

Seething and Mundham Primary School PE Curriculum

Intention:

Our PE curriculum ensures that children have a varied and well mapped out opportunities with progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible.

Children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. Revision helps build depth to the children's knowledge, skills and understanding in PE. Teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.

Aims:

To ensure that all KS1 pupils will:

- 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.
- Link them to make actions and sequences of movement
- Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Be master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- 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.

In addition to the above, KS2 pupils will:

Enjoy communicating, collaborating and competing with each other.

- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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EYFS

*for more detail see the EYFS curriculum

Gross Motor Skills

- 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

KS1 & KS2

- a Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- b Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- c Negotiate space and obstacles safely, with consideration for myself and others.
- d Demonstrate my strength, balance and coordination.
- e Move energetically, when running, jumping, dancing, hopping, skipping and climbing.

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	KS1	LKS2	UKS2
	<p>KS1 PE National Curriculum</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>KS2 PE National Curriculum</p> <p>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.</p> <p>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.</p> <p>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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>KS2 PE National Curriculum</p> <p>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.</p> <p>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.</p> <p>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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>

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EYFS Dance	KS1 Dance	Lower KS2 Dance	Upper KS2 Dance
<ul style="list-style-type: none"> • Copy basic body actions and rhythms. • Choose and use travelling actions, shapes and balances. • Travel in different pathways using the space around them. • Begin to use dynamics and expression with guidance. • Begin to count to music. 	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Choose actions for an idea. • Use changes of direction, speed and levels with guidance. • Show some sense of dynamic and expressive qualities. • Begin to use counts. • Copy, remember and repeat a series of actions. • Select from a wider range of actions in relation to a stimulus. • Use pathways, levels, shapes, directions, speeds and timing with guidance. • Use mirroring and unison when completing actions with a partner. • Show a character through actions, dynamics and expression. • Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> • Copy remember and perform a dance phrase. • Copy, remember and adapt set choreography. • Create short dance phrases that communicate an idea. • Use canon, unison and formation to represent an idea. • Use action and reaction to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Change dynamics to express changes in character or narrative. • Use counts to keep in time with a partner and group. • Use counts when choreographing short phrases. 	<ul style="list-style-type: none"> • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Perform dances confidently and fluently with accuracy and good timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. • 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. • Confidently perform choosing appropriate dynamics to represent an idea. • Improvise and combine dynamics demonstrating an awareness of the impact on performance. • Use counts accurately when choreographing to perform in time with others and the music. • Use counts when choreographing and performing to improve the quality of work.

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EYFS Fundamental movement skills

- Run and stop with some control.
- Jump and hop with bent knees.
- Throwing larger balls and beanbags into space.
- Explore skipping as a travelling action.
- Explore moving different body parts together.
- Balance whilst stationary and on the move.
- Change direction at a slow pace.

KS1 Fundamental movement skills

- Attempt to run at different speeds showing an awareness of technique.
- Begin to link running and jumping movements with some control.
- Jump, leap and hop and choosing which allows them to jump the furthest.
- Throw towards a target.
- Show some control and balance when travelling at different speeds.
- Begin to show balance and co-ordination when changing direction.
- Use co-ordination with and without equipment.
- Show balance and co-ordination when running at different speeds.
- Link running and jumping movements with some control and balance.
- Show hopping and jumping movements with some balance and control.
- Change technique to throw for distance.
- Show control and balance when travelling at different speeds.
- Demonstrates balance and co-ordination when changing direction.
- Perform actions with increased control when co-ordinating their body with and without equipment.

Lower KS2 Fundamental movement skills

- Show balance, co-ordination and technique when running at different speeds, stopping with control.
- Demonstrate how and when to speed up and slow down when running.
- Link running, hopping and jumping actions using different take offs and landing.
- Jump for distance and height with an awareness of technique.
- Throw a variety of objects, changing action for accuracy and distance.
- Demonstrate balance when performing other fundamental skills.
- Show balance when changing direction in combination with other skills.
- Can co-ordinate their bodies with increased consistency in a variety of activities.
- Begin to co-ordinate their body at speed in response to a task.
- Link hopping and jumping actions with some control.
- Jump for distance and height showing balance and control.
- Throw with some accuracy and power towards a target area.
- Demonstrate good balance when performing other fundamental skills.
- Show balance when changing direction at speed in combination with other skills.
- Begin to co-ordinate their body at speed in response to a task.

Upper KS2 Fundamental movement skills

- Run at the appropriate speed over longer distances or for longer periods of time.
- Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
- Show control at take-off and landing in more complex jumping activities.
- Link running, jumping and hopping actions with greater control and co-ordination.
- Perform a range of more complex jumps showing some technique.
- Perform jumps for height and distance using good technique.
- Show accuracy and power when throwing for distance.
- Show accuracy and good technique when throwing for distance.
- Demonstrate good balance and control when performing other fundamental skills.
- Change direction with a fluent action and can transition smoothly between varying speeds.
- Demonstrate improved body posture and speed when changing direction.
- Show fluency and control when travelling, landing, stopping and changing direction.
- Can co-ordinate a range of body parts at increased speed.
- Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

