

Curriculum 2022-23

PE

LE

Love, Learn, Discover



Christ Church C.E
Primary School

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Lark Hill Community
Primary School

Love, Learn, Discover



Lewis Street
Primary School



Physical Education Curriculum

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Physical Education Curriculum

Aims

The National Curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Intent

What are we trying to achieve for our children in PE?

We would like children to develop the key values of respect, self-belief and self-confidence through physical development. Additionally, we want our children to develop an understanding of healthy lifestyles (through making good choices linking to diet as well as being active for the recommended 60 minutes per day) which can be transferable to children's everyday lives, beyond primary school. Children's experiences of physical development will be broadened by providing access to a range of sports and opportunities, including the opportunity to challenge themselves, both personally and in competitive team environment. We aim to create and embed a curriculum to develop resilience and independence, which will be underpinned by the desire for all children to enjoy PE.

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Implementation

How is the curriculum delivered?

- Ensure that, as a minimum, every child has access to 2 hours of PE per week for KS1 and KS2. EYFS access one hour of PE per week to support transition to KS1.
- In EYFS, we have placed a focus on gymnastics to address our Early Learning Goals of negotiating space, developing strength, balance and co-ordination and to move energetically through jumping, skipping and climbing.
- Opportunities to allow all children to meet the national target of 60 active minutes as recommended by the Chief Medical Officer. This includes: fitness workouts, Daily Mile and lunchtime clubs to achieve 30 minutes within school.
- As an active member of our WEB Alliance cluster and Salford Schools Sports Partnership ensures increased prospects to competitions, festivals and events in our community to expand our pupil's horizons.
- We actively undertake any CPD opportunities to upskill our sports coaches and other teaching staff in order to provide our own extra-curricular clubs, lunchtime activities and interventions.
- Links with various foundations and clubs from our local community, such as: Foundation92, Salford Reds and Empower Dance Studio. These links provide children with specialist coaching as well as the opportunity to expand their horizons

Impact

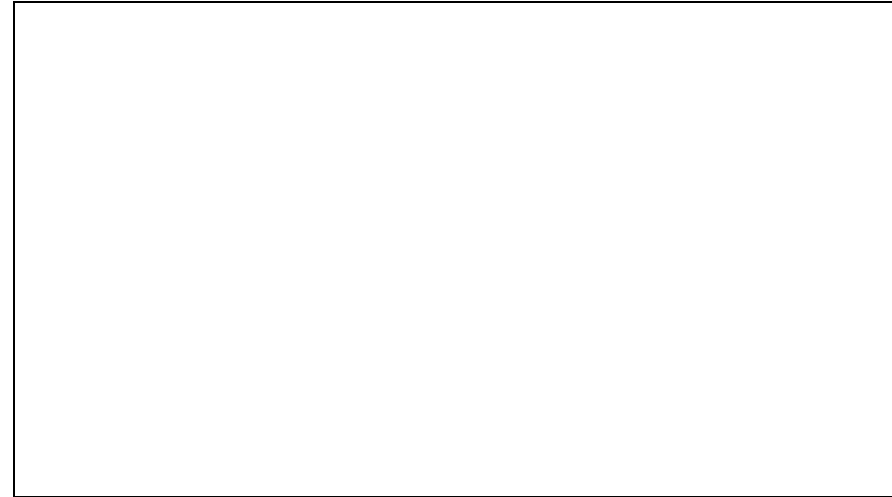
What difference is the curriculum making?

- Increased levels of participation in a variety of exercises resulting in higher levels of fitness. More children are accessing 30 minutes of exercise per day both in school and through extra-curricular clubs.
- Pupils are accessing a wider range of sports through their PE lessons.
- All children now have the opportunity to represent the school or partnership in inter-school competitions.
- Increased levels of participation in after school clubs and community clubs.
- Pupils are developing higher levels of self-confidence, resilience, respect and self-belief through the outdoor provisions and WEB cluster competitions.

