



Our PE & Sport curriculum is ambitiously constructed to engage, inspire, challenge and develop a positive self-image in the pursuit of a healthy mind and body.

A high-quality physical education should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. As children progress through our curriculum, they will have a wide range of opportunities to become physically **confident** in a way which supports their health and fitness. All pupils will be able to **compete** in sport and other activities that build character and help to **embed values** such as fairness and respect.



BIG IDEAS

Our children will:

- Be physically active for sustained periods of time
- Engage in competitive sports using their skills appropriately
- Understand the benefits of exercise on both their mind and body.
- Lead healthy and active lifestyles by taking part in activities that are of personal interest to them
- Use communication skills to work successfully within a team
- Develop flexibility, strength, control and balance
- Swim competently, confidently and proficiently using a range of strokes and perform safe self-rescue.

We recognise the important role that PE can have to ensure good health, of both mind and body, for our children to increase the chances of future academic success and live health lifestyles.



CONTENT & SEQUENCING

Our curriculum for PE is sequenced to build on previous learning and reinforce key skills. The content is deliberately chosen to foster and develop the appropriate skills to ensure children can take part in a range of competitive sports and lead healthy, active lifestyles. Therefore, children will take part in two sessions of PE (indoor and outdoor) each week in order to receive a wide range of activities.

EYFS - Develop independence, teamwork and the seven fundamental skills:

Running, coordination, jumping, balance, throwing, agility, catching

Key Stage 1 - Link the fundamental skills to a range of styles of sport, such as:

Invasion games, striking and fielding games, net & wall games, athletics

Key Stage 2 - Advance skills within a range of competitive sports, such as:

Football, TAG Rugby, Netball, Hockey, tennis, Cricket and Athletics

Alternative sports e.g. Table Tennis, Basketball, Rounders, Badminton may be included as appropriate.

All children will take part in **outdoor challenges** both individually and in teams as part of **Outdoor Learning** sessions e.g. in Forest School, Outdoor Adventurous Activities, etc.

Y4 children will learn to swim competently over 25 metres with opportunities provided beyond Y4 where additional support is needed.



LINKS WITH SCIENCE & PSHE

Within Science and PSHE, children will learn:

- The basic needs of humans (food, water and air)
- The role the skeleton and muscles play to help our bodies to move
- The function of the heart, blood vessels and blood
- The impact of diet, exercise, drugs and lifestyle on the way their bodies function.



RETRIEVAL PRACTISE

- Key vocabulary will be taught, used, expected and tested regularly across units.
- Demonstrations of previous rules and skills taught.
- Cross year group links are made explicitly in order to refer to and build on prior learning.



PROGRESS

- Skill development is carefully organised to ensure children build on each skill each year.
- Fundamentals are taught in Foundation and KS1 to provide children with the basics they need.
- Sports are organised in KS2 to include all fundamentals taught and allow for repetition.
- Organised competitions throughout the year allow children to use their skills within competitive games.



SUPPORT

- A range of equipment is used to allow all children to access each unit.
- Explicit demonstrations are used to model different difficulties of each skill.
- Specialist coaching is utilised to provide additional expertise and support.



Health & Well-Being

| Year Group | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------|------------------------------------|--|--|--|--|--|--|--|
| Cycle (A or B) | FS1 | FS2 | Year 1/2 A | Year 1/2 B | Year 3/4 A | Year 3/4 B | Year 5/6 A | Year 5/6 B |
| Physical Education Sport | Agility Balance Coordination | Fundamental skills Ball skills Game Skills | Invasion skills Net & wall skills Striking and fielding Skills Athletics skills | Invasion skills Net & wall skills Striking and fielding Skills Athletics skills | Autumn TAG Rugby High 5 Netball | Autumn TAG Rugby High 5 Netball | Autumn High 5 Netball TAG Rugby | Autumn High 5 Netball TAG Rugby |
| | | | | | Spring Hockey Tennis | Spring Hockey Tennis | Spring OAA (PGL) Hockey Tennis | Spring OAA (PGL) Hockey Tennis |
| | | | | | Summer Cricket Athletics | Summer Cricket Athletics | Summer Cricket Athletics | Summer Cricket Athletics |
| Indoor | Agility Balance Coordination | Gymnastics Dance Yoga | Gymnastics Dance Yoga | Gymnastics Dance Yoga | Autumn Gymnastics Dance | Autumn Gymnastics Dance | Autumn Gymnastics Dance | Autumn Gymnastics Dance |
| | | | | | Spring Yoga Fitness | Spring Yoga Fitness | Spring Yoga Fitness | Spring Yoga Fitness |
| | | | | | Indoor sessions used to provide additional outdoor opportunities throughout the warmer summer term in order to consolidate and extend sporting activities. | | | |
| Swimming | | | | | Swimming (Yr4) (Autumn & Spring) | Swimming (Yr4) (Autumn & Spring) | Catch-Up Swimming (Summer Term) | Catch-up Swimming (Summer Term) |



