



Walton Primary Academy

Physical Education Curriculum Overview





PHYSICAL EDUCATION

Intent

Our PE curriculum engages pupils in a rich variety of opportunities including, gymnastics, games, team building, athletics, dance and invasion games. Through their involvement of these activities, our children will become confident, resilient, enthusiastic, adaptable, respectful, committed and demonstrate cooperation with others. We aim to provide pupils with the knowledge and skills to become physically confident in a way that supports their health and fitness. The PE curriculum is planned and sequenced so that new knowledge and skills build upon previous learning. Pupils develop a sound knowledge of these fundamental skills. They are able to apply learnt skills into competitive situations, as well as developing teamwork and collaboration. We provide opportunities for pupils to take part in extracurricular activities. We provide a range of active afterschool clubs and sporting competitions. These activities build character and help embed important values such as fairness and respect.

In Early Years, pupils develop their physical development skills. This is done through daily use of our purpose-built outdoor area and through weekly PE sessions. Outdoors, pupils are encouraged to climb, balance and move in different ways whilst negotiating space. Pupils use a range of equipment to help them learn and consolidate new skills. Fine motor development is an essential part of pupils' physical development in early years. Pupils engage in daily focussed fine motor sessions. They have activities to strengthen fine motor skills in their daily provision.

Implementation

PE at Walton Primary Academy provides children with the opportunity to explore a range of sporting activities including: invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and OAA. Our long term plan sets out a progression of skills in 7 key areas of learning, including SET (Social, emotional and thinking) starting from EYFS leading through to Year 6. Our curriculum is designed around using GETSet4PE. Children participate in two high quality PE lessons each week, covering two PE skills every half-term. Children also have the opportunity to learn core subjects actively, through the use of TeachActive. In addition, children are encouraged to participate in a varied range of extra-curricular activities. Lunch time activities are provided every day and children can attend after school sports clubs multiple times per week. Children are invited to attend inter-school sporting events within our Multi-academy trust. This is an inclusive approach which endeavours to encourage not only physical development but also SET. Each year, a group of Year 5 children are invited to become sports leaders for the school. They develop into sporting role models for the younger children, assisting with lunchtime clubs. Children in Year 5 attend swimming lessons once a week for a block of learning. We repeat the block for any children that need to continue to develop their swimming skills.

Impact

We help to motivate children to participate in a variety of sports through quality teaching that is challenging and engaging to all learning. Our children take responsibility for their own health and fitness and many enjoy the success of competitive sports and showcasing their talents at sporting events. We equip pupils with the necessary skills and love for sports and ensure this is integrated throughout all areas of learning. They will hopefully lead healthy lifestyles, instilling the skills acquired through PE and impart this to others.



Progression of Skills and Knowledge

Dance

EYFS

- To copy basic body actions and rhythms.
- To choose and use travelling actions, shapes and balances.
- To travel in different pathways using the space around them.
- To begin to use dynamics and expression with guidance.
- To begin to count to music.

Year 1

- To copy, remember and repeat actions.
- To choose actions for an idea.
- To use changes of direction, speed and levels with guidance
- To show some sense of dynamic and expressive qualities.
- To begin to use counts.

Year 2

- To copy, remember and repeat a series of actions.
- To select from a wider range of actions in relation to a stimulus.
- To use pathways, levels, shapes, directions, speeds and timing with guidance.
- To use mirroring and unison when completing actions with a partner.
- To show a character through actions, dynamics and expression
- To use counts with help to stay in time with the music.

Progression of Skills and Knowledge

Dance

Year 3

- To copy remember and perform a dance phrase.
- To create short dance phrases that communicate an idea.
- To use canon, unison and formation to represent an idea.
- To use counts to keep in time with a partner and group.

Year 4

- To copy, remember and adapt set choreography.
- To choreograph considering structure individually, with a partner and in a group.
- To use action and reaction to represent an idea.
- To change dynamics to express changes in character or narrative.
- To use counts when choreographing short phrases.

Year 5

- To accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.
- To choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.
- To confidently perform choosing appropriate dynamics to represent an idea.
- To use counts accurately when choreographing to perform in time with others and the music.

Year 6

- To perform dances confidently and fluently with accuracy and good timing.
- To work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
- To use pathways, levels, shapes, directions, speeds and timing with guidance.
- To improvise and combine dynamics demonstrating an awareness of the impact on performance.
- To use counts when choreographing and performing to improve the quality of work

Progression of Skills and Knowledge

Fundamentals, fitness and athletics

EYFS

- To run and stop with some control.
- To explore skipping as a travelling action.
- To jump and hop with bent knees
- To throw larger balls and beanbags into space.
- To balance whilst stationary and on the move.
- To change direction at a slow pace.
- To explore moving different body parts together.

