



## Steam Mills Physical Education (PE)

Article 29: Your education should help you use and develop your talents and abilities.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural activities.

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.

**Early Years Curriculum:** The three prime areas of early education and learning are promoted through PE (communication and language; physical development; personal, social and emotional development).

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.

Physical development:

Moving and handling: 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.

Health and self-care: 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:**

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 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.

**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.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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.

<b>Year A</b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>Class 1 Rec/Y1</b>	<b>Lesson 1 Pro-Stars Monday</b> Autumn 1= Games Autumn 2 = Gymnastics <b>Lesson 2 – Teacher Led</b> Autumn 1 = Basic skills Autumn 2 = Games	<b>Lesson 1 Pro-Stars - Monday</b> Spring 1 = Tag Rugby Spring 2 = Basketball <b>Lesson 2 – Teacher Led</b> Spring 1 = Dance Spring 2 = Gymnastics	<b>Lesson 1 Pro-Stars - Monday</b> Summer 1 = Tennis Summer 2 = Football <b>Lesson 2 – Teacher Led</b> Summer 1 = Dodgeball Summer 2 = Athletics
<b>Class 2 Year 1/2</b>	<b>Lesson 1 Pro-Stars Monday</b> Autumn 1 = Gymnastics Autumn 2= Agility <b>Lesson 2 – Teacher Led</b> Autumn 1 = Games Autumn 2= Gymnastics	<b>Lesson 1 Pro-Stars Monday</b> Spring 1 = Tag Rugby Spring 2 = Basketball <b>Lesson 2 – Teacher Led</b> Spring 1 = Swimming Spring 2 = Swimming	<b>Lesson 1 Pro-Stars – Monday</b> Summer 1 = Tennis Summer 2 = Football <b>Lesson 2 – Teacher Led</b> Summer 1 = Dance Summer 2 = Athletics
<b>Class 3 Year 3/4</b>	<b>Lesson 1 Pro-Stars – Friday</b> Autumn 1= Hockey Autumn 2 = Netball <b>Lesson 2 – Teacher Led</b> Autumn 1 = Rounders Autumn 2 = Athletics	<b>Lesson 1 Pro-Stars – Friday</b> Spring 1= Netball Spring 2 = Football <b>Lesson 2 – Teacher Led</b> Spring 1 = Gymnastics Spring 2 = Tag Rugby	<b>Lesson 1 Pro-Stars – Friday</b> Summer 1 = Basketball or Dodgeball Summer 2 = Cricket <b>Lesson 2 – Teacher Led</b> Summer 1 = Rounders Summer 2 = Athletics
<b>Class 4 Year 5/6</b>	<b>Lesson 1 Pro-Stars - Friday</b> Autumn 1 = Hockey Autumn 2= Netball <b>Lesson 2 – Teacher Led</b> Autumn 1 = Circuits Autumn 2 = Gymnastics	<b>Lesson 1 Pro-Stars - Friday</b> Spring 1 = Netball Spring 2 = Football <b>Lesson 2 – Teacher Led</b> Spring 1 = Gymnastics Spring 2 = Tag Rugby	<b>Lesson 1 Pro-Stars - Friday</b> Summer 1 = Basketball or Dodgeball Summer 2 = Cricket <b>Lesson 2 – Teacher Led</b> Summer 1 = Rounders Summer 2 = Athletics
	<b>Yoga every Thursday afternoon for Classes 2-4</b>	<b>Yoga every Thursday afternoon for Classes 2-4 Sport Relief</b>	<b>Yoga every Thursday afternoon for Classes 2-4 Sponsored walk (whole school) Sports Days KS1/KS2</b>

