodies including tall/short, wide/thin, straight/curved) • Copy simple movements and simple sequences. • Make shapes with their bodies, according to commands. • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. • Move confidently and safely in their own and general space, using change of speed and direction. • Copy, create and link movement phrases with beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Can they explore different ways of stretching, balancing, rolling, and travelling 	<ul style="list-style-type: none"> • Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. • Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. • Create routines which have a clear beginning and ending. • Work with a partner sharing ideas and creating a simple sequence. • Knows how to hop, jump and leap and understands how to in a variety of ways. • Knows how to move safely on equipment.
<ul style="list-style-type: none"> • DANCE 	<ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • To be able to negotiate space confidently, using appropriate strategies. • To be able to use their bodies to imitate motifs from stories and topics 	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli. • Move confidently and safely in their own general space using changes of speed level and direction. • Begin to compose and link movements to make simple beginnings, middles and ends. 	<ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance. • Explore the change of rhythm, speed, level and direction. • Compose and perform short dances that express and

	<p>such as animals, trees, etc...</p> <ul style="list-style-type: none">• To begin to respond with their bodies to different types of music.	<ul style="list-style-type: none">• Perform movement phrases using a range of body actions and body parts.	<p>communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>
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Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, dodgeball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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.



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	Year 3	Year 4	Year 5	Year 6
HEALTHY BODY AND MIND (learning for life)	<ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments. • Understanding that they can set personal challenges to improve through a positive attitude. • The role of the school values in sport in particular self- belief, resilience , collaboration, problem solving , courage and communication. 			
GAME UNDERSTANDING	<ul style="list-style-type: none"> • Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. • Pupils can identify when they are successful and the next steps in their learning • Pupils are able to identify the sporting spirit values. Know that games need to be played fairly for enjoyment. • They can give examples of when they could demonstrate them during a game situation. • Understand how to use equipment safely. 		<ul style="list-style-type: none"> • Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. • Pupils are able to assess their own performance and the performance of others to identify areas for development. • Pupils consistently demonstrate the sporting spirit values in a range of games situations • Understand how to use equipment safely. • Know how to be respectful to other teams as well as own, behaving as role models. 	

INVASION GAMES	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender. • Landing and footwork • Shooting technique. • Passing and catching techniques(body positioning). • Safe tag rugby tackling technique. • Correct stick handling and dribbling (hockey) • Move into space to help support a team. • Defend an opponent and try to win the ball. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. • Re-teach safe tag rugby tackling techniques. • Pass under pressure-accuracy and distance. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. • Understand the need for control when throwing and catching and using equipment. 	<ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. • Different types of tackling-foot speed and footwork. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action and position for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending.
NET & BALL GAMES	<ul style="list-style-type: none"> • Return a ball to a 	<ul style="list-style-type: none"> • To play a continuous 	<ul style="list-style-type: none"> • Develop wider range of 	<ul style="list-style-type: none"> • Use a wider range of skills in

	<p>partner. Use basic racket skills.</p> <ul style="list-style-type: none"> • Play a range of basic shots. • Move quickly around the court using a variety of movement patterns. 	<p>Game.</p> <ul style="list-style-type: none"> • Use a range of basic racket skills and variety of shots in different areas of the court. • Striking the ball when moving. • Understand scoring in tennis. • Practice serving accurately • Demonstrate good footwork on the court. • Return to the ready position to defend my own court. 	<p>skills and begin to use these under some pressure.</p> <ul style="list-style-type: none"> • Focus on backhand and forehand. • Improve service technique • Demonstrate various types of tennis shots. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. 	<p>game situations. Introduce lobs and smashes.</p> <ul style="list-style-type: none"> • Review backhand, forehand and service techniques. • Apply service in gameplay. • Play cooperatively with a partner / in a team. • Demonstrate good decision making when making shots within a game. • Identify and use a variety of tactics.
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<p>STRIKING & FIELDING GAMES-cricket</p>	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. 	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills with increasing accuracy. • Strike a bowl and ball after a bounce. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations. • Striking and running between wickets. • Apply some simple cricket rules. 	<ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation. • Scoring runs safely (calling when running). • Throwing and catching under pressure
<p>DANCE</p>	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. 	<ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships in a dance. 	<ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group
	<ul style="list-style-type: none"> • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities. 	<ul style="list-style-type: none"> • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently. • Describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve their own and other people's work. 	<ul style="list-style-type: none"> to choreograph motifs and structure simple dances. • Adapt and refine actions, dynamics and relationships to improve a dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine their own and others' work. • Knows which muscles are involved in different movements

<p>GYMNASTICS</p>	<ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Choose actions that flow well into one another. • Adapt sequences to suit different types of apparatus. <ul style="list-style-type: none"> • With help, recognise how performances could be improved. 	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the control and quality of their movements. • Watch, describe and suggest possible improvements to a performance. 	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. 	<ul style="list-style-type: none"> • Understand what counter balance and counter tension is and show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Suggest changes and use feedback to improve a sequence.
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<p>ATHLETICS</p>	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record my distances, numbers and times. 	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Introduce javelin and shot put and safety guidance. Demonstrate different throwing techniques. • Throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines. • Sprint training drills • Hurdling and throwing technique drills. 	<ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine.
<p>OAA</p>	<ul style="list-style-type: none"> • To follow and give instructions. • Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve 	<ul style="list-style-type: none"> • Accurately follow and give instructions. • Work effectively with a partner and a small group. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies 	<ul style="list-style-type: none"> • Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. • Work effectively with a partner and a small group, sharing ideas and 	<ul style="list-style-type: none"> • Work effectively with a partner and a group. • Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem.

	<p>problems.</p> <ul style="list-style-type: none"> • Reflect on when and why I was successful at solving challenges. • Developing basic map reading skills. 	<p>to solve problems.</p>	<p>agreeing on a team strategy.</p> <ul style="list-style-type: none"> • Use critical thinking to approach a task. • Navigate around a course using a map. 	<ul style="list-style-type: none"> • Reflect on why and how they are successful at solving challenges and adapt methods in order to improve. • Orientate and map efficiently to navigate around a course. • Can set measurable and realistic personal challenges.
<p>SWIMMING</p>		<ul style="list-style-type: none"> • A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. <p>Targets:</p> <ul style="list-style-type: none"> • 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] 		<ul style="list-style-type: none"> • A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. <p>Targets:</p> <ul style="list-style-type: none"> • 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]



		<ul style="list-style-type: none">• perform safe self-rescue in different water-based situations.		.perform safe self-rescue in different water-based situations.
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