



## Physical Education

### Vision

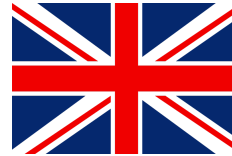
All young people should have the opportunity to live healthy and active lives. At The Village Primary School, we aim to *inspire, challenge* and *motivate* children so that they can thrive and express themselves confidently in a wide range of sports. Through leadership we offer all children the chance to **explore, dream** and **discover** their full potential. Meaningful links are made to Global Goals where relevant.

It is important that our children '*learn to lead*'. Therefore we offer all of our children the opportunity to lead activities during their school life. Leadership gives children the understanding of what it is like to have responsibility, to show respect for rules and brings the added challenge of organisation, communication and teamwork.

We also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the understanding of: what competition feels like, what it is like to be part of a team, and to be able to both win and lose with equal grace.

Our vision for Physical Education is that every child should have the opportunity to develop the physical confidence and competence to enjoy being active through a wide range of activities. We hope this will lead to a life-long passion of being physically active and healthy.

**competence, performance, creativity and healthy active lifestyles**

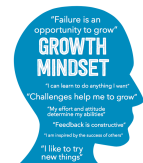


### PE - Curriculum Map

Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Nursery</b></p> <p>The most relevant statements for PE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• <b>Personal, Social and Emotional Development</b></li> <li>• <b>Physical Development</b></li> <li>• <b>Expressive Arts and Design</b></li> </ul>	<p>Walking down steps or slopes whilst carrying a small object and maintaining balance and stability.</p> <p>Wash and dry hands and understands why this is important.</p>	<p>Can grasp and release with 2 hands to throw and catch a large ball, beanbag or any object.</p> <p>Able to help with and increasingly independently put on and take off simple clothing items.</p>	<p>Climb stairs, steps and moves across climbing equipment using alternative feet</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Maintains balance using hands and body to stabilise.</p> <p>Creating sounds, movements, drawings to accompany stories and music.</p>	<p>Can balance on one foot or in a squat momentarily shifting body weight to improve stability.</p> <p>Experiments and creates movement in response to music, stories and ideas.</p>	<p>Runs with special awareness and negotiates space successfully adjusting speed or direction to avoid obstacles.</p> <p>Dresses with help – puts arms into open fronted coat or pulls up own trousers.</p>



<p><b>Reception</b></p> <p>The most relevant statements for PE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• <b>Personal, Social and Emotional Development</b></li> <li>• <b>Physical Development</b></li> <li>• <b>Expressive Arts and Design</b></li> </ul>	<p>Manage their own needs.</p> <p>Negotiate space successfully when playing racing and chasing games with other children</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- running</li> <li>- crawling</li> <li>- hopping</li> <li>- walking</li> <li>- skipping</li> <li>- jumping</li> <li>- climbing</li> </ul> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> </ul>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p>Chooses to move in a range of ways moving freely and with confidence making</p>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p>Jumping off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>Travels with confidence and skill around, under, over and through balancing and</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul> <p>Ball skills and team games.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Ball skills and team games.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Focus on athletics and sports day.</p> <p>Explain the reasons for rules and knowing right from wrong.</p>
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		<ul style="list-style-type: none"><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Combine different movements with ease and fluency.</li><li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li><li>• Develop overall body strength, balance, coordination and agility.</li><li>• Know and talk about the different factors that support overall health and wellbeing:<ul style="list-style-type: none"><li>- regular physical activity</li></ul></li></ul>	changes to body shape and changing pace	climbing equipment.		
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		Adjust speed and change of direction.				
<b>Year 1</b>	<b>Games</b> Agility. Sending and receiving. Scoring.	<b>Gym</b> Body shapes. Rolling. Balances. Jumping.  <b>Gymnastic Festival</b>  <b>Outdoor Week/Health and Fitness/Growth Mindset</b>	<b>Dance</b> Working together. Recognising and following a tune. Creating actions to match the music.	<b>Games/Netball</b> Throwing accurately as a team. Decision making in a game	<b>Racket skills</b> Hitting a ball in the correct direction.	<b>Games/Athletics</b> Sports day events
<b>End Points</b>	<ul style="list-style-type: none"> <li>Final skill follow key steps Year 1 gymnastic routine (see diagram sheet)</li> <li>To copy movements.</li> <li>To use/ listen to music and follow a simple routine.</li> </ul>		<ul style="list-style-type: none"> <li>To chest pass to a partner.</li> <li>To catch a ball with 2 hands.</li> <li>To bounce pass to a partner.</li> </ul>		<ul style="list-style-type: none"> <li>To hit a tennis ball with a racket.</li> <li>To aim and hit the ball in the desired direction.</li> <li>To run 100m without stopping.</li> </ul>	
<b>Year 2</b>	<b>Games</b> Agility. Sending and receiving. Scoring.	<b>Gymnastics</b> Body shapes. Rolling. Balances.	<b>Dance</b> Working together. Recognising and following a tune.	<b>Games/Netball</b> Awareness of space, themselves and others. Hand-eye coordination.	<b>Racket skills/Rounders/Pre tennis</b> Best place to be to stop a ball. Hitting a	<b>Games/Athletics</b> Sports day events  <ul style="list-style-type: none"> <li>Lead others when appropriate.</li> </ul>