<b>Year B</b>	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>Class 1 Rec/Y1</b>	<b>Lesson 1 Pro-Stars Monday</b> Autumn 1= Orienteering Autumn 2 = Ball skills <b>Lesson 2 – Teacher Led</b> Autumn 1 = Fundamentals Autumn 2 = Indoor Athletics	<b>Lesson 1 Pro-Stars - Monday</b> Spring 1 = Dance Spring 2 = Hockey <b>Lesson 2 – Teacher Led</b> Spring 1 = Netball Spring 1= Gymnastics	<b>Lesson 1 Pro-Stars - Monday</b> Summer 1 = Basketball Summer 2 = Football <b>Lesson 2 – Teacher Led</b> Summer 1 = Dodgeball Summer 2 = Athletics
<b>Class 2 Year 1/2</b>	<b>Lesson 1 Pro-Stars Monday</b> Autumn 1 = Orienteering Autumn 2= Ball games <b>Lesson 2 – Teacher Led</b> Autumn 1 = Gymnastics Autumn 2 = Indoor Athletics	<b>Lesson 1 Pro-Stars Monday</b> Spring 1 = Dance Spring 2 = Hockey <b>Lesson 2 – Teacher Led</b> Spring 1 = Swimming Spring 2 = Swimming	<b>Lesson 1 Pro-Stars – Monday</b> Summer 1 = Basketball Summer 2 = Football <b>Lesson 2 – Teacher Led</b> Summer 1 = Dance Summer 2 = Athletics
<b>Class 3 Year 3/4</b>	<b>Lesson 1 Pro-Stars – Friday</b> Autumn 1= Orienteering Autumn 2 = Football <b>Lesson 2 – Teacher Led</b> Autumn 1 = Netball Autumn 2 = Tag Rugby	<b>Lesson 1 Pro-Stars – Friday</b> Spring 1= Hockey Spring 2 = Football <b>Lesson 2 – Teacher Led</b> Spring 1 = Indoor Athletics Spring 2 = Dance	<b>Lesson 1 Pro-Stars – Friday</b> Summer 1 = Basketball Summer 2 = Cricket <b>Lesson 2 – Teacher Led</b> Summer 1 = Rounders Summer 2 = Athletics
<b>Class 4 Year 5/6</b>	<b>Lesson 1 Pro-Stars - Friday</b> Autumn 1 = Orienteering Autumn 2= Football <b>Lesson 2 – Teacher Led</b> Autumn 1 = Netball Autumn 2 = Tag Rugby	<b>Lesson 1 Pro-Stars - Friday</b> Spring 1 = Hockey Spring 2 = Football <b>Lesson 2 – Teacher Led</b> Spring 1 = Indoor Athletics Spring 2 = Dance	<b>Lesson 1 Pro-Stars - Friday</b> Summer 1 = Basketball Summer 2 = Cricket <b>Lesson 2 – Teacher Led</b> Summer 1 = Rounders Summer 2 = Athletics
	<b>Yoga every Thursday afternoon for Classes 2-4</b>	<b>Yoga every Thursday afternoon for Classes 2-4 Sport Relief</b>	<b>Yoga every Thursday afternoon for Classes 2-4 Sponsored walk (whole school) Sports Days KS1/KS2</b>

Progression in expected skill outcomes (by the end of each year):

Year	Gymnastics and Dance	Playing Games	Evaluating and Improving
<b>Reception</b>	Enjoy movement Copy some movements Jump in different ways	Enjoy participation Move a ball using simple throwing techniques Explore different ways of moving a ball	Enjoy winning! Talks about how their body feels during activity Understand that physical activity is good for them
<b>Year 1</b>	Copy some movements Jump in different ways Change their body shape in a range of ways Perform simple and random dance moves Show some rhythm in movement and dance	Move a ball using simple throwing techniques Explore different ways of moving a ball Sometimes catch a ball Stop a ball moving in other ways Play simple ball games involving kicking, catching or throwing	Comment on others' actions Suggest simple improvements Talks about how their body feels during activity Understand that physical activity is good for them
<b>Year 2</b>	Explore, copy, and repeat simple skills and actions Remember and repeat simple sequences in dance or gym Copy and remember actions in a sequence Begin to move with increasing control and care Make a short dance sequence by putting some movements together Begin to use rhythm in dance Make simple moves with increasing control and coordination	Kick and throw a ball, not always with accuracy Understand the importance of stopping a ball in different ways Begin to be able to work with a partner Start to link skills and actions within simple games Begin to understand some concepts of game e.g. opponent, teammate Begin to show some understanding of simple tactics	Talk about what they are doing and describe the work of others Suggest ways to improve own and others work See how their work is similar to and different from other children Understand the importance of being active Talk about how to exercise safely and how their bodies feel during an activity

