



Physical Education at Colyton Primary Academy

Our Curriculum - Our Learning



Intent:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. At Colyton, our aim is to ensure all children enjoy and are engaged in Physical Education and Sport. Through Physical Education we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

National Curriculum Aims for PE:

The National Curriculum for physical education 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

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key stage 1:

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.

Key Stage 2:

- 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.
- 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

Implementation:

Each child receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by specialist coaches or class teachers during PE lessons. Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics. In KS2, pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. There are many opportunities across the year for children to take part in inter and intra school competitions, as well as festivals, where children's successes in sports are celebrated.

Implementation:

1. EYFS
2. Long Term Overview
3. Influential People
4. Knowledge Progression
5. Skills Progression
6. Lesson Design
7. Impact

EYFS:

Each child receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by specialist coaches or class teachers during PE lessons.

EYFS also participate in Welly walks which allow children to explore the local environment whilst working on the fundamentals of movement. EYFS have their own climbing frame to support their gross motor skill development as well as building blocks and threading activities to support fine motor skill development.

We also aim to develop amazing athletes in EYFS covering these key skills:

I can negotiate space and obstacles thinking about myself and others.

I can show strength, balance, coordination and agility.

I can move energetically and can roll, crawl, walk, jump, run, hop, skip and climb with developing control and grace.

I can sit using good posture at a table or on the floor.

I can combine different movements with ease.

I can work independently or in a group on different apparatus inside and outside

I can throw, catch, kick, pass, bat, and aim with accuracy.

I can manage my school day including lining up, queuing and mealtimes.

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Long term overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Fine Motor Fundamental movement 1	Dance - Seasons Gym - Flight	Stability 2 Locomotion 1	Gym - Rock and Roll Invasion games 1	Striking and Fielding 1 Target games 1	Athletics 1 Object Manipulation 1
Year 1	Object Manipulation Net Wall 1	Gym - Balance Fundamental Movement 2	Dance- Mini Beasts Invasion games 2	Gym - Pathways Target games 2	Dance- Under the sea Athletics	Dance - Pirates Striking and Fielding 2
Year 2	Gym - Spinning Net & Wall Skills 2	Gym- Stretching Target games 3	Fundamental Movement 3 Gym - Pathways	Dance - Fire of London Invasion Games 3	Dance - Animals Tri Golf	Athletics 2 Striking and Fielding 2
Year 3/ 4 A	OAA Gym - symmetry and asymmetry	Gym - Linking movements Netball	Dodgeball Dance - Egypt	Football Tag Rugby	Athletics Rounders	Cricket Health Related Fitness
Year 3/ 4 B	Hockey Gym - Arching and Bridging	Tag Rugby Dance around the world	Gym - Rolling Dance- Romans	Handball Basketball	Tri Golf Invasion games 3	Tennis Rounders
Year 5/6 A	Gym - Partner Work Leadership	Dance Handball	Gym - Mirroring Basketball	Dance Tag Rugby	Danish Longball Athletics	Striking and Fielding games Tennis
Year 5/6 B	Volleyball OAA	Gym- Counter balance Hockey	Gym - Flight Netball	Dance Rounders	Dance Athletics	Cricket Team building

Implementation:

1. EYFS
2. Long Term Overview
3. Personal Development
4. Knowledge Progression
5. Skills Progression
6. Lesson Design
7. Impact

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Transitions What do we need to do differently for a PE lesson?	British Values How do we play a game fairly?	Confidence and resilience What should we do if we can't do something new first time?	SMSC What does respect mean in a game?	Well being What words do we think of when we say PE?	Influential people What did Marcus Rashford do during Covid?
Year 1	Transitions What do I need to do differently in PE now?	Healthy Lifestyle - what do I need to do to be healthy?	SMSC Why do sports have set rules? Who makes sure they are followed?	Influential People Who is Siya Kolisi?	British values What sports do we associate with being British?	Confidence and resilience Tell someone a skill they are good at!
Year 2	Well being How does PE make you feel? Draw a picture to show this.	Transitions What skills will I need to take into key stage 2?	Diversity Is sport for everyone?	Protected characteristics Should both boys and girls play together?	Healthy lifestyle- Which activities would help you lead an active lifestyle?	Influential people What can you find out about Ben Stokes?
Year 3/4 A	Diversity and Equality How many different nationalities are represented in a chosen professional league?	SMSC How does praise improve your performance?	Well being List the physical effects that exercise has on the body?	Influential people What impact will the Lionesses Euro victory have on Women's football in England?	Careers- What careers would use physical activity apart from a sports player?	Transitions List the skills you have learnt that can be used in other sports.
Year 3/4 B	Influential people What happened on super Saturday?	Confidence and resilience Why is it important to never give up?	Healthy lifestyle- Which drinks aid a healthy lifestyle?	British Values Who makes the rules in our sports?	SMSC Are all sports inclusive?	Protected characteristics Is coverage of the Paralympics the same as the Olympics?
Year 5/6 A	Careers - Can you think of 3 key skills you would need to work in physical education?	Influential people What did Tanni Grey-Thompson do for Paralympic sport in the UK?	SMSC Which sport is the most respectful?	Protected characteristics If you are good enough, you are old enough to play. Do you agree?	Confidence and resilience What would you be able to do if you had no resilience from the day you were born? What does this prove about you?	Well-being What does exercise do to the human body to aid mental well-being?
Year 5/6 B	Diversity and equality Are all sports gender equal?	British Values What challenges do we face currently in the sporting world linked to mutual respect and tolerance?	SMSC What barriers can sport break down positively?	Influential people Which current sports star has made a positive contribution to society and how?	Healthy lifestyle- What impact does diet have on remaining healthy?	Transitions What can I take with me into secondary school and later life?