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outside of school by accessing their programs out of school time.

- Aim to ensure a wide variety of clubs are on offer which is applicable to children of all ages and interests. We gain pupil voice through the school council representatives to gauge popularity of certain sports and activities which then informs our choice of extra-curricular clubs.
- Ensure the curriculum and expectations offered are age appropriate with increased levels of knowledge, fitness, technique and vocabulary through each year group. This is achieved by using a clearly sequenced progression of skills document to ensure consistent development.



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Threshold Concepts

In our curriculum, we define the threshold concepts which link all aspects of PE as:

Basic movements – Children will 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. As the children progress through the curriculum, children will run, jump, throw and catch in isolation and in combination. Additionally, children will develop flexibility, strength, technique, control and balance through a range of sports, including gymnastics and athletics.

Attacking and defending – Participating in team games will allow children to develop simple tactics for attacking and defending. This will later advance to involve competitive games (modified where appropriate) to allow children the opportunity to apply basic principles suitable for attacking and defending in a range of sporting activities.

Movement patterns and performance – All children will perform dances in a range of movement patterns. This will begin with simple movement patterns and develop into sequences and short routines.

Swimming proficiency - As proficient swimmers, children will be able to swim competently, confidently and proficiently over a distance of at least 25 meters using a range of different strokes effectively. Children will also be able to perform safe self-recue in different water-based activities.

Outdoor and adventurous activity – Our children will take part in outdoor and adventurous activity challenges both individually and within a team.

Evaluation – Children in KS2 will be supported in comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

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EYFS curriculum		
What an EYFS child needs to understand?	What they need to know and do:	Impact on development:
Core strength and co-ordination	<ul style="list-style-type: none"> • Having control over their bodies • Completing deliberate movements with confidence • Be able to sit up, stand still, maintain balance and move in a coordinated way • Have increasing confidence on a tricycle or balance bike. 	<ul style="list-style-type: none"> • Developing: <ul style="list-style-type: none"> -Core strength -Stability -Balance -Spatial awareness -Co-ordination -Agility
Gross motor skills	<ul style="list-style-type: none"> • Demonstrate strength, balance and co-ordination when playing • Move energetically, such as: running, jumping, dancing, hopping, skipping • Negotiate space and obstacles safely • Have increasing confidence, agility and flexibility • Develop weight bearing skills which will develop upper arm strength, mobility, control and balance 	<ul style="list-style-type: none"> • Developing: <ul style="list-style-type: none"> -A healthy body -Social skills -Emotional well-being. -Muscle strength -The ability to take well intentioned safe risks
Fine motor skills	<ul style="list-style-type: none"> • Hand-eye co-ordination • Positional awareness • Increasing fine motor strength and co-ordination 	<ul style="list-style-type: none"> • Being more able to get dressed/changed • Pulling up zips on coats • Using scissors

Physical Development Programme

In planning and guiding children’s development, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Activities must be planned to support all three areas of physical development growth: **core strength and co-ordination** – the ability to keep their position and move from the center of their body outwards, **gross motor skills** – developing the use of their whole body, and **fine motor skills** – the involvement of small muscles working with the brain and nervous system to control movements. Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.



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Years 1 to Year 6 Curriculum						
Year 1	Basic movements (gymnastics and athletics)	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Hold balances with good body tension • Make their body tense, relaxed, curled and stretched • Have body control when travelling and balancing • Climb safely • Recognise different shapes <p>Athletics:</p> <ul style="list-style-type: none"> • Throw and catch with a partner 	<ul style="list-style-type: none"> • Catch a large ball • Move a ball around different parts of their body and equipment • Roll, kick, pat/bounce different equipment • Keep the score • Follow rules • Play with others and share equipment • Understand what space is 	<ul style="list-style-type: none"> • Respond to a stimulus • Plan and show short sequences of movement (2 movements) • Travel rhythmically using different speed and direction • Make rounded spiky movements with their body • Perform a basic dance • Dance with some co-ordination and control 			<ul style="list-style-type: none"> • Talk about how a stimulus/performance makes me feel

