

# Our Physical Education (PE) Curriculum



## Our Aim

At Parkside we believe that Physical Education (PE) and Sport play an important role in providing our pupils with a lifelong, positive and healthy relationship with sport and fitness and the potential to change children's lives for the better. In addition to all children receiving two hours of PE lessons a week, we run The Daily Mile and provide active lessons and 'bursts' to enhance fitness and concentration levels.

All pupils also have the opportunity to;

- attend extra-curricular clubs, including football, netball and athletics.
- participate in numerous competitions, either in school or by representing the school within the borough.
- become leaders within PE lessons, run clubs and competitions and have a role in decision making.
- learn to swim and to be water safe.

We receive Sports Premium funding and utilise this in many ways, including the provision of specialist coaching in gymnastics, cricket and a range other sports. We currently hold the School Games Platinum Kite Mark.

Our PE motto is:

**Keep PACE with Parkside!**  
**(Participate, Achieve, Compete, Enjoy)**

In the Early Years Foundation Stage (EYFS), children in Nursery and Reception will follow the expectations of the EYFS Framework. The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

In the Early Years Foundation Stage (EYFS) at Parkside, we nurture children's strong need and desire to be physically active achieved within the Prime Area of 'Physical Development'. This builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance and co-ordination
- Developing a range of large and small movements which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe.

# **Our Physical Education Curriculum Construction**

## **Intent**

To provide a lifelong, positive and healthy relationship with sport and fitness, both physical and mental, and instil our value of being 'Proud to Shine'.

We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- 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

## **Implementation**

Our approach to teaching PE develops the learner as a whole, and alongside the physical skills, encourages learners to reflect on and improve their skills in the 5 other areas of the Real PE cogs.

At Parkside all pupils receive 2 hours of PE lessons, one of which follows the Real PE child-centred approach which engages and challenges EVERY child.

This is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. Each unit of work has a different focus to develop the key abilities necessary for success in PE and sport and across the curriculum: creative, physical, health and fitness, personal, social and cognitive. Our teachers have high expectations of pupils and offer appropriate levels of support and challenge to ensure that every pupil is able to succeed and that every pupil is stretched in each PE session.

The Second PE lesson uses the same principles and values as Real PE, but focuses on applying many of these skills in a range of sporting and physical opportunities in : i dance, gymnastics, athletics, games & outdoor.

In addition, pupils in Year 5 receive intensive swimming lessons in order to achieve the government expectations by the end of Year 6. Outdoor and adventurous activities take place across KS2, either on site, or during Year 5 residential, offsite trips or during year 6 activities week.

In order to achieve the government guidelines of being an Active 30:30 school, we ensure that we have active lessons, active breaks and all classes participate in 'The Daily Mile'. We have a range of clubs which take place either before or after school and target all pupils to participate. In addition, year 5 and 6 Sports Crew and PE Ambassadors run clubs at lunchtimes to encourage all pupils to have the opportunity to love being active. Play leaders, in Years 3, 4 & 5, run competitions and activities at lunchtimes in the playground. We also work with parents to encourage activity at home, including: balance bike, Change4life activities, Real PE, YST, Shine academy and Active Kids Do Better activities.

All pupils have the opportunity to participate in competitions, either through half termly intra competitions in PE lessons, break/ lunchtime mini competitions, or through whole school events, such as Pancake races, Sports Day and School Games Day.

Pupils also participate in Inter competitions, run by our local SSGO, against other local schools, and we have also represented our borough in the London School Games finals.

Children also learn the importance of helping others by participating in sponsored activities or being active for charities such as Sports Relief.

## Impact

PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Parkside, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Every child will:

- enjoy PE lessons and physical activity
- be able to achieve and succeed
- be able to combine physical skills with fluency and apply them consistently to a broad range of physical activities and sports
- have the opportunity to take part in competitive sport
- be able to collaborate and communicate with others
- understand and be able to articulate how they have made progress in individual PE lessons and understand how to evaluate and recognise their own success
- be able to explain the importance of leading a healthy and active life
- Currently, Parkside holds a Platinum School Games Kite mark.