Year 1

- To attempt to run at different speeds showing an awareness of technique.
- To begin to link running and jumping movements with some control.
- To jump, leap and hop and choosing which allows them to jump the furthest.
- To throw towards a target.
- To show some control and balance when travelling at different speeds.
- To begin to show balance and co-ordination when changing direction.
- To use co-ordination with and without equipment.

Year 2

- To show balance and coordination when running at different speeds.
- To link running and jumping movements with some control and balance.
- To show hopping and jumping movements with some balance and control.
- To change technique to throw for distance.
- To show control and balance when travelling at different speeds.
- To demonstrate balance and co-ordination when changing direction.
- To perform actions with increased control when co-ordinating their body with and without equipment.

Progression of Skills and Knowledge

Fundamentals, fitness and athletics

Year 3

- To show balance, coordination and technique when running at different speeds, stopping with control.
- To link running, hopping and jumping actions using different take offs and landing.
- To jump for distance and height with an awareness of technique.
- To throw a variety of objects, changing action for accuracy and distance
- To demonstrate balance when performing other fundamental skills.
- To show balance when changing direction in combination with other skills.
- To co-ordinate their bodies with increased consistency in a variety of activities.

Year 4

- To demonstrate how and when to speed up and slow down when running.
- To link hopping and jumping actions with some control.
- To jump for distance and height showing balance and control.
- To throw with some accuracy and power towards a target area.
- To demonstrate good balance when performing other fundamental skills
- To show balance when changing direction at speed in combination with other skills.
- To begin to co-ordinate their body at speed in response to a task.

Year 5

- To run at the appropriate speed over longer distances or for longer periods of time.
- To show control at takeoff and landing in more complex jumping activities.
- To perform a range of more complex jumps showing some technique.
- To show accuracy and power when throwing for distance.
- To demonstrate good balance and control when performing other fundamental skills.
- To demonstrate improved body posture and speed when changing direction.
- To co-ordinate a range of body parts at increased speed.

Year 6

- To demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
- To link running, jumping and hopping actions with greater control and co-ordination.
- To perform jumps for height and distance using good technique.
- To show accuracy and good technique when throwing for distance.
- To show fluency and control when travelling, landing, stopping and changing direction.
- To change direction with a fluent action and can transition smoothly between varying speeds.
- To can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression of Skills and Knowledge

Games

Ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

EYFS

- To drop and catch with two hands.
- To move a ball with feet
- To throw and roll a variety of beanbags and larger balls to space.
- To kick larger balls to space.
- To stop a beanbag or large ball sent to them using hands.
- To attempt to stop a large ball sent to them using feet.
- To hit a ball with hands.
- To run and stop when instructed.
- To move around showing limited awareness of others.
- To make simple decisions in response to a situation.

Year 1

- To drop and catch a ball after one bounce on the move.
- To move a ball using different parts of the foot.
- To throw and roll towards a target with some varying techniques.
- To kick towards a stationary target.
- To catch a beanbag and a medium-sized ball.
- To attempt to track balls and other equipment sent to them.
- To strike a stationary ball using a racket.
- To run, stop and change direction with some balance and control.
- To recognise space in relation to others.
- To begin to use simple tactics with guidance

Year 2

- To dribble a ball with two hands on the move.
- To dribble a ball with some success, stopping it when required.
- To throw and roll towards a target using varying techniques with some success.
- To show balance when kicking towards a target.
- To catch an object passed to them, with and without a bounce.
- To move to track a ball and stop it using feet with limited success.
- To strike a ball using a racket.
- To run, stop and change direction with balance and control.
- To move to space to help score goals or limit others scoring.
- To use simple tactics.

Progression of Skills and Knowledge

Games

Ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

Year 3

- To dribble the ball with one hand with some control in game situations.
- To dribble a ball with feet with some control in game situations.
- To use a variety of throwing techniques in game situations.
- To kick towards a partner in game situations.
- To catch a ball passed to them using one and two hands with some success.
- To receive a ball sent to them using different parts of the foot.
- To strike a ball with varying techniques.
- To change direction with increasing speed in game situations.
- To use space with some success in game situations.
- To use simple tactics individually and within a team.