<p><b>Year 3</b></p>	<p>Move across a room in different ways and with an awareness of space          Make increasingly clear and fluent movements          Show contrast in shape and movement          Understand different uses of tense, relax, stretch, curl in movement          Improvise with ideas and movements          Copy, remember, repeat, explore simple actions and movements with control and co ordination          Begin to sequence moves and link actions          Begin to choose movement to show ideas</p>	<p>Move a ball with control and accuracy          Show increasing confidence when rolling, hitting, kicking a ball          Understand the importance of rules and fairness          Follow rules in games          Understand the concept of both team and opponent          Develop and use simple tactics in team games</p>	<p>Talk about differences between their own and others' actions          Comment on the skills and techniques used in their own and others' work          Refine movement after evaluation from others          Understand the importance of practice          Describe what effects exercise has on their bodies          Understand the importance of warming up and cooling down</p>
<p><b>Year 4</b></p>	<p>Move in an increasingly coordinated way          Control take-off and landing when jumping          Show increasing control in balance and agility          Uses movements to communicate an idea, using expression and conveying emotion          Refine movements into increasingly complex sequences          Cooperate with others to form sequences          Use different parts of the body for different effect</p>	<p>Throw, catch, strike, field, stop a ball with increasing control and accuracy          Be increasingly accurate in throwing for distance          Decide the best way to move a ball for different purposes and needs          Choose an appropriate speed to move a ball          Decide on the best position in team games          Begin to make use of space          Vary skills, actions and ideas within simple games</p>	<p>Analyse and comment on skills and techniques          Understand how performances can be improved, through practice and reflection          Explain and apply basic safety principles in preparing for exercise          Explain how the body reacts during different types of exercise          Warm up and cool down appropriately</p>

<p><b>Year 5</b></p>	<p>Show control / coordination in travel and balance          Perform a range of jumps, showing control          Show increasing clarity and fluency in movements          Make good use of creativity and imagination when composing sequences in dance or gym          Use movement expressively, to convey an idea, mood or feeling          Combine changes of shape, speed and level in sequence          Apply skills, and actions and ideas with increasing coordination and control</p>	<p>Use a range of throwing techniques, with increasing power and accuracy          Apply a broad range of skills to different situations          Use a range of fielding skills and throw with accuracy to hit a target          Plan different approaches to attacking and defending          Choose the best pace to use in athletics or games          Show growing awareness of space in team games          Work to keep or gain possession</p>	<p>Modify and refine skills and techniques to improve any performance          Show a willingness to practise to develop and improve          Conserve energy over longer distances          Independently prepare for exercise, and use cooling down techniques</p>
<p><b>Year 6</b></p>	<p>Demonstrate precision, control and fluency          Sustain movements over a longer period of time          Convey expression and emotion in performance          Use changes in and combinations of direction, level and speed within increasingly complex sequences          Begin to improvise, based on previous skills          Plan, perform and repeat sequences, including changes in speed and level</p>	<p>Throw with accuracy and power          Combine, vary and choose appropriate strategies and tactics          Choose and use the most appropriate skills, tactics and actions to cause problems          Know how to keep possession          Work within a team, with less focus on self          Understand that a winning team has not always been the best one</p>	<p>Use a range of criteria to judge own and others' work          Monitor their own heart rate and breathing          Understand how heart rate and breathing slows after exercise          Know and use the relationship between power and stamina</p>