## Physical Development Curriculum Overview- EYFS

| Year             | Autumn 1                                                                                                                 | Autumn 2                                                                                                           | Spring 1                                                                                                          | Spring 2                                                                                                            | Summer 1                                                                                                                                    | Summer 2                                                                                                                                                               |
|------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery</b>   | <p>Introduction to PE</p> <p>Find a space, freezing on command, using and sharing equipment, working with a partner.</p> | <p>Fundamentals</p> <p>Skills include balancing, running, changing direction, jumping, hopping and travelling.</p> | <p>Games</p> <p>Further develop fundamental skills through games. Play by the rules and knowing how to score.</p> | <p>Dance</p> <p>Explore space and how to use it safely, explore travelling movements, shape and balance.</p>        | <p>Gymnastics</p> <p>Explore basic movements, creating shapes, balances and jumps, begin to develop rocking and rolling.</p>                | <p>Ball Skills</p> <p>Develop fundamental ball skills: rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking.</p> |
| <b>Reception</b> | <p>Personal Skills</p> <p>Coordination (Footwork)</p> <p>Static Balance (one leg)</p>                                    | <p>Social skills</p> <p>Dynamic balance to Agility (jumping &amp; landing)</p> <p>Static balance (seated)</p>      | <p>Cognitive Skills</p> <p>Dynamic balance (on a line)</p> <p>Static balance (stance)</p> <p>Dance</p>            | <p>Creative skills</p> <p>Coordination (ball skills)</p> <p>Counter balance (with a partner)</p> <p>Ball Skills</p> | <p>Physical skills</p> <p>Coordination (sending &amp; receiving)</p> <p>Agility</p> <p>(Reaction/response)</p> <p>Athletics/ gymnastics</p> | <p>Health &amp; Fitness skills</p> <p>Agility</p> <p>(ball chasing)</p> <p>Static balance (Floor work)</p> <p>Games</p>                                                |

## PE Curriculum Overview – KS1

| Year          | Autumn 1                                                                                  | Autumn 2                                                                                                          | Spring 1                                                                                         | Spring 2                                                                                                 | Summer 1                                                                                                  | Summer 2                                                                                                        |
|---------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | Personal Skills<br><br>Coordination (Footwork)<br>Static Balance (one leg)<br><br>Fitness | Social skills<br><br>Dynamic balance to Agility (jumping & landing)<br>Static balance (seated)<br><br>Ball skills | Cognitive Skills<br><br>Dynamic balance (on a line)<br>Static balance (stance)<br><br>Dance      | Creative skills<br><br>Coordination (ball skills)<br>Counter balance (with a partner)<br><br>Gymnastics  | Physical skills<br><br>Coordination (sending & receiving)<br>Agility (Reaction/response)<br><br>Athletics | Health & Fitness skills<br><br>Agility (ball chasing)<br>Static balance (Floor work)<br><br>Target Games        |
| <b>Year 2</b> | Personal Skills<br><br>Coordination (Footwork)<br>Static Balance (one leg)<br><br>Fitness | Social skills<br><br>Dynamic balance to Agility (jumping & landing)<br>Static balance (seated)<br><br>Dance       | Cognitive Skills<br><br>Dynamic balance (on a line)<br>Static balance (stance)<br><br>Gymnastics | Creative skills<br><br>Coordination (ball skills)<br>Counter balance (with a partner)<br><br>Ball Skills | Physical skills<br><br>Coordination (sending & receiving)<br>Agility (Reaction/response)<br><br>Athletics | Health & Fitness skills<br><br>Agility (ball chasing)<br>Static balance (Floor work)<br><br>Sending & receiving |

## PE Curriculum Overview – Year 3/4

| Year   | Autumn 1                 | Autumn 2                                       | Spring 1                    | Spring 2                         | Summer 1                           | Summer 2                    |
|--------|--------------------------|------------------------------------------------|-----------------------------|----------------------------------|------------------------------------|-----------------------------|
| Year 3 | Personal Skills          | Social skills                                  | Cognitive Skills            | Creative skills                  | Physical skills                    | Health & Fitness skills     |
|        | Coordination (Footwork)  | Dynamic balance to Agility (jumping & landing) | Dynamic balance (on a line) | Coordination (ball skills)       | Coordination (sending & receiving) | Agility (ball chasing)      |
|        | Static Balance (one leg) | Static balance (seated)                        | Static balance (stance)     | Counter balance (with a partner) | Agility (Reaction/ response)       | Static balance (Floor work) |
|        | Fitness                  | Dance                                          | Golf                        | Football                         | Athletics                          | Rounders                    |
| Year 4 | Personal Skills          | Social skills                                  | Cognitive Skills            | Creative skills                  | Physical skills                    | Health & Fitness skills     |
|        | Coordination (Footwork)  | Dynamic balance to Agility (jumping & landing) | Dynamic balance (on a line) | Coordination (ball skills)       | Coordination (sending & receiving) | Agility (ball chasing)      |
|        | Static Balance (one leg) | Static balance (seated)                        | Static balance (stance)     | Counter balance (with a partner) | Agility (Reaction/ response)       | Static balance (Floor work) |
|        | Fitness                  | Netball                                        | Dance                       | Tag Rugby                        | Athletics                          | Tennis                      |

