



# Physical Education programmes of study: KS 1 and 2

<p><u><i>What do we aim to achieve? (Our intent)</i></u></p> <p>We want our children to be inspired to <b>succeed and excel</b> in competitive sport and other physically demanding activities. We want them to have opportunities to <b>become physically confident</b> and in this way <b>support their health and fitness</b>. By competing in sport and other activities, they will <b>build character</b> and help <b>embed our values of fairness and respect</b>.</p> <p>They will <b>develop balance, agility and co-ordination</b>, and <b>master basic movements</b> including running, jumping, throwing and catching. Through dance they will <b>explore simple patterns and movements</b>. They will learn about how <b>being active keeps us healthy</b>, and through team games will <b>develop sportsmanship qualities</b> and celebrate the achievements of themselves and others.</p>	<p><u><i>How do we do it? (Our implementation)</i></u></p> <p>In addition to our programme of school PE lessons, a professional sports teacher takes each class on Thursday (including EYFS pupils). We also run a Thursday PE club for KS2 pupils.</p> <p>The children take part in a range of activities, including whole school sporting events, and use a variety of sports equipment and a range of apparatus.</p> <p>We have used our PE grant year on year to develop our outside apparatus, which now includes an extended trim trail, an octopus catcher, line markings and a pirate ship.</p> <p><u><i>What happens as a result of this learning? (Our impact)</i></u></p> <p><b>The impact</b> of our programme of study is that pupils are encouraged to be physically active for sustained periods of time, including lunchtimes when a range of equipment is available in all weathers. Our children experience a broad range of physical activities and are able to lead healthier, more active lives.</p>
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*Look at what our pupils have achieved*