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	<ul style="list-style-type: none"> Aim towards a target 	and how to find it	<ul style="list-style-type: none"> Use their imagination Create short dance Copy dance moves 			
Year 2	Basic movements <ul style="list-style-type: none"> Gymnastics: <ul style="list-style-type: none"> Make a sequence by linking basic balances/movement together Plan a sequence using 'rules' Hold start and end positions in my sequence Change speed, level and direction Show control and good tension 	Attacking and defending <ul style="list-style-type: none"> Keep the score Invent rules and scoring systems Follow rules Choose the right equipment to play a game Decide where the best place to be is during a game Use a variety of equipment with consistency and control Link different skills together 	Movement patterns and performance <ul style="list-style-type: none"> Remember and repeat movement patterns Improvise and use imagination Show a mood/feeling using linked movement Dance with increasing control and co-ordination Change the shapes of my body when moving and standing still 	Swimming proficiency	Outdoor adventurous activity	Evaluation <ul style="list-style-type: none"> Watch other's sequences and positively feedback Talk confidently about how a stimulus/movement makes them feel Make others feel successful



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	<ul style="list-style-type: none"> • Travel on different parts on my body • Hold a balance • Climb and jump safely on apparatus • Know the 10-point shape sequence <p>Athletics:</p> <ul style="list-style-type: none"> • Aim towards different size targets • Developing throwing ability of different equipment over different distances • Compete short sprinting races 	<ul style="list-style-type: none"> • Dribble using hands/feet or stick • Change direction and speed • Use a basic tactic in a game 	<ul style="list-style-type: none"> • Move to a rhythm in different speed and direction • Copy and adapt patterns of movement • Know the difference between canon and unison • Perform a movement to others 			



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Year 3	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Sequence and perform 3-4 movements with controlled start and end positions • Share and create ideas with a partner to create a sequence • Hold balances for a count of 3 with good body tension • Travel around, over and on apparatus with smooth transitions • Transfer floor work onto apparatus safely and carefully <p>Athletics:</p>	<ul style="list-style-type: none"> • Explain and understand the rules of a game • Suggest practices to make play better • Agree rules with others and try to play to fairly • Pass and receive a ball in different ways • Signal for a ball • Effectively use tactics • Keep possession • Show good agility in small sided games 	<ul style="list-style-type: none"> • Imaginatively respond to stimulus • Create and remember a motif that fits to a theme • Talk about a dance using descriptive words • Work in unison and ‘follow the leader’ • Share and create movement patterns and phrases with a partner and with a small group • Dance with clear shapes and footwork • Dance with control and co-ordination 		<ul style="list-style-type: none"> • Move from one location to another following a map • Use clues to follow a route • Work with others to solve a problem • Give clear instructions to others • Follow 4 compass directions • Follow a route safely 	<ul style="list-style-type: none"> • Discuss what makes a good performance by comparing and contrasting • Identify what events a child is best at • Say why their team was successful



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	<ul style="list-style-type: none"> • Use 2 dynamic's in my performance e.g varying speeds, directions, shapes and levels • Run at fast, medium and slow speeds, and change direction • Take part in a relay activity, remembering when to run and what to do • Throw a range of equipment using basic technique • Change methods of throwing for different distances 		<ul style="list-style-type: none"> • Perform with some rhythm • Perform with increasing control and consistency • Perform under limited pressure • Change speed and level • Improvise freely 			