Skill Development

| Year Group | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|--|-----------|---|------------|---|------------|--|------------|
| Cycle (A or B) | FS1 | FS2 | Year 1/2 A | Year 1/2 B | Year 3/4 A | Year 3/4 B | Year 5/6 A | Year 5/6 B |
| Health and Fitness | <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. | | <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Carry and place equipment safely. Explain what they need to stay healthy. | | <ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Know the importance of strength and flexibility for physical activity. Explain why exercise is good for their health Explain the importance of warming up and cooling down. | | <ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out appropriate warm-up and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know a range of ways to become healthier. | |
| Swimming | | | | | <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, back stroke and breast stroke. | | | |
| Dance | <ul style="list-style-type: none"> 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. Perform by controlling their bodies during a sequence of movements Evaluate by talking about what they and others have done. | | <ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif inspired by a stimulus. Vary the speed of their actions. Use simple choreography devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Use a range of transitions within a motif Move in time to music. | | <ul style="list-style-type: none"> Begin to improvise with a partner or on their own to create a simple dance. Create motifs from different stimuli to create larger sequences. Begin to self-evaluate by comparing and adapting movements within a sequence. Identify, repeat and compose the movement patterns and actions of a chosen dance style. Compose longer dance sequences in a small group. Perform with some awareness of rhythm, expression and spatial awareness. Use simple dance vocabulary when comparing performances. | | <ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Use dramatic expression in dance movements and motif. Perform with confidence, using a range of movement patterns. Use simple transitions, flexibility, techniques and movements to create fluent sequences. Ensure actions fit the rhythm of the music. Use complex dance vocabulary to compare and improve work. Self-evaluate and modify performances. | |



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|----------------|---------|-----------|------------|------------|------------|------------|------------|------------|
| Cycle (A or B) | FS1 | FS2 | Year 1/2 A | Year 1/2 B | Year 3/4 A | Year 3/4 B | Year 5/6 A | Year 5/6 B |