	Use the terms 'opponent' and 'team-mate'.	Travelling. Jumping and landing Partner routines. Copy and remember actions.  <b>Gymnastic Festival</b>  <b>Outdoor Week/Health and Fitness/Growth Mindset</b>	Linking movements to create actions to match the music.  Carefully choose movements to communicate feelings/expressions.	Throwing accurately as a team. Decision making in a game. • Use rolling, hitting, running, jumping, catching and kicking skills in combination.	ball in the correct direction.  • Develop tactics.	
<b>End Points</b>	<ul style="list-style-type: none"> <li>To know muscles need to be warmed and stretched prior to exercise.</li> <li>To know Gymnastics are performed by Gymnasts such as Claudia Fragapane.</li> <li>To form front, side and back support and complete key steps Year 2 gymnastic routine (see diagram sheet)</li> </ul>		<ul style="list-style-type: none"> <li>To know the travelling rule of netball.</li> <li>To know the passing rule in netball.</li> <li>To be able to perform an accurate chest pass.</li> </ul>		<ul style="list-style-type: none"> <li>To know that 100m is a sprint.</li> <li>To know that javelin and discus are throwing events.</li> <li>To be able to throw a javelin with correct form.</li> </ul>	
<b>End Points/Vocabulary</b>	Healthy, happy, confident, willing, persevere, trial, learn from mistakes,	Healthy, happy, confident, high standards, keep my word, behave consistently,	Friends, work with others, share, accept, support	Friends, work with others, judge, equality, recognise, inclusion, facts	Likes/dislikes What I am good at, see, hear, feel, real, fictional, experiences, possibilities	Likes/dislikes What I am good at, look and listen carefully, focus, distractions, goals



	bounce back from set-backs	principles, choices, values				
<b>Skills KS1</b>	<ul style="list-style-type: none"> <li>• Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using simple movement patterns.</li> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• My Personal Best resource pack 1</li> </ul>					
<b>Year 3</b>	<b>Invasion Games/Netball</b> Throwing and catching with partner. Move with the ball.	<b>Gymnastics</b> Use shape, balance and travel. Show control, tension and balance.  <b>Gymnastic Festival</b>  <b>Outdoor Week/Health and Fitness/Growth Mindset</b>	<b>Dance</b> Respond to stimuli. Perform with Expression. Use of expressive body language.	<b>Invasion Games/Football</b> Attack and defend. Use appropriate skills; passing, dribbling, control. Work as a team.	<b>Rounders/Pre tennis</b> Strike ball with intent. Intercept the ball and catch. Strike a ball and field with control.	<b>Athletics</b> Sports day events  Organisation. Jump with control. Throw with power.