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Year 4	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Select favourite movements and create a sequence including starting and ending positions • Adapt sequences for different apparatus • Hold most balances with good tension and extension • Hold shapes in the air momentarily • Work in a controlled way whilst travelling around others 	<ul style="list-style-type: none"> • Make a game more challenging • Be aware of space and use it to support team-mates and cause problems for the opposition • Move into a space to shoot or score • Play different roles in a team • Demonstrate how to adapt a game to suit all abilities • Play small sided games e.g 3v1,3v3 	<ul style="list-style-type: none"> • Perform in character • Communicate a mood/feeling • Describe a dance using descriptive and movement language • Remember and improve a dance on my own and with a friend (3 phases) • Work with a partner to mirror, follow or in unison • Work in a small group or with a partner to create a dance that suits a theme • Perform with increasing rhythm, 	<ul style="list-style-type: none"> • Swim 50-100 meters and keep swimming for 45 to 90 seconds • Use 3 different strokes, swimming on one' front and back • Control breathing • Swim confidently and fluently on the surface and under water • Work well in groups to solve specific problems and challenges, sharing out the work fairly • Recognise how swimming affects body and pace 	<ul style="list-style-type: none"> • Orientate a map using a starting point • Use clues • Follow a map in a familiar context using symbols to help • Work with others to solve a problem • Follow a route accurately, safely and within a time limit 	<ul style="list-style-type: none"> • Compare and contrast performance using athletic vocabulary • Constructively comment on other's and their own movements • Describe good swimming technique and show and explain it to others



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	<p>on floor/apparatus</p> <ul style="list-style-type: none"> • Link travelling and jumping with fluency, control and consistency <p>Athletics:</p> <ul style="list-style-type: none"> • Perform a range of jumps with consistent technique and run up • To know and show the different between sprinting and running • To know the basic ideas of relay • Introduce correct technique for javelin, shotput and discus 	<ul style="list-style-type: none"> • Field from different positions • Strike a ball through the air in different directions • To select and use appropriate tactics • Throw accurately in different ways using good technique • Hit a target • Hit/throw over a net • Throw and catch a ball 	<p>control and balance in shape and action</p> <ul style="list-style-type: none"> • Perform movement patterns and motifs • Perform jumps with control • Link sections together using movement 	<ul style="list-style-type: none"> • Use efforts to meet different challenges • Suggest activities and practices to help improve one's own performance <p>Some children will begin to:</p> <ul style="list-style-type: none"> • Swim further than 100 meters • Swim fluently and confidently for over 90 seconds • Use all 3 strokes with control • Swim short distances using butterfly • Breathe so that the pattern of my swimming is not interrupted • Perform a wide range of personal survival 		
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				techniques confidently <ul style="list-style-type: none"> • Know what different tasks demand of one's body and pace • Use one's efforts well to meet challenges 		
Year 5	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
	Gymnastics: <ul style="list-style-type: none"> • Create an extended sequence to music • Adapt sequences for different apparatus and abilities • Compare and contrast gymnastic sequences 	<ul style="list-style-type: none"> • Choose the best tactics for attacking and defending • Actively seek out space • Try to win in a determined and controlled way • Position oneself to receive balls in different ways 	<ul style="list-style-type: none"> • Respond to different stimuli • Compose one's own dances in a creative and imaginative way • Name and use compositional devices e.g mirroring, matching, unison, canon, repetition • Talk about a dance using 		<ul style="list-style-type: none"> • Use 8-point compass directions • Find the starting position • Use clues to follow a route in an unfamiliar context • Listen to others ideas and follow their instructions • Walk/ run confidently alone 	<ul style="list-style-type: none"> • Control feelings whether winning or losing • Recognise the best parts of an individual and team • Help team-mates using positive and helpful comments