## PE Curriculum Overview – Year 5/6

| Year          | Autumn 1                                                                                                      | Autumn 2                                                                                   | Spring 1                                                                                           | Spring 2                                                                                                            | Summer 1                                                                                           | Summer 2                                                                                          |
|---------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Year 5</b> | Cognitive Skills<br><br>Coordination (ball skills)<br>Agility<br>(Reaction/ response)<br><br>Fitness/ Cricket | Creative skills<br><br>Static balance (seated)<br>Static balance (Floor work)<br><br>Dance | Social skills<br><br>Dynamic balance (on a line)<br>Counter balance (with a partner)<br><br>Hockey | Physical skills<br><br>Dynamic balance to Agility (jumping & landing)<br>Static Balance (one leg)<br><br>Basketball | Health & Fitness skills<br><br>Static balance (stance)<br>Coordination (Footwork)<br><br>Athletics | Personal Skills<br><br>Coordination (sending & receiving)<br>Agility (ball chasing)<br><br>Tennis |
| <b>Year 6</b> | Cognitive Skills<br><br>Coordination (ball skills)<br>Agility<br>(Reaction/ response)<br><br>Fitness          | Dance<br><br>Football                                                                      | Badminton<br><br>Netball                                                                           | Volleyball<br><br>Athletics                                                                                         | Tennis<br><br>Handball                                                                             | Rounders/OAA<br><br>Cricket                                                                       |

## Physical Development Vocabulary Progression

|                           | Nursery                                                                                                                        | Reception                                                                                                                                                                                       |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gross motor skills</b> | walking, running,<br>rolling, crawling,<br>jumping, skipping,<br>sliding and hopping,<br>strong, firm, gentle,<br>heavy, reach | shuffling, gallop<br>firm, gentle, stretch,<br>tense, floppy, follow,<br>lead, leader,<br>racing, chasing,<br>squeeze, speed,<br>change, direction,<br>under, over, pushing,<br>patting, follow |

# PE Vocabulary Progression

## Vocabulary Pyramid Athletics

EYFS

Ball Skills

Games

Fundamentals



Get Set 4  
Education

Year 1

push  
stop  
jump  
space  
forwards safely  
balance backwards  
far hop aim  
fast slow bend  
improve direction travel