Year 4

- To link dribbling the ball with other actions with increasing control.
- To change direction when dribbling with feet with some control in game situations.
- To use a variety of throwing techniques with increasing success in game situations.
- To kick with increasing success in game situations.
- To catch a ball passed to them using one and two hands with increasing success.
- To receive a ball using different parts of the foot under pressure.
- To strike a ball using varying techniques with increasing accuracy.
- To change direction to lose an opponent with some success.
- To create and use space with some success in game situations.
- To use simple tactics to help their team score or gain possession.

Year 5

- To use dribbling to change the direction of play with some control under pressure.
- To dribble with feet with some control under increasing pressure.
- To use a variety of throwing techniques with some control under increasing pressure.
- To use a variety of kicking techniques with some control under increasing pressure.
- To catch and intercept a ball using one and two hands with some success in game situations.
- To receive a ball using different parts of the foot under pressure with increasing control.
- To strike a ball using a wider range of skills. Apply these with some success under pressure.
- To use a variety of techniques to change direction to lose an opponent.
- To create and use space for self and others with some success.
- To understand the need for tactics and can identify when to use them in different situations.

Year 6

- To use dribbling to change the direction of play with control under pressure.
- To use a variety of dribbling techniques to maintain possession under pressure.
- To use a variety of throwing techniques including fake passes to outwit an opponent.
- To select and apply the appropriate kicking technique with control.
- To catch and intercept a ball using one and two hands with increasing success in game situations.
- To receive a ball with consideration to the next move.
- To strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
- To confidently change direction to successfully outwit an opponent.
- To effectively create and use space for self and others to outwit an opponent.
- To work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression of Skills and Knowledge

Body Management - gymnastics and yoga

EYFS	<ul style="list-style-type: none">• To create shapes showing a basic level of stillness using different parts of their bodies.• To begin to take weight on different body parts.• To show shapes and actions that stretch their bodies.• To copy and link simple actions together.
Year 1	<ul style="list-style-type: none">• To perform balances making their body tense, stretched and curled.• To take body weight on hands for short periods of time.• To demonstrate poses and movements that challenge their flexibility.• To remember, repeat and link simple actions together.
Year 2	<ul style="list-style-type: none">• To perform balances on different body parts with some control and balance.• To take body weight on different body parts, with and without apparatus.• To show increased awareness of extension and flexibility in actions.• To copy, remember, repeat and plan linking simple actions with some control and technique.
Year 3	<ul style="list-style-type: none">• To complete balances with increasing stability, control and technique.• To demonstrate some strength and control when taking weight on different body parts for longer periods of time.• To demonstrate increased flexibility and extension in their actions.• To choose actions that flow well into one another both on and off apparatus.
Year 4	<ul style="list-style-type: none">• To use body tension to perform balances both individually and with a partner.• To demonstrate increasing strength, control and technique when taking own and others weight.• To demonstrate increased flexibility and extension in more challenging actions.• To plan and perform sequences showing control and technique with and without a partner.
Year 5	<ul style="list-style-type: none">• To show increasing control and balance when moving from one balance to another.• To use strength to improve the quality of an action and the range of actions available.• To use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.• To create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.
Year 6	<ul style="list-style-type: none">• To combine and perform more complex balances with control, technique and fluency.• To demonstrate more complex actions with a good level of strength and technique.• To confidently transition from one action to another showing appropriate control and extension for the complexity of the action.• To plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression of Skills and Knowledge

OAA - Team building and OAA

EYFS

- To follow simple instructions.
- To share their ideas with others.
- To explore activities making own decisions in response to a task.
- To make decisions about where to move in space.
- To follow a path.
- To begin to identify personal success.

Year 1

- To follow instructions.
- To begin to work with a partner and a small group.
- To understand the rules of the game and suggest ideas to solve simple tasks.
- To copy a simple diagram/map.
- To identify own and others' success.