<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>Final skill follow key steps Year 3 gymnastic routine (see diagram sheet)</li> <li>To create a small routine containing 3 gymnastics elements, listening to music and dancing to a beat. key steps Year 3 gymnastic routine (see diagram sheet)</li> <li>To use facial expressions to convey feelings.</li> </ul>		<ul style="list-style-type: none"> <li>To chest pass to a partner and pivot accurately.</li> <li>To dribble through cones using the side of the foot.</li> <li>To kick the ball to a partner with accuracy.</li> </ul>		<ul style="list-style-type: none"> <li>To hold the bat correctly and improve how far they can hit the ball.</li> <li>To catch a small ball using two hands.</li> <li>To run and jump in a combination.</li> </ul>	
<p><b>End Points/Vocabulary</b></p>	<p>Willing to have a go, Persevere, Trial different methods, Learn, Mistakes, Bounce back from set-backs</p>	<p>High standards, keep my word, behave consistently, principles, choices</p>	<p>Friends, work with others, treat others as you would wish to be treated, accept differences, value others, agree, recognise</p>	<p>Friends, work with others, share, accept, support, look for the best in others</p>	<p>Likes/dislikes What I am good at, adapt, experiment, combine, positive suggestions</p>	<p>Likes/dislikes What I am good at, time, examine, listen to feedback, compare, contrast, connect, consider</p>
<p><b>Year 4</b></p>	<p><b>Invasion – Football</b> Use positions and understand roles.</p> <p><b>Outdoor Week/Health and Fitness/Growth Mindset</b></p>	<p><b>Gymnastics</b> Perform actions, balances, rolls and flight. Create a routine.</p> <p><b>Gymnastic Festival</b></p>	<p><b>Dance</b> Devise, perform and repeat movements. Explore actions.</p>	<p><b>Invasion – Netball</b> Use positions and understand roles. Use tactics. Play as a team</p>	<p><b>Kwik Cricket</b> Throwing and catching. Bowling with accuracy. Choose fielding positions.</p>	<p><b>Athletics/Tag Rugby</b> Sports day events Use positions and understand roles. Use tactics. Play as a team – intro to rugby ready for Y5</p>
<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>Final skill follow key steps Year 4 gymnastic routine (see diagram sheet)</li> </ul>		<ul style="list-style-type: none"> <li>To pass the ball to another player on my team</li> <li>To perform a chest pass</li> </ul>		<ul style="list-style-type: none"> <li>To bowl under arm with accuracy</li> <li>To throw with power</li> </ul>	

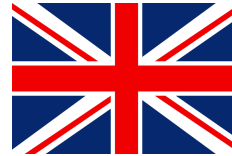




	<ul style="list-style-type: none"> <li>To choose and apply body shapes and actions to create a routine in a group</li> <li>To create a routine with a partner exploring actions to reflect the music</li> </ul>		<ul style="list-style-type: none"> <li>To position myself and/or a ball into an appropriate place on the field.</li> </ul>		<p>and accuracy using one prominent arm, using the shoulder.</p> <ul style="list-style-type: none"> <li>To jump with control and power.</li> </ul>	
<b>End Points/Vocabulary</b>	Positive, focus on what I can do and progress I have made, recognise I can learn new things, improve if I try, see opportunities not barriers	Plan ahead, organise, complete tasks to my best ability, volunteer	Share with others, accept help, ask for support, allow others to do things, look for the best in others	Treat others as you would wish to be treated, accept differences, value others, agree to disagree, recognise other peoples abilities	Adapt to suit situations, experiment, combine things to make something new, use people and resources to help, positive suggestions	Time to think about what I read, saw, heard and did, examine details, listen to feedback, compare, contrast and connect, consider possible effects
<b>Year 5</b>	<p><b>Rugby</b> Led by a Rugby coach</p> <p>Know different roles, styles, techniques. Work as a teams</p> <p><b>Outdoor Week/Health and Fitness/Growth Mindset</b></p>	<p><b>Gymnastics</b> Choose and apply body shapes and actions to create a routine in a group</p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>travelling</li> <li>balances</li> <li>swinging</li> <li>springing</li> <li>flight</li> </ul>	<p><b>Dance</b> Create routine with a partner, exploring actions to reflect the music. Use unison and cannon.</p> <p>Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> <li>Perform expressively and hold a precise and strong body posture.</li> </ul>	<p><b>Invasion -Basketball/ Football</b> Dribbling with the ball. Attacking as a team. Playing different positions Tackling opponents safely.</p>	<p><b>Kwik Cricket</b> Organise team to field. Choose what shot to play. Use a range of fielding skills.</p>	<p><b>Athletics/Tennis</b> Sports day events</p> <p>Improve and sustain running speed and technique. Throw and jump with increased power.</p>