Year 2

sprint jog distance height  
take off landing overarm underarm

Year 3

speed power strength accurately  
higher pace control faster further

Year 4

power stamina officiate perseverance  
determination accuracy personal best

Year 5

technique upsweep rhythm  
downsweep flight stride

Year 6

rotation trajectory continuous pace  
force compete momentum transfer of weight

# Vocabulary Pyramid Ball Skills



Get Set 4  
Education

EYFS

run  
stop

throw

roll team

kick space catch

Year 1

far aim safely  
direction balance send

Year 2

overarm collect target

underarm dribble distance

Year 3

track receive chest  
shoulder overhead accurate

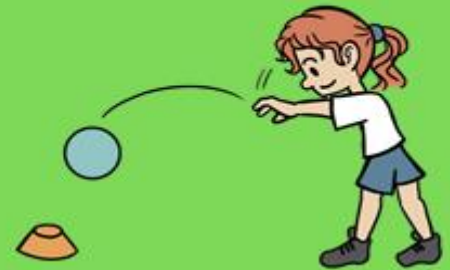
Year 4

release select control

consistently

technique

persevere



# Vocabulary Pyramid Dance



Get Set 4  
Education

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

move  
copy

shape  
space

safely  
around  
sideways  
forwards

travel  
backwards

counts  
slow  
pose  
fast  
level  
balance

mirror  
direction  
action  
speed  
pathway  
timing

flow  
perform  
explore  
match  
create  
feedback  
expression

reaction  
represent  
unison  
dynamics  
control

formation  
posture  
performance  
canon  
relationship

choreograph  
phrase  
contrast  
structure  
fluently  
connect



# Vocabulary Pyramid

## Fitness



Get Set 4  
Education

**EYFS**

**Gymnastics**

**Fundamentals**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

push

stop

space jump

balance safely