| Gymnastics | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--|---|--|---|------------|------------|------------|------------|
| | FS1 | FS2 | Year 1/2 A | Year 1/2 B | Year 3/4 A | Year 3/4 B | Year 5/6 A | Year 5/6 B |
| | <ul style="list-style-type: none"> • Create a short sequence of movements • Roll in different ways with control (curled side roll, log roll and teddy bear roll) • Travel in different ways (tiptoe, step, jump and hop). • Stretch in different ways. • Jump in a range of ways from one space to another with control (straight, tuck, jumping jack and half turn). • Begin to balance with control (bunny hops and standing balances). • Move around, under, over and through different objects and equipment. | <ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link a beginning, middle and end to make a sequence. • Recognise and copy contrasting actions (small/tall, narrow/wide). • Travel in different ways (hopscoth, skip, gallop), changing direction and speed, including rolling. (log, curled side, teddy bear, rocking forwards and crouched forwards). • Hold a still shape whilst balancing on different parts of the body (standing balances, kneeling balances, jumping shapes, bunny hops and front support wheelbarrows). • Carry out simple stretches. • Jump in a variety of ways and land with control and balance, including off equipment (straight, tuck, jump, jumping jack, scissor kick, half turn, cat spring and cat spring to straddle). • Begin to use a springboard to complete straight jumps, hurdle steps and tuck jumps. • Move around, under, over and through different objects and equipment. • Move with control and care. | <ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Link combinations of actions with increasing confidence, including changes of direction, speed of level and use a range of travelling techniques (chassis steps, cat leap and pivot). • Travel using a variety of rolls (crouched forward, forward roll from standing, tucked backward roll, straddle forward roll and backward roll to straddle). • Move with clarity, fluency and expression. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences (straight, tuck, jumping jack, star, straddle, pike, half-turn, full-turn and cat leap) • Begin to use equipment to vault e.g. hurdle step on, squat on, straddle on, star jump off, tuck jump off, straddle jump off and pike jump off. • Create interesting body shapes while holding balances with control and confidence independently, with a partner and on apparatus. • Improve the placement and alignment of body parts in balances (handstands, lunge into handstand, cartwheel, lunge into cartwheel). • Recognise the position of their centre of gravity and how this affects the balance. • Develop strength and flexibility throughout performances. | <ul style="list-style-type: none"> • Create their own complex sequences of movements, shapes and balances (e.g. travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching). • Increase difficulty of rolls (forward from standing, straddle forward roll, pike forward and backward roll, tuck backward roll, backward roll to straddle and standing pike and dive forward roll). • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control (straight, jump, tuck, jumping jack, star, straddle, pike, stag, half turn, full turn, half and full turn cat leap, split leap and stag leap) • Confidently develop the placement of their body parts in balance, recognising the position of the centre of gravity and where it should be in relation to the base of the balance (1, 2, 3 and 4 point balances, handstands, cartwheels, round-offs, hurdle steps) complete these independently, with a partner, with a group and on apparatus. • Confidently use equipment in a variety of ways, for example a vault/spring board to hurdle step on, squat on, straddle on, star jump off, tuck jump off, straddle jump off, pike jump off and straddle over. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. | | | | |



| Year Group | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|---|---|--|---|------------|------------|------------|------------|
| Cycle (A or B) | FS1 | FS2 | Year 1/2 A | Year 1/2 B | Year 3/4 A | Year 3/4 B | Year 5/6 A | Year 5/6 B |
| Games | <ul style="list-style-type: none"> • Hit a ball with a bat or racquet • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Catch equipment using two hands. • Move a ball in different ways, including bouncing and kicking. • Use equipment to control a ball. • Kick an object at a target. • Move safely around the space and equipment. • Travel in different ways, including sideways and backwards. • Play a range of chasing games. • Follow simple rules. | <ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Practise basic striking, sending and receiving. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. • Throw different types of equipment in different ways (underarm and overarm) for accuracy and distance. • Throw, catch and bounce a ball individually and with a partner. • Use rolling skills in a game. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game. • Pass the ball to another player in a game. • Use kicking skills in a game. • Know how to pass the ball in different ways. • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Run at different speeds and change speed and direction whilst running. • Begin to choose and use the best space in a game. • Begin to use and understand terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use at least one technique to attack or defend to play a game successfully (such as dodging to get past a defender). • Understand the importance of rules in a game and follow them. • Use at least one technique to attack or defend to play a game successfully. | <ul style="list-style-type: none"> • Use a bat, racquet or stick to hit a ball with accuracy and control. • Develop a range of skills in striking and fielding where appropriate. • Accurately serve underarm. • Practise the correct batting technique and use it in a game. • Build a rally with a partner. • Use at least two different shots in a game situation. • Strike the ball for distance. • Use hand-eye coordination to strike a moving and a stationary ball. • Throw and catch with greater control and accuracy using a range of ways. • Practise the correct technique for catching a ball and use within a game. • Perform a range of catching and gathering skills with control. • Throw a ball in different ways (e.g. high, low, fast or slow) • Develop a safe and effective overarm bowl. • Move with the ball using a range of techniques showing control and fluency. • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation. • Pass the ball with increasing speed and accuracy within a game. • Know how to keep and win back possession of the ball in a team game. • Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game • Find a useful space and get into it to support teammates. • Make the best use of space to pass and receive the ball. • Use a range of attacking and defending skills and techniques in a game. • Use fielding skills to stop a ball from travelling past them and to prevent a player from scoring. • Apply and follow rules fairly and adapt to alter games. • Vary the tactics used within a game. • Know how to play a striking and fielding game fairly. • Understand and begin to apply the basic principles of invasion games. | <ul style="list-style-type: none"> • Use different techniques to hit a ball (forehand and backhand) • Use good hand-eye coordination to direct a ball when striking or hitting. Explore when different shots are best used. • Serve to start a game. • Consolidate different ways of throwing and catching and know when each is appropriate in a game. • Throw and catch accurately and successfully under pressure in a game. • Use a variety of ways to dribble in a game with success. • Show confidence in using ball skills in various ways in a game situation, and link these together effectively. • Pass a ball with speed and accuracy within a game. • Choose appropriate techniques to pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. • Keep and win back possession of the ball effectively and in a variety of ways in a team game. • Demonstrate a good awareness of space. • Choose the best tactics for attacking and defending by thinking ahead to create a plan. • Shoot in a game. • Use fielding skills as a team to prevent the opposition from scoring. • Know when to pass and when to dribble in a game. • Follow and create complicated rules to play a game successfully (including their own games). • Communicate plans to others during a game. • Lead others during a game. | | | | |