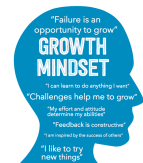
		<p>vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills.</p> <p><b>Gymnastic Festival</b></p>				
<b>End Points</b>	<ul style="list-style-type: none"> <li>To choose and apply body shapes and actions to create a routine in a group</li> <li>To create complex and well executed sequences that include a full range of movements with a partner exploring actions to reflect the music. key steps Year 5 gymnastic routine (see diagram sheet)</li> <li>To know there are different styles of dance</li> </ul>		<ul style="list-style-type: none"> <li>To know how to move with the ball in basketball (dribble, bounce, pass)</li> <li>To pass the ball to another player on my team and choose and combine techniques in game situations (running, throwing, catching, passing, jumping, kicking)</li> <li>To intercept a pass in football</li> </ul>		<ul style="list-style-type: none"> <li>To choose an appropriate way to pass the ball back to the bowler eg rolling the ball or under arm throw.</li> <li>To keep the ball in the air for a minimum of 5 volleys and strike a bowled or volleyed ball with accuracy.</li> <li>To explain the rules of quick cricket and field, defend and attack tactically.</li> </ul>	
<b>End Points/Vocabulary</b>	Willing to have a go, persevere, trial different methods, learn from mistakes,	Plan ahead, organise myself and belongings, complete tasks to the best of	Do as I am asked, share ideas and resources, help others, work towards a shared goal, put the	See things from other people's perspectives, consider feelings,	Adapt to suit situations, experiment with different methods, combine things to make	Balance reason(facts) and intuition (feelings), anticipate consequences, break



	<p>bounce back from set-backs, set high standards, keep my word, behave consistently, put principles into action, make choices based on values</p>	<p>my ability, volunteer-not just for prestigious roles,</p>	<p>groups interests above my own</p>	<p>understand rather than make judgements, show you care about others.</p>	<p>new, use other resources and people to help, make positive suggestions, take time to think, examine details, listen to feedback, compare and contrast, consider possible effects.</p>	<p>complex decisions into smaller steps, reach a definite conclusion, take responsibility for choices</p>
<p><b>Year 6</b></p>	<p><b>Rugby</b> Led by a Rugby coach</p> <p>Know different roles, styles, techniques. Work as a teams</p> <p><b>Outdoor Week/Health and Fitness/Growth Mindset</b></p>	<p><b>Gymnastics</b> Select and apply appropriate balance, jumps and rolls to create a routine. routine (see diagram sheet)</p> <p><b>Gymnastic Festival</b></p>	<p><b>Dance</b> Use of character and expression to tell a story of the song.</p> <p><b>Robinwood/Outdoor Residential</b></p>	<p><b>Invasion - Hockey</b> Understand the rules of the game. Work to attack and defend as a team. Use reverse stick effectively.</p>	<p><b>Kwik Cricket</b> Organise team to field. Choose what shot to play. Use a range of fielding skills.</p>	<p><b>Athletics/Basketball</b> Sports day events</p> <p>Explain good athletic performance. Understand the rules of certain events. Take a leading role in organising an event using their knowledge of sport</p> <p>Running forward with the ball. Defending as a team. Tagging opponents.</p>



<p><b>End Points</b></p>	<ul style="list-style-type: none"> <li>To know how to create a routine key steps Year 6 gymnastic routine (see diagram sheet)</li> <li>To use balance, jumps and rolls</li> <li>To develop flexibility, strength, technique, control and balance</li> </ul>		<ul style="list-style-type: none"> <li>To run forwards with a basketball</li> <li>To intercept a pass</li> <li>To use running, jumping, throwing and catching in isolation and in combination</li> </ul>		<ul style="list-style-type: none"> <li>To organise a team to field</li> <li>To choose which shot to play</li> <li>To play competitive games, modified where appropriate [for example: football, hockey, cricket, basketball and netball], and apply basic principles suitable for attacking and defending</li> </ul>	
<p><b>End Points/Vocabulary</b></p>	<p>Respect the rules, manage emotions, think about consequences, look at long term and short term effects, change the way you behave to get better results</p>	<p>Be the best you can be, set goals, practise to improve, can work on your own, take initiative</p>	<p>Do as asked, share ideas and resources, help others, work towards a shared goal, put group's interests before own, pay attention with body and mind, listen to understand, speak clearly, with confidence, enthusiasm and conviction, adapt style and methods to suit situations, check we understand each other</p>	<p>pay attention with body and mind, listen to understand, speak clearly, with confidence, enthusiasm and conviction, adapt style and methods to suit situations, check we understand each other, find out goals, identify challenges, reinforce strengths, offer practical solutions and help, act as a positive role model</p>	<p>Ask questions to extend thinking, challenge own and others' assumptions, generate ideas and explore possibilities, apply and adapt learning, try different solutions without fear of failure</p>	<p>Refer to objectives and success criterias, identify strengths and areas for improvement, consider the evidence for and against, recognise ways to improve or develop, seek and provide constructive feedback</p>
<p><b>Skills KS2</b></p>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Perform dances using a range of movement patterns.</li> </ul>					



- Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example: football, hockey, cricket, basketball and netball], and apply basic principles suitable for attacking and defending.
- My Personal Best resource pack 2

Swimming, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations.

