



### Level Expected at the End of EYFS

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We have selected the Early Learning Goals that link most closely to the PE National Curriculum.

- Experiments with different ways of moving.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- 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. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Shows understanding of how to transport and store equipment safely.
- Uses simple tools to effect changes to materials.

### Physical Development (Health and Self-Care)

- Practices some appropriate safety measures without direct supervision.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- 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.

### **Key Stage 1 National Curriculum**

During Years 1 and 2, pupils should be taught to 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 increasingly challenging 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
- perform dances using simple movement patterns.

### **Lower Key Stage 2 National Curriculum**

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, 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 gymnastics]
- 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.

Extra-curricular opportunities for children to develop talents and interests;

- After school clubs (a minimum of one per half-term) including traditional sports (e.g. cricket, football)

## **Intent**

At Piddle Valley CE First School we believe that Physical Education is a vital contributor to children's physical development, health and mental well-being. It is our intention to provide a broad and balanced curriculum across both key stages provides opportunities for pupils to develop their self confidence, manage their bodies within a variety of movement situations, and acquire knowledge about how safe exercise is good for their health and mental well-being. Our PE curriculum directly supports, and helps children to understand, our school core Christian values – Creativity, Responsibility, Respect, Courage and forgiveness. The school believes that a planned curriculum that provides a scheme of work based upon developing movement skills yearly, opportunities for appropriate challenge and competition, promotes fair play, has opportunities for leadership and that is inclusive, will provide all children with an enjoyable and stimulating experience.

## **Implementation**

At Piddle Valley CE First School we commit to provide a selection of suitably differentiated and logically developed tasks so all children, irrespective of their innate ability, can be motivated to further develop their potential and enjoy the feeling of success. This is underpinned by providing a safe and supportive environment at all times. When and where possible we provide opportunities for children to be inspired by local and national athletes that promote fairness, teamwork, perseverance and commitment. All the pupils participate daily in the 'Golden Mile'.

## **Impact**

The impact of providing a range of opportunities and experiences will be seen across the school with all pupils developing fundamental movement skills such as running, jumping, throwing and catching, balance, agility and coordination to become increasingly more competent and confident. As well as;

- Develop the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- Participate in team games developing tactics for attacking and defending.
- Participate in competitive games, modified for their age and ability.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of simple movement patterns.
- Take part in outdoor and adventurous activities.
- Develop an understanding of the effects of exercise on the body and appreciate the value of exercising safely.
- Work independently and as part of a team, developing communications skills and responding positively towards others.
- Develop a sense of safe practice.

<b>ALL YEARS Cycle 1 2021/22</b>	<b>Autumn Term 1.1</b>	<b>Autumn Term 1.2</b>	<b>Spring Term 2.1</b>	<b>Spring Term 2.2</b>	<b>Summer Term 3.1</b>	<b>Summer Term 3.2</b>
	<b>Wellbeing &amp; Health</b>					
<b>R/Y1</b>	<b>Attack &amp; Defence(R)</b> Jumping Walking	<b>Ball Skills(R)</b> Feet Hands	<b>Dance(R)</b> Dinosaurs Nursery Rhymes Ourselves	<b>Gymnastics(R)</b> High, Low, Under, Moving	<b>Locomotion(R)</b> Jumping Running	<b>Teambuilding(R)</b>
<b>Y2</b>	<b>Attack &amp; Defence</b> Dodging Jumping	<b>Ball Skills</b> Feet Hands	<b>Dance</b> Explorers Mr. Candy's sweet factory Water	<b>Gymnastics</b> Linking Pathways	<b>Locomotion</b> Dodging Jumping	<b>Teambuilding</b>
<b>Y 3/4</b>	<b>Athletics (3)</b> Competition Running Throwing & Jumping	<b>Wellbeing &amp; Health</b>	<b>Dance(3)</b> Weather Wild Animals Witches & Wizards	<b>Gymnastics(3)</b> Symmetry & Asymmetry	<b>Outdoor Adventure(3)</b> Communication & Tactics Orienteering Problem Solving	<b>Games(3)</b> Invasion Net/Wall Striking & Fielding
<b>ALL YEARS Cycle 2 2022/23</b>	<b>Autumn Term 1.1</b>	<b>Autumn Term 1.2</b>	<b>Spring Term 2.1</b>	<b>Spring Term 2.2</b>	<b>Summer Term 3.1</b>	<b>Summer Term 3.2</b>
	<b>Wellbeing &amp; Health</b>					
<b>R/Y1</b>	<b>Attack &amp; Defence(1)</b> Jumping Running	<b>Ball Skills(1)</b> Feet Hands	<b>Dance(1)</b> Growing Heroes The Zoo	<b>Gymnastics(1)</b> Body Parts Wide, Narrow, Curled	<b>Locomotion(1)</b> Dodging Jumping	<b>Teambuilding(1)</b>
<b>Y2</b>	<b>Attack &amp; Defence</b> Dodging Jumping	<b>Ball Skills</b> Feet Hands	<b>Dance</b> Explorers Mr. Candy's sweet factory	<b>Gymnastics</b> Linking Pathways	<b>Locomotion</b> Dodging Jumping	<b>Teambuilding</b>

			Water			
Y3/4	<b>Athletics(4)</b> Throwing Jumping	<b>Wellbeing &amp; Health</b>	<b>Dance(4)</b> Cats Space World war II	<b>Gymnastics(4)</b> Bridges	<b>Outdoor Adventure(4)</b> Communication & Tactics Orienteering Problem Solving	<b>Games(4)</b> Invasion Net/Wall Striking & Fielding