## Physical Education programmes of study: KS 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Winter wonderland	Superheroes	Minibeasts	Around the World in 30 Days	On the Farm
EYFS Premier:	<b>Multi-skills</b> Throwing & catching a beanbag. Improving technique by practise. <b>Competitive games:</b> Team races using learnt skills.	<b>Multi-skills</b> Throwing & catching a beanbag. Improving technique by practise. <b>Competitive games:</b> Team races using learnt skills.	<b>Gymnastics</b> Different shapes, developing flexibility and agility. Copy and repeat Partner work. Perform Improving movement by observing others.	<b>Games</b> Run, stop, control Partner/group work. Improving movement by observing others. Team races using learnt skills.	<b>Athletics</b> coordination and balance; throw and handle a variety of objects. Evaluate to improve technique.	<b>Athletics</b> coordination and balance; throw and handle a variety of objects. Sports day skills. Evaluate to improve technique
School:	<b>Gymnastics</b> Different ways of travelling/moving. Changing speed/direction. Jumps & rolls. Partner/group work. Performing sequence of rolls & jumps. How to lead a <b>healthy lifestyle</b> - diet, exercise, personal hygiene.	<b>Gymnastics</b> <b>Gym in the Jungle:</b> Moving around gym equipment like different animals. 'Mirror That Monkey' - mirroring partner. Balancing like big cats. Improving movement by observing others. Perform sequence of animal movements.	<b>Dance</b> <b>Superheroes:</b> Using body to create different superhero poses. Learning & performing sequence of moves to 'Superman', keeping in time to music. <b>Competitive games:</b> Team superhero obstacle course. How can we <b>keep fit and healthy</b> like superheroes? (super smoothies).	<b>Dance</b> <b>Dance Till You Drop:</b> Learn nursery rhymes and actions. Change style and speed of dances (ballet, rock 'n' roll, latin, ballroom). Perform dance using different emotions (happy, sad, excited, angry). Perform own dances. <b>Competitive games:</b> Racing and chasing games - outdoor area (continuous provision).	<b>Multi-skills</b> <b>Working with a ball:</b> Throwing, catching, aiming, kicking different sized balls. <b>Balancing skills:</b> Balancing bean bags on different body parts. Improving technique by practise. <b>Competitive games:</b> Team races using learnt skills.	<b>Athletics</b> <b>Sports Day practise: learning skills to take part in:</b> running, relay, egg & spoon, hurdles, obstacle course. <b>Sun safety</b> - how to stay protected, sunglasses, hat, water intake etc. Use <b>large play equipment</b> - trim-trail, pirate ship.
Theme	All About Me	Fabulous Festivals	Dinosaurs	Traditional tales	Transport	Pirates/ Under the sea
EYFS Premier:	<b>Multi-skills</b> Throwing & catching a beanbag. Improving skills by practise. <b>Competitive games:</b> Team races using learnt skills.	<b>Multi-skills</b> Throwing & catching a beanbag. Improving skills by practise. <b>Competitive games:</b> Team races using learnt skills.	<b>Gymnastics</b> Different shapes, developing flexibility and agility Copy and repeat Partner work. Perform Improving movement by observing others.	<b>Games</b> Run, stop, control Partner/group work. Improving movement by observing others. Team races using learnt skills. I	<b>Athletics</b> coordination and balance; throw and handle a variety of objects. Evaluate to improve technique	<b>Athletics</b> coordination and balance; throw and handle a variety of objects. Sports day skills. Evaluate to improve technique
School:	<b>Gymnastics</b> Different ways of travelling/moving. Changing speeds/direction. Jumps & rolls. Partner/group work. Performing sequence of rolls & jumps. How to lead a <b>healthy lifestyle</b> - diet, exercise, personal hygiene.	<b>Gymnastics</b> <b>Gym in the jungle:</b> Move around gym equipment like different animals. 'Mirror That Monkey' - mirroring partner. Balancing like big cats. Improving movement by observing others. Perform sequence of animal movements.	<b>Dance</b> <b>Dinosaurs:</b> Create dinosaur movements & link these to become a dancing dinosaur. Improving movement by observing others. Create & perform dinosaur dance in small groups & whole class. <b>Competitive games:</b> Team dinosaur obstacle course.	<b>Dance</b> <b>Dance Till You Drop:</b> Learn nursery rhymes and actions. Change style and speed of dances (ballet, rock 'n' roll, latin, ballroom). Perform dance using different emotions (happy, sad, excited, angry). Perform own dances. <b>Competitive games:</b> Racing and chasing games - outdoor area (continuous provision).	<b>Multi-skills</b> <b>Working with a ball:</b> Throwing, catching, aiming, kicking different sized balls. <b>Balancing skills:</b> Balancing bean bags on different body parts. Improving skills. <b>Competitive games:</b> Team races using learnt skills.	<b>Athletics</b> Sports Day practise: Learn skills for taking part in: Running, relay, egg & spoon, hurdles, obstacle course. <b>Sun safety</b> - how to stay protected, sunglasses, hat, water intake etc. Use <b>large play equipment</b> - trim-trail, pirate ship.

**What does each lesson cover and how does it link together over time?**  
**INTENT:** NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):  
A1: develop confidence to excel in a broad range of physical activities (e.g. running, jumping, throwing & catching; develop balance, agility and co-ordination)  
A2: are physically active for sustained periods of time (e.g. perform dances; take part in team games)  
A3: engage in competitive sports and activities  
A4: lead healthy lives (e.g. develop flexibility & strength; demonstrate improvement to achieve their personal best)