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	<ul style="list-style-type: none"> • Use and follow a success criterion • Consistently use good body tension and extension • Use flight to make shapes in the air • Use apparatus safely and imaginatively independently and with a partner • Use controlled movements and combine direction, speed, balance and shape <p>Athletics:</p> <ul style="list-style-type: none"> • Change throwing actions to achieve accuracy and distance • Aim towards and hit a target 	<ul style="list-style-type: none"> • Play and apply skills and tactics in small sided games • Vary tactics according to what is happening e.g marking an opponent • Move the ball with control using one and two hands • Dribble a ball whilst moving • Keep possession of the ball • Strike and throw a ball in different directions • Confidently use different equipment • Plan and create a game with others 	<p>appropriate language</p> <ul style="list-style-type: none"> • Carefully dance around others • Develop movement with a partner • Perform with clear dynamics, precise footwork and understanding of mood • Perform with expression • Refine and improve dance using different styles of movement • Show changes in mood and feeling • Perform independent dance as part of whole class dance • Dance to different rhythms 		<p>or with others over a long distance</p> <ul style="list-style-type: none"> • Follow a map in a more demanding familiar context 	
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	<ul style="list-style-type: none"> Sprint over a short distance and keep a pace over a long distance Take part in a relay Adapt skills for indoor and outdoor athletics 					
Year 6	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
	<p>Gymnastics:</p> <ul style="list-style-type: none"> Create and perform an 8-element sequence Apply skills in different situations Combine independent 	<ul style="list-style-type: none"> Know and understand different positions Follow specific rules Explain complicated rules Understand the importance of 	<ul style="list-style-type: none"> Respond to musical stimulus independently, with a partner and in a small group Create imaginative dances by linking movements together Use movement and dynamics to 		<ul style="list-style-type: none"> Map read in unfamiliar environments Have an awareness of the effects of weather and suitable clothing Work with others to create strategies to solve problems 	<ul style="list-style-type: none"> Use a success criterion to constructively compare and comment on different performances Recognise the best parts of an individual and team



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	<p>work with others work</p> <ul style="list-style-type: none"> • Use apparatus safely and imaginatively • Consistently use refined and controlled movements e.g maintained for 3 seconds, good body tension, extension smooth transitions • Make clear and controlled shapes in the air and take-off and landing safely • Have control when taking off and landing <p>Athletics:</p> <ul style="list-style-type: none"> • Perform a long jump, triple jump, chest push and javelin 	<p>and can demonstrate fair play</p> <ul style="list-style-type: none"> • Make a team plan and communicate it to others • Lead others in a game situation • Use controlled techniques to pass, dribble and shoot • Gain possession by working as a team • Move in a formation • Direct a ball into the court at different speeds, heights and angles • Use forehand and backhand with a racquet • Attack and defend tactics in small sided 	<p>reflect a mood/feeling/idea</p> <ul style="list-style-type: none"> • Use descriptive language • Use a range of compositional devices, motif development, repetition and group organisation • Perform to different audiences • Perform whole dances • Perform with control, fluency, accuracy and consistency • Refine one's own movement to shown expression and sensitivity • Create motifs using specific timings, space and people 		<ul style="list-style-type: none"> • Follow a short route accurately • Use 8-point compass directions and clues • Change a route if there is a problem • Change a plan if new information is received • Plan with others, considering safety/danger 	<ul style="list-style-type: none"> • Evaluate the effectiveness of a shot and suggest ways to improve it • Observe peers and suggest ways to improve performance
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	<ul style="list-style-type: none"> • Throw with accuracy • Demonstrate stamina • Demonstrate good baton changes and turns • Explain how a relay works 	<ul style="list-style-type: none"> • games e.g 1v1, 3v1, 3v2, 3v3 • Strike a ball away from fielders • Bowl and field using different strategies 	<ul style="list-style-type: none"> • Improvise freely using continuous movement • Use one's own work as part of a whole dance • Make performances exciting using different dynamics e.g levels, speed, direction 			
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Vocabulary