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Knowledge and Skills progression:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion games	- To begin to pass a ball in a range of ways - rolling, hitting, kicking, throwing, catching and bouncing. - To begin to walk, jog and run with a ball. - To understand concept of playing in small sided team.	- To be able to pass a ball in a range of ways - rolling, hitting, kicking, throwing, catching and bouncing. - Concept of defending and attacking. - Understanding of opponents and teammates. - To begin to walk, jog and run with a ball with increasing control.	- Throw and catch with control to a stationary teammate. - To understand concept of blocking or intercepting a pass. - Develop skills to move with a ball and be able to change direction. - To begin to understand the need to play in a zone or channel.	- Throw and catch with control and accuracy to stationary and moving partner. - To be able to intercept a pass and avoid interception when passing. - To be able to maintain possession of the ball as an individual and a team. - To be able to play in zone or channel. - To begin to transfer patterns of play between sports.	- To begin to apply techniques of throwing, catching and moving across a range of sports. - To be able to play in an identified position. - To be aware of teammates to improve chances of possession and success. - To understand position within a team to effectively defend and attack. - To be able to choose the most appropriate tactic.	- To be able to combine a range of techniques of throwing, catching and moving across a range of sports. - To be able to work independently and with teammates to gain possession or points. - To understand position within a team to effectively defend and attack. - To be able to choose the most appropriate tactic
Striking and Fielding	- To begin to throw (off the correct foot), roll and catch a larger ball or beanbag. - To be able to position hands on a racquet or bat correctly. - To begin to strike a ball with feet in a sideways position. - To be able to strike a larger ball with a tennis racquet and cricket bat. - To be able to strike a smaller ball off a batting tee.	- To be able to throw (off the correct foot), roll and catch a range of larger balls. - To strike a ball with feet in a sideways position. - To be able to strike smaller balls (tennis ball) with a tennis racquet and cricket bat. - To begin to strike a bouncing ball.	- To be able to throw a ball with accuracy to base/stump. - When fielding to stop a travelling ball with the correct technique. - To chase and retrieve a travelling ball. - To be able to strike smaller balls (tennis ball) with a tennis racquet and cricket bat. - Begin to strike a ball that is bowled at you from a short distance. - To begin to bowl underarm with some accuracy	- To be able to throw a ball, underarm and overarm with accuracy to base/stump. - When fielding to be able to stop and return a travelling ball with correct technique. - To chase and retrieve a travelling ball with correct technique. - To be able to strike the correct ball for the sport with a tennis racquet or cricket bat. - To be able to strike a ball that is bowled, with varying bounce, from a short distance. - To be able to bowl underarm with some accuracy	- To begin to use appropriate shots, forehand, backhand, volley. - To be able to strike a ball that is in the air or off the ground with increasing control. - To develop tactics to hit and avoid fielder/opponent. - Develop ability to hit the ball with control in the air or on the ground. - To begin to bowl overarm with a straight arm. - To be able to bowl underarm with accuracy	- To be able to apply striking and fielding skills in tennis, rounders, Kwik cricket.

Dance	Copy and explore basic movements and body patterns, responds to range of stimuli.	- Developing own way of moving with more control, varies levels and speed, responding imaginatively to stimuli. - Can describe a short dance using appropriate vocab. - Independently / with a partner improvise to create simple dance. - More complex sequence of moves with own actions, working with partner. - Uses simple dance vocabulary to compare and improve work. - Begin to recognise pulse and timing of music and appropriate response.	- Independently / with a partner improvise to create simple dance. - More complex sequence of moves with own actions, working with partner. - Uses simple dance vocabulary to compare and improve work. - Begin to recognise pulse and timing of music and appropriate response.	- Confidently improvises with a partner / by self. - Beginning to create longer dance, cooperating with small group using spaces in different ways, moving with fluency. - Uses simple dance vocab to compare and improve work. - Listen and interpret music to sequence movements with pulse and timing.	- Beginning to exaggerate dance movements and motifs - using expression when moving. - Compose and improvise with confidence, still demonstrating fluency across their sequence. - Change levels and speed whilst changing direction, more complex fluent sequence of moves. - Modifies parts of a sequence as result of peer and self-evaluation. - Uses more complex dance vocab to compare and improve work.	- Exaggerate dance movements and motifs. - Perform with confidence using a range of movement patterns. - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Modifies parts of a sequence as result of peer and self-evaluation. - Uses more complex dance vocab to compare and improve work. - Display strong sense of musicality and interpretation.
Gymnastics	- Copies and explores basic movement with some control and coordination.	- Explores and creates different pathways and patterns. - Uses equipment in a variety of ways	- Applies compositional ideas independently and with others to create a sequence.	- Links skills with control, technique, coordination and fluency. - Understands composition by	- Select and combine their skills, techniques and ideas. - Apply combined skills accurately and appropriately,	- Plan and perform with precision, control and fluency, a movement sequence