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EYFS Games	KS1 Games	Lower KS2 Games	Upper KS2 Games
<ul style="list-style-type: none"> • Drop and catch with two hands. • Run and stop when instructed. • Hit a ball with hands. • Move a ball with feet. • Throw and roll a variety of beanbags and larger balls to space. • Attempt to stop a large ball sent to them using feet. • Kick larger balls to space. • Move around showing limited awareness of others. • Stop a beanbag or large ball sent to their hands. • Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> • Drop and catch a ball after one bounce on the move. • Move a ball using different parts of the foot. • Dribble a ball with two hands on the move. • Dribble a ball with some success, stopping it when required. • Throw and roll towards a target with some varying techniques. • Throw and roll towards a target using varying techniques with some success. • Catch a beanbag and a medium-sized ball. • Attempt to track balls and other equipment sent to them. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a stationary ball using a racket. • Kick towards a stationary target. • Show balance when kicking towards a target. • Strike a ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Move to space to help score goals or limit others scoring. • Begin to use simple tactics with guidance. • Use simple tactics. 	<ul style="list-style-type: none"> • Dribble the ball with one hand with some control in game situations. • Dribble a ball with feet with some control in game situations. • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in game situations. • Use a variety of throwing techniques in game situations. • Use a variety of throwing techniques with increasing success in game situations. • Catch a ball passed to them using one and two hands with some success. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball sent to them using different parts of the foot. • Receive a ball using different parts of the foot under pressure. • Kick towards a partner in game situations. • Kick with increasing success in game situations. • Strike a ball with varying techniques. • Strike a ball using varying techniques with increasing accuracy. • Change direction with increasing speed in game situations. • Change direction to lose an opponent with some success. • Use space with some success in game situations. • Create and use space with some success in game situations. • Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with control under pressure. • Use dribbling to change the direction of play with some control under pressure. • Dribble with feet with some control under increasing pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a variety of throwing techniques with some control under increasing pressure. • Use a variety of throwing techniques including fake passes to outwit an opponent. • Catch and intercept a ball using one and two hands with some success in game situations. • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball using different parts of the foot under pressure with increasing control. • Receive a ball with consideration to the next move. • Use a variety of kicking techniques with some control under increasing pressure. • Select and apply the appropriate kicking technique with control. • Strike a ball using a wider range of skills. Apply these with some success under pressure. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Use a variety of techniques to change direction to lose an opponent.

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			<ul style="list-style-type: none"> Use simple tactics to help their team score or gain possession. 	<ul style="list-style-type: none"> Confidently change direction to successfully outwit an opponent. Create and use space for self and others with some success. Effectively create and use space for self and others to outwit an opponent. Understand the need for tactics and can identify when to use them in different situations. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
	EYFS Body Management <ul style="list-style-type: none"> Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together. 	KS1 Body Management <ul style="list-style-type: none"> Perform balances making their body tense, stretched and curled. Perform balances on different body parts with some control and balance. Take body weight on hands for short periods of time. Take body weight on different body parts, with and without apparatus. Demonstrate poses and movements that challenge their flexibility. Show increased awareness of extension and flexibility in actions. Demonstrate increased flexibility and extension in more challenging actions. Remember, repeat and link simple actions together. Copy, remember, repeat and plan linking simple actions with some control and technique. 	Lower KS2 Body Management <ul style="list-style-type: none"> Complete balances with increasing stability, control and technique. Use body tension to perform balances both individually and with a partner. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus. Plan and perform sequences showing control and technique with and without a partner. 	Upper KS2 Body Management <ul style="list-style-type: none"> Show increasing control and balance when moving from one balance to another. Combine and perform more complex balances with control, technique and fluency. Use strength to improve the quality of an action and the range of actions available. Demonstrate more complex actions with a good level of strength and technique. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
	EYFS OAA <ul style="list-style-type: none"> Follow simple instructions. 	KS1 OAA <ul style="list-style-type: none"> Follow instructions. Follow instructions accurately. 	Lower KS2 OAA <ul style="list-style-type: none"> Follow instructions from a peer and give simple instructions. 	Upper KS2 OAA <ul style="list-style-type: none"> Use clear communication when working in a group and taking on

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	<ul style="list-style-type: none"> • Share their ideas with others. • Explore activities making own decisions in response to a task. • Make decisions about where to move in space. • Follow a path. • Begin to identify personal success. 	<ul style="list-style-type: none"> • Begin to work with a partner and a small group. • Work co-operatively with a partner and a small group, taking turns and listening to each other. • Understand the rules of the game and suggest ideas to solve simple tasks. • Try different ideas to solve a task. • Copy a simple diagram/map. • Follow and create a simple diagram/map. • Identify own and others' success. • Understand when a challenge is solved successfully and begin to suggest simple ways to improve. 	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Work collaboratively with a partner and a small group, listening to and accepting others' ideas. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and attempt to apply strategies to solve problems. • Plan and apply strategies to solve problems. • Orientate and follow a diagram/map. • Identify key symbols on a map and use a key to help navigate around a grid. • Reflect on when and why challenges are solved successfully and use others' success to help them to improve. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	<p>different roles.</p> <ul style="list-style-type: none"> • Communicate with others clearly and effectively when under pressure. • Begin to lead others, providing clear instructions. • Confident to lead others and show consideration of including all within a group. • Plan and apply strategies with others to more complex challenges. • Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. • Orientate a map confidently using it to navigate around a course. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Explain why a particular strategy worked and alter methods to improve. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
		<p>Beginners Swimming</p> <ul style="list-style-type: none"> • Submerge and regain feet in the water. • Breathe in sync with an isolated kicking action from poolside. • Use arms and legs together to move effectively across a short distance in the water. • Glide on front and back over short distances. • Float on front and back for short periods of time. • Confidently roll from front to back and then regain a standing position. 	<p>Developers Swimming</p> <ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath. • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water. 	<p>Intermediate Swimming</p> <ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation.