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic movements	Run Walking Jump Hop Skip Forwards Backwards Sideways Up	Step Fast Slow Tip toe Tip toe Under	Throw High Low Skip Safely Jogging Push Warm up Cool down	Aim Bounce Repeat Overarm Underarm Landing Target Leap	Pull Distance Sprint Height Record Measure Heart beat Landing foot Time	Hurdles Preferred Steady pace Rhythm Leading leg Accuracy Control Joints Pulse rate	Team Take off Release Performance Position Run up Hurdles Combination Adapt	Pacing Projectory Explosive Suppleness Refine Apply Consistency Extension Transitions

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	Down Space Direction		Shape Catch	Accelerate Take off Stretch Strength Balance	Obstacles Diagonal Approach Speed Agility	Stamina Stance Relay Travel Link	Flight Extending Accuracy	Dynamics
Attacking and defending	Bouncing Follow Rolling	Catching Team Throw	Tracking a ball Own space Opposite Speed Shooting Scoring Points Rules Share	Striking Avoiding Free space Controlling Aiming Rebound Direction Passing	Keep the ball Scoring goals Making space Sending receiving Dribble Travel with a ball Support partner Make use of space Goals Base Innings Rounder Backstop Target Net Hitting Pitch Tackle Possession	Back up Keeping score Tactics Boundary Overhead Rally Volley Singles Doubles Forehand Backhand Batting Fielding Bowler Wicket Court Defending Offside Positioning Accuracy	Keeping possession Shooting Width Depth Support Marking Attackers Defenders Team play Offside Base Rounder Backstop Leading Techniques Tactics	Shield ball Repossession Stance Boundary Tee Innings Covering Formation

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Movement patterns and performance	Moving Still Shape Balance	Stillness Space Rocking	Travel Beginning Middle End Body parts Speed Bounce Speed Direction	Levels Feelings Rhythm Pathways Canon Unison Repeat	Dance Phrase Character Repetition Pattern Stretches Grip Co-ordination Performance	Gesture Action and reaction Improvisation Tension 3-phase process	Dance style Formation Action Phrase Stimuli Repetition Dynamics Refine Expression Independently	Variation Technique Interpret Exploration Motif Adaptability Mirroring Imaginative Routine Improvise
Swimming proficiency						Bombing Diving Lane Freezing Danger Cap Goggles Woggle Float Noodle Rubber ring Life jacket Swimming belt Float Drown		



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						Butterfly Sink Front crawl Breast stroke Backstroke Shallow end Lengths Deep end Treading water Confidently Water safety		
Outdoor adventurous activity					Agility Resilience Determination Co-ordination Balance Orienteering Engage 4-point compass Rotate	Progression Leadership Creativity Competition Problem solving Following	Blindfolding Remove Strategy Challenges Rules Maps Trust Building Problem Route Unfamiliar 8-point compass	Partner work Team work Direction Symbols Move/Travel Safely Instructions Solving Strategy Verbal Communication Non-verbal Communication Divert



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Evaluation	Good Bad Take turns	Faster Slower	Higher Longer Share	Better Worse Skills Safely Communicate	Stronger Weaker Poorer Successful	Evaluate Improve Apply Constructive	Target Strength Weakness Effectively Control	Requires improvement Capabilities Peer assess Technical Judgement
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Useful Links

1. National Curriculum for Physical Education in Key Stages 1 and 2 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf
2. Statutory Framework for the Early Years Foundation Stages (Pg12) - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
3. Your School Games - <https://www.yourschoolgames.com/>
4. Change for life - <https://www.family-action.org.uk/what-we-do/children-families/change4lifeservice/>
5. Team GB - <https://www.teamgb.com/>
6. British Paralympic Association - <https://www.paralympics.org.uk/>
7. Sport England - <https://www.sportengland.org/>
8. Youth Sports Trust - <https://www.youthsporttrust.org/>
9. Salford school sports partnership - <https://sspsalford.com/>
10. Association for Physical Education - <https://www.afpe.org.uk/physical-education/>
11. Primary pe Passport - [Primary PE Passport - Physical Education planning, assessment and tracking](#)
12. Daily mile - [The Daily Mile | UK](#)