exercise heart lungs

body mood

strong pace race

speed jog steady sprint

strength accurately

distance balance control

technique co-ordination healthy

progress muscle stamina

technique momentum rhythm

agility drive power

generate force measure analyse

continuous flexibility record



# Vocabulary Pyramid

## Fundamentals

EYFS



Get Set 4  
Education



Year 1



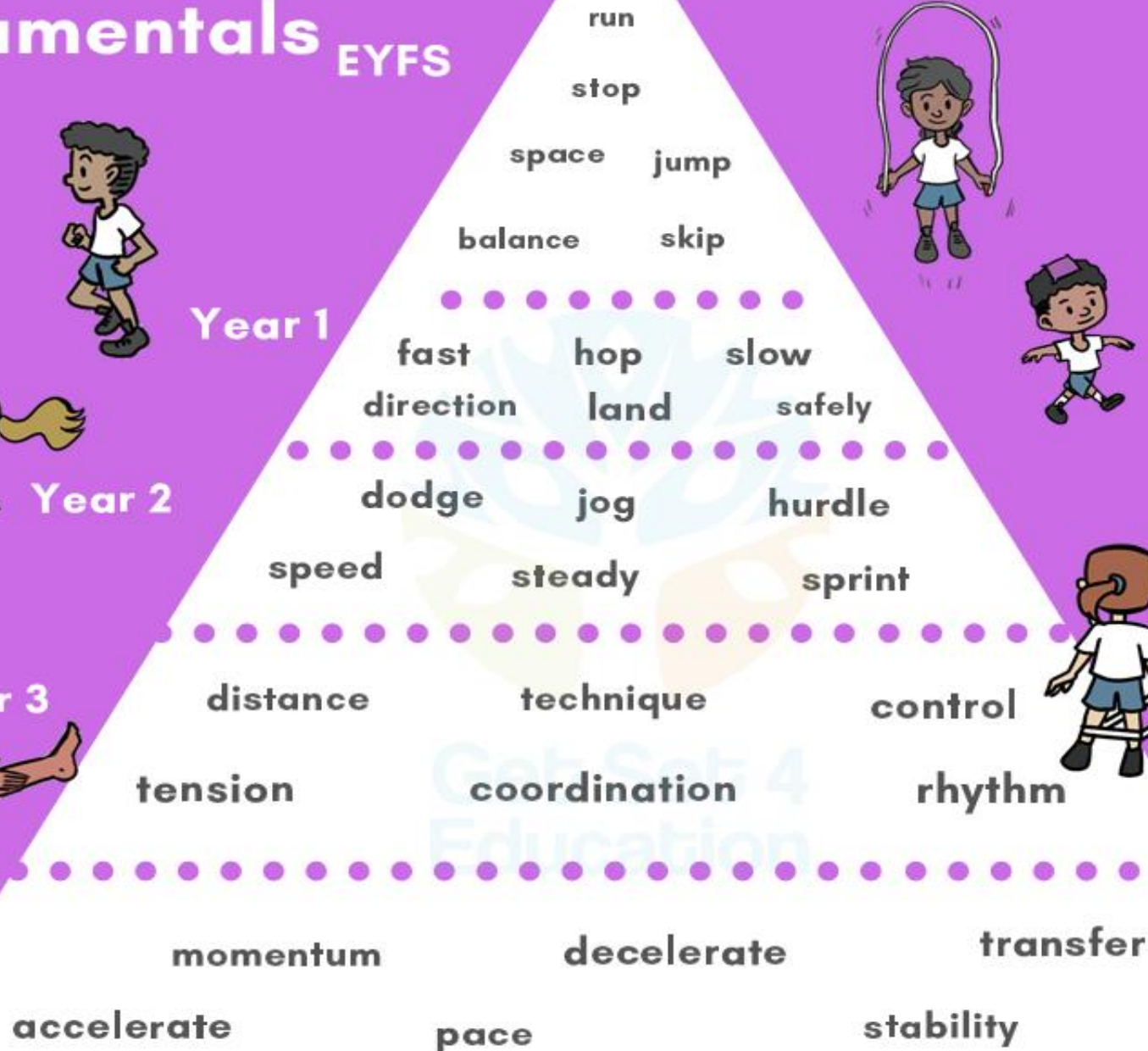
Year 2



Year 3



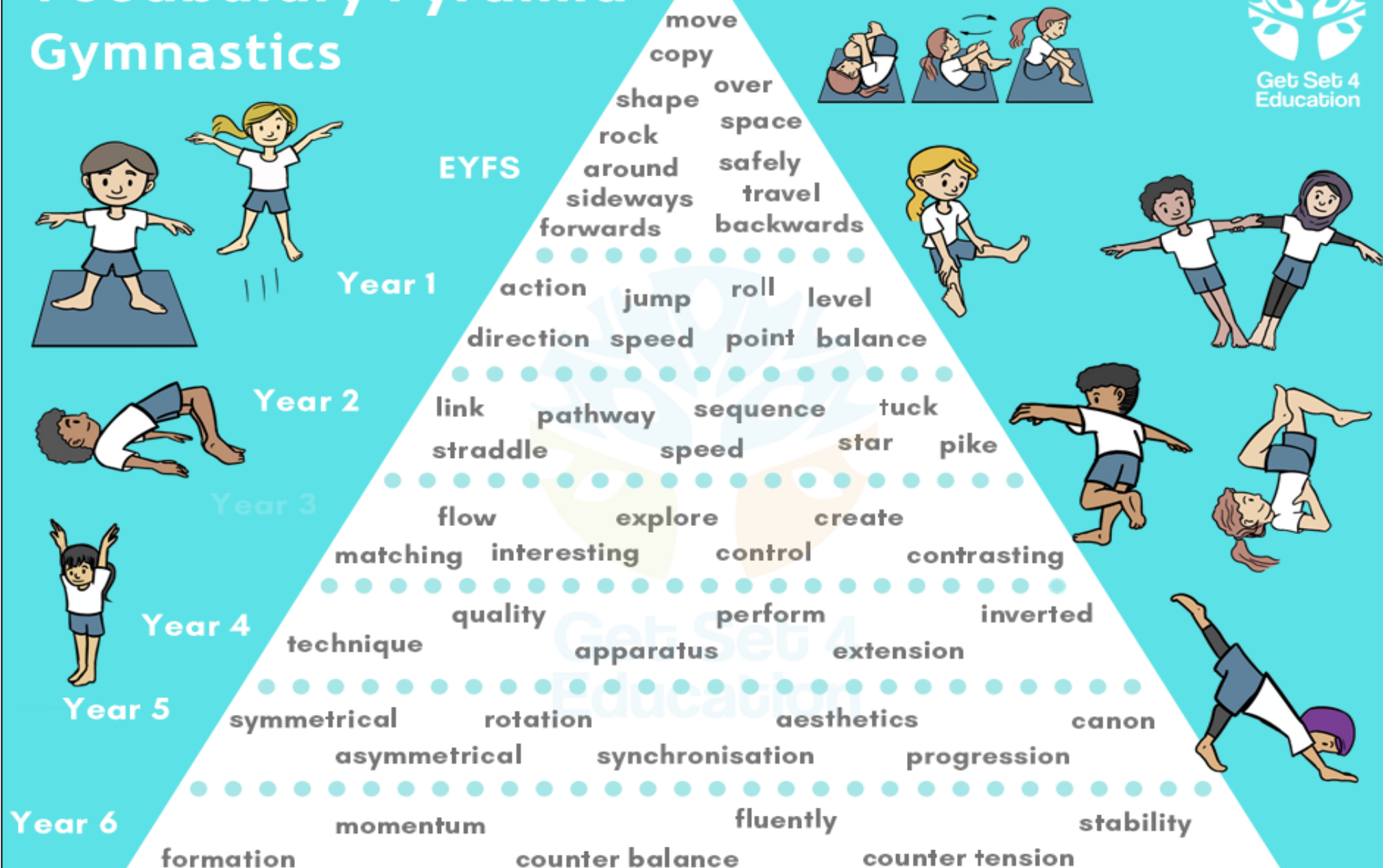
Year 4



# Vocabulary Pyramid Gymnastics



Get Set 4  
Education



# Vocabulary Pyramid

## Invasion Games



Get Set 4  
Education

EYFS

Games

Ball Skills

Fundamentals

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

pass

team

tag

safely

forwards

balance

space

backwards

defender points dribbling

attacker score partner

received send teammate chest pass

possession goal dodge bounce pass

receiver footwork rebound tracking

interception mark travelling playing area

outwit opposition opponent contact

pivot court field pitch

tactics control foul pressure onside

offside support obstruction

consecutive consistently dictate contest

formation conceding turnover shut down



# Vocabulary Pyramid

## Net and Wall Games



Get Set 4  
Education

Games

Ball Skills

Fundamentals

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

team  
space  
catch throw  
safely bounce  
forward backward

ready position partner  
net underarm score points

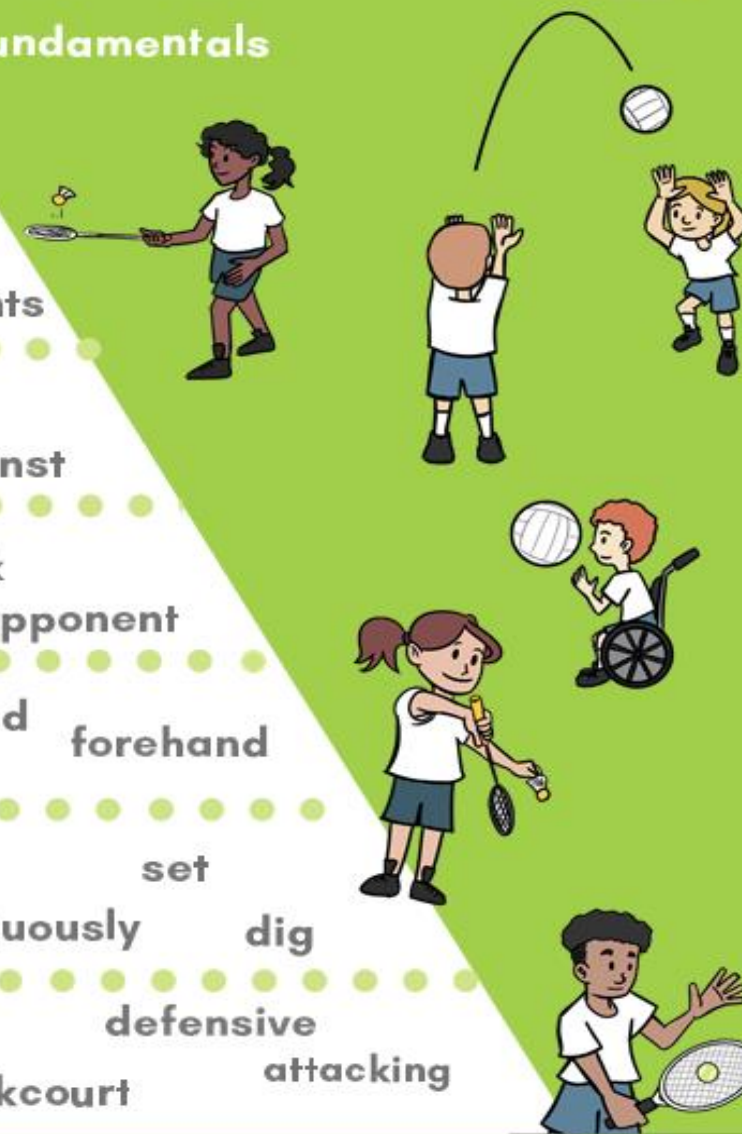
receive quickly trap  