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| Athletics | <ul style="list-style-type: none"> Run in different ways for a range of purposes Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target. | <ul style="list-style-type: none"> Run at different pace and speed. Begin to describe the different paces. Run with a basic technique over different distances. Use a variety of different stride lengths. Show good posture and balance. Jog in a straight line and change direction. Being to select the most suitable pace and speed for distance. Sprint in a straight line and change direction. Maintain control as they change direction. Run with basic techniques following a curved line. Jump in a range of ways (e.g. two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.) Compare different types of jumps. Perform a short jumping sequence showing some fluency and control. Jump as high as possible. Jump as far as possible from standing position. Land safely with control. Work with a partner to develop the control of jumps. Know that the leg muscles are used when performing a jumping action. Throw underarm and overarm. Throw with accuracy at targets of different heights. Improve technique by investigating ways to improve the distance they can achieve (e.g., by using more power). | <ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Confidently demonstrate an improved technique for sprinting by focusing on their arm and leg action. Combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Carry out an effective sprint finish. Perform relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Use one and two feet to take off and land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push and a pull throw. Continue to develop techniques to throw for increased distance. Measure the distance of the throw. | <ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start and practise and refine this. Build up speed quickly for a sprint finish. 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. Run over hurdles with fluency, focussing on the lead leg technique and consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence and control at each stage. 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. Develop and improve techniques used for jumping for height and distance and support others in improving their performances. Investigate different jumping techniques. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities, including measuring the jumps with confidence and accuracy. Perform a fling and a heave throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distances. Support others in improving their personal best. Develop and refine techniques to throw for accuracy. | | | | |
| Evaluate | <ul style="list-style-type: none"> Talk about what they have done. Talk about what others have done. | <ul style="list-style-type: none"> Watch and describe performance Begin to say how they could improve. Use what they have seen to improve their own performance. Talk about the difference between their work and that of others. | <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of performances and give ideas for improvement. Describe how their performance has improved over time. Modify their use of skills or techniques to achieve a better result. | <ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Suggest thoughtful and appropriate improvements. | | | | |



PE & SPORT AT THONGSLEY FIELDS

Growing hearts and minds through health and well-being.

| Year Group | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------|---|-----------|---|------------|--|------------|--|------------|
| Cycle (A or B) | FS1 | FS2 | Year 1/2 A | Year 1/2 B | Year 3/4 A | Year 3/4 B | Year 5/6 A | Year 5/6 B |
| Compete and Perform | <ul style="list-style-type: none"> Control their bodies when performing a sequence of movements. Participate in simple games. | | <ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. Perform learnt skills with increasing control. Engage in competitive activities and team games. Compete against self and others. | | <ul style="list-style-type: none"> Perform learnt skills and techniques with control, confidence and accuracy. Perform and create sequences with fluency and expression. Compete against self and others in a controlled manner. Take part in a range of competitive games and activities. | | <ul style="list-style-type: none"> Perform own longer, more complex sequences using a full range of movement in time to music. Consistently perform and apply skills and techniques with accuracy, control and precision. Begin to record their peers' performances and evaluate these. Take part in competitive games with a strong understanding of tactics and composition. | |

Excellence for all - a curriculum to be proud of.