	- Can perform different body shapes. - Performs at different levels of height. - Can perform 2 footed jump. - Can use equipment safely. - Balances with some control. - Can link 2-3 simple movements.	to create a sequence. - Link movement together to create a sequence. - Work individually and with a partner.	- Copies, explores and remembers a variety of movement and uses these to create their own sequence. - Describes their own work using simple gym vocab. - Begin to notice similarities and differences between sequences. - Uses turns whilst travelling in a variety of ways. - Begin to show flexibility in movements. - Begin to develop good technique when travelling, balancing and using equipment. - Create sequences individually and with a partner.	performing more complex sentences. - Begin to use gym vocab to describe how to improve and refine performance.	consistently showing precision and fluency. - Draw on what they about strategy, tactics and composition when performing and evaluating. - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Using more complex gym vocab to describe how to improve and refine performances. - Develop, strength, technique, flexibility throughout performances. - Links skills with control, technique, coordination and fluency. - Understands composition by performing more complex sequences. - Works in pairs and small groups to create and evaluate sequences focusing on different aspects.	showing a wide range of actions including variations in speed, levels and directions. - Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. - Adapts sequences to include a partner or a small group. - Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. - Draw on what they know about strategy, tactics and composition when performing and evaluating. - Develops strength, technique and flexibility throughout performances - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Uses more complex gym vocab to describe how to improve and refine performances. - Works in pairs and small groups to create and evaluate sequences focussing on different aspects.
Athletics	- Can run at different speeds. - Can jump from a standing position - Performs a variety of	- Can change speed and direction whilst running. - Can jump from a standing position with accuracy.	- Beginning to run at speeds appropriate for the distance. - e.g. sprinting and cross country	- Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump	- Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with	- Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump

	throws with basic control.	- Performs a variety of throws with control and co-ordination. - preparation for shot put and javelin - Can use equipment safely	- Can perform a running jump with some accuracy - Performs a variety of throws using a selection of equipment. - Can use equipment safely and with good control	- with more than one component. e.g. hop skip jump (triple jump) - Demonstrates accuracy in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control.	- more than one component. e.g. hop skip jump (triple jump) - Beginning to record peers' performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities.	- with more than one component. e.g. hop skip jump (triple jump) - Beginning to record peers' performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control.
Swimming						- Swims competently and proficiently over a distance of at least 25 metres - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke
OOA			- Develops listening skills. - Creates simple body shapes. - Uses a simple plan - Listens to instructions from a partner/ adult. - Beginning to think activities through and problem solve. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe.	- Develops strong listening skills. - Uses simple maps and POC simple routes - Beginning to think activities through and problem solve. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe.	- Develops strong listening skills. - Uses and interprets simple maps and applies to POC - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe	- Develops strong listening skills. - Uses and interprets simple maps following more challenging routes on POC - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with less support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe

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Lesson Design

Warm up - be aware that our body needs to be prepared before exercise. Children to have an understanding of what happens to their bodies during a warm up.

Skill development and practice - skills to be practiced to allow pupils to improve technically. Peer assessment and feedback as well as modelling to support all children in developing a wide range of skills.

Game scenario - Allows children to use new skills or ones they have developed in a live game scenario. Children to attempt to use skills and learn from their experiences within the games.

Cool down - To allow the body to reduce heart rate and allow breathing to return to normal. Also, for children to be relaxed before moving on to their next lesson or activity.

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Impact:

All children at Colyton receive a broad and balanced PE curriculum regardless of year group or ability. Every child accesses all of the key areas of the subject on offer at our school. Teachers plan PE with clear progression of skills and knowledge that we have devised as part of our curriculum offer to ensure that all children access it at an age appropriate level.

We expect that:

- Children will be exposed to a wide range of sporting activities
- Children will be given the opportunity to practise skills in a wide range of activities and situations in order to apply them as they progress through the school
- Children will understand the importance of a healthy lifestyle
- Children will be able to remain physically active for sustained periods of time
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others
- Raise participation rates and create a lifelong love for sport