Year 2

- To follow instructions accurately.
- To work co-operatively with a partner or small group, taking turns and listening to each other.
- To try different ideas to solve a task.
- To follow and create a simple diagram/map.
- To understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Progression of Skills and Knowledge

OAA - Team building and OAA

Year 3	<ul style="list-style-type: none">• To follow instructions from a peer and give simple instructions.• To work collaboratively with a partner and a small group, listening to and accepting others' ideas• To plan and attempt to apply strategies to solve problems.• To orientate and follow a diagram/map.• To reflect on when and why challenges are solved successfully and use others' success to help them to improve.
Year 4	<ul style="list-style-type: none">• To accurately follow instructions given by a peer and give clear and usable instructions to a peer.• To confidently communicate ideas and listen to others before deciding on the best approach.• To plan and apply strategies to solve problems.• To identify key symbols on a map and use a key to help navigate around a grid.• To watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.
Year 5	<ul style="list-style-type: none">• To use clear communication when working in a group and taking on different roles.• To begin to lead others, providing clear instructions.• To plan and apply strategies with others to more complex challenges.• To orientate a map confidently using it to navigate around a course.• To explain why a particular strategy worked and alter methods to improve.
Year 6	<ul style="list-style-type: none">• To communicate with others clearly and effectively when under pressure.• To confident to lead others and show consideration of including all within a group.• To use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.• To confidently and efficiently orientate a map, identifying key features to navigate around a course.• To accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Progression of Skills and Knowledge

Swimming

Beginners

- To submerge and regain feet in the water.
- To breathe in sync with an isolated kicking action from poolside.
- To use arms and legs together to move effectively across a short distance in the water.
- To glide on front and back over short distances.
- To float on front and back for short periods of time.
- To confidently roll from front to back and then regain a standing position.

Developers

- To confidently and consistently retrieve an object from the floor with the same breath.
- To begin to co-ordinate breath in time with basic strokes showing some consistency in timing.
- To demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. To Use mirroring and unison when completing actions with a partner.
- To combine gliding and floating on front and back over an increased distance.
- To float on front and back using different shapes with increased control.
- To comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

- To confidently combine skills to retrieve an object from greater depth.
- To confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. To Use action and reaction to represent an idea.
- To confidently demonstrate good technique in a wider range of strokes over increased distances.
- To combine gliding and transitioning into an appropriate stroke with good control
- To confidently link a variety of floating actions together demonstrating good technique and control.
- To select and apply the appropriate survival technique to the situation.

Progression of Skills and Knowledge

SET - social, emotional, thinking

EYFS	Social	<ul style="list-style-type: none"> • To take turns. • To learn to share equipment with others. • To share their ideas with others.
	Emotional	<ul style="list-style-type: none"> • To try again if they do not succeed. • To practice skills independently. • To be confident to try new tasks and challenges.
	Thinking	<ul style="list-style-type: none"> • To begin to identify personal success. • To choose own movements and actions in response to simple tasks • To begin to provide simple feedback saying what they liked or thought was good about someone else's performance.
KS1	Social	<ul style="list-style-type: none"> • To encourage others to keep trying. • To talk to a partner about their ideas and take turns to listen to each other. • To work with a partner and small group to play games and solve challenges.
	Emotional	<ul style="list-style-type: none"> • To show determination to continue working over a longer period of time. • To be determined to complete the challenges and tasks set. • To explore skills independently before asking for help • To be confident to share ideas, contribute to class discussion and perform in front of others.
	Thinking	<ul style="list-style-type: none"> • To make decisions when presented with a simple challenge. • To begin to select and apply skills to use in a variety of differing situations • To provide feedback beginning to use key words from the lesson.

Progression of Skills and Knowledge

SET - social, emotional, thinking

LKS2	Social	<ul style="list-style-type: none"> • To encourage and motivate others to work to their personal best. • To work with others to achieve a shared goal. • To work with others to self manage games.
	Emotional	<ul style="list-style-type: none"> • To persevere when finding a challenge difficult. • To understand what their best looks like and they work hard to achieve it. • To begin to use rules showing awareness of fairness and honesty. • To show an awareness of how other people feel.
	Thinking	<ul style="list-style-type: none"> • To pupils make quicker decisions when selecting and applying skills to a situation. • To select and apply from a wider range of skills and actions in response to a task. • To provide feedback using key terminology.
UKS2	Social	<ul style="list-style-type: none"> • To share ideas with others and work together to decide on the best approach to a task. • To lead others and show consideration of including all within a group. • To Communicate with others clearly and effectively.
	Emotional	<ul style="list-style-type: none"> • To understand what maximum effort looks and feels like and show determination to achieve it. • To use different strategies to persevere to achieve personal best. • To compete within the rules showing fair play and honesty when playing independently. • To confident to attempt tasks and challenges outside of their comfort zone.
	Thinking	<ul style="list-style-type: none"> • To reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • To recognise and explain their thought process when playing games or completing tasks. • To identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • To select and apply appropriate skills for the situation when under pressure.