Theme	AUTUMN TERM		SPRING TERM		SUMMER TERM	
KS1 Premier	<b>Multi-skills :</b> Throw/catch/aim Intercept, retrieve and stop a beanbag/ball Play mini games. Evaluate physical impact of exercise on health.	<b>Multi-Skills:</b> <b>Invasion:</b> begin to engage in competitive activities Move with speed and agility. Learn to dodge and evade. Recognise ways to improve technique.	<b>Gymnastics E-H</b> Points & patches, rocking/rolling, wide/narrow/curled High/ low Create sequences. evaluate to make improvement.	<b>Competitive games:</b> <b>Tennis:</b> increased confidence using hand/bat; chase, stop and control balls. Work in pairs to keep the ball in play for longer Recognise ways to improve technique.	<b>Multi-skills: Striking and Fielding</b> Select and apply a small range of simple tactics. Evaluate to improve technique. Play in sustained sequences. Play against each other in teams	<b>Athletics:</b> develop power, agility, coordination and balance; throw and handle variety of objects. Evaluate to improve technique. Compete to improve performance.
School:	<b>Gymnastics A-D</b> Travelling, stretching & curling Taking weight, flight. Perform sequences, individually & in pairs. Recognise ways to improve technique.	<b>Dance: Toys /Plants</b> Making shapes, travel, spin, jump. Copy and repeat shapes. Partner work. Perform & evaluate.	<b>Dance: Seasons-ice dance. April showers/ Great Fire of London</b> Work individually and with a partner, perform a sequence of steps, mirroring. Improvise, adapt and improve. Evaluate	<b>Gymnastics I-K</b> Pathways Spinning/turning/twist Linking movements to create a performance. Evaluate physical impact of exercise on health. Compete in inter school competition.	<b>Athletics:</b> jumping take off and landings, throw for distance, run & stop at speed, develop stamina Recognise ways to improve technique. Compete to improve performance.	<b>Multi-skills:</b> striking Use a combination of skills (dribbling/ passing) Look for space in order to pass/receive. Evaluate to improve technique. Compete to improve performance.

Theme	AUTUMN TERM		SPRING TERM		SUMMER TERM	
KS2  Premier:	<b>Competitive games:</b> Tag Rugby: use recognised passes, work as part of a team. Maintain speed & flexibility in game play, evaluate to make improvement.	<b>Competitive games:</b> Badminton: Play a continuous game using throwing & simple hitting. Look for ways to improve technique.	<b>Gymnastics P-S</b> Balance. Body weight Balance and change direction.Rolling. Develop sequences of movement.Take part in inter school competition. Evaluate physical impact of exercise on health.	<b>Competitive games:</b> Basketball/netball: Play a continuous game using throwing & catching. Look for ways to improve technique. Recognise implications of game playing and exercise for health.	<b>Competitive games:</b> Cricket Develop hitting skills with a variety of bats. Bowling, running, backstop. Play games within school & in competition with other schools. Evaluate ,improve.	<b>Athletics:</b> Sprinting: throwing accuracy; range of jumps with consistency. Take part in school sports day Recognise implications of game playing and exercise for health.
School:	<b>Gymnastics L-0</b> Stretching & curling Symmetry Pathways Travel and change direction Evaluate physical impact of exercise on health.	<b>Dance:</b> Work creatively and imaginatively, use recognised dance action. Move in sustained sequences and hold positions , adapt and improve.	<b>Indoor athletics</b> Link running & jumping with fluency and consistency; jump for height and distance Compete within class to improve performance. Evaluate physical impact of exercise on health.	<b>School: apparatus</b> <b>Gymnastics T,U,VW</b> Bridges Flight Turning and spinning Matching and mirroring Move in sustained sequences and hold positions Evaluate and improve	<b>Swimming ( 6 weeks)</b>  <b>Competitive Games:</b> Rounders: Strike with some consistency, Maintain speed & flexibility, evaluate Sports day prep.	<b>(or Swimming)</b>  <b>Competitive games:</b> Tennis Play a continuous game using throwing & simple hitting Look for ways to improve technique.

What do they go on to learn about in Year 5 and 6?

Pupils continue to develop their skills in netball, football, gymnastics, tag rugby, dance, badminton, rounders, tennis, basketball, and athletics. They will also learn cricket, football, dodgeball, cross country skills, capture the flag and volleyball. .

How does all this build on their learning from the Early Years?

Early Learning Goal	Physical Development	Moving and Handling	To 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 Safe Care	To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	Expressive Arts and Design	Being Imaginative	To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How does it all link with the National Curriculum?

**Key Stage 1: Subject content**

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: Subject content**

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 confidence**

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.