defend return collect against

serve accurately track  
racket control rally opponent

receiver backhand forehand  
outwit court

volley footwork set  
tactics co-operatively continuously dig

deep forecourt defensive  
consecutive consistently backcourt attacking



# Vocabulary Pyramid

## OAA



Get Set 4 Education

Introduction to PE

Games

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



share

team path

listen space

travel follow safely

lead co-operate

teamwork solve instructions

support successful

map direction communicate

rules route trust

navigate grid discuss plan

leader effectively symbol

inclusive orientate

collaborate collective navigation

tactical control card orienteering

location symbol strategy

boundaries critical thinking co-operatively

# Vocabulary Pyramid

## Striking and Fielding

### Games



Get Set 4  
Education



Year 1

EYFS

run

Games

pass

Ball Skills

team

roll

Fundamentals

safely

space

forwards

around

backwards

hit

points

target

throw

score

catch



Year 2

fielder

send

teammate

runs

batter

received

bowler



Year 3

strike

grip

rounder

backstop

bowl

post wicket

batting

wicket keeper

fielding



Year 4

stance

retrieve

opposition

stumped

two-handed pick up

technique

short barrier



Year 5

pressure

backing up

support

overtake

tracking

outwit

tactics

Year 6

obstruction

continuous

drive hit

consecutive

consistently

co-operatively

defensive hit



# Vocabulary Pyramid

## Swimming



Get Set 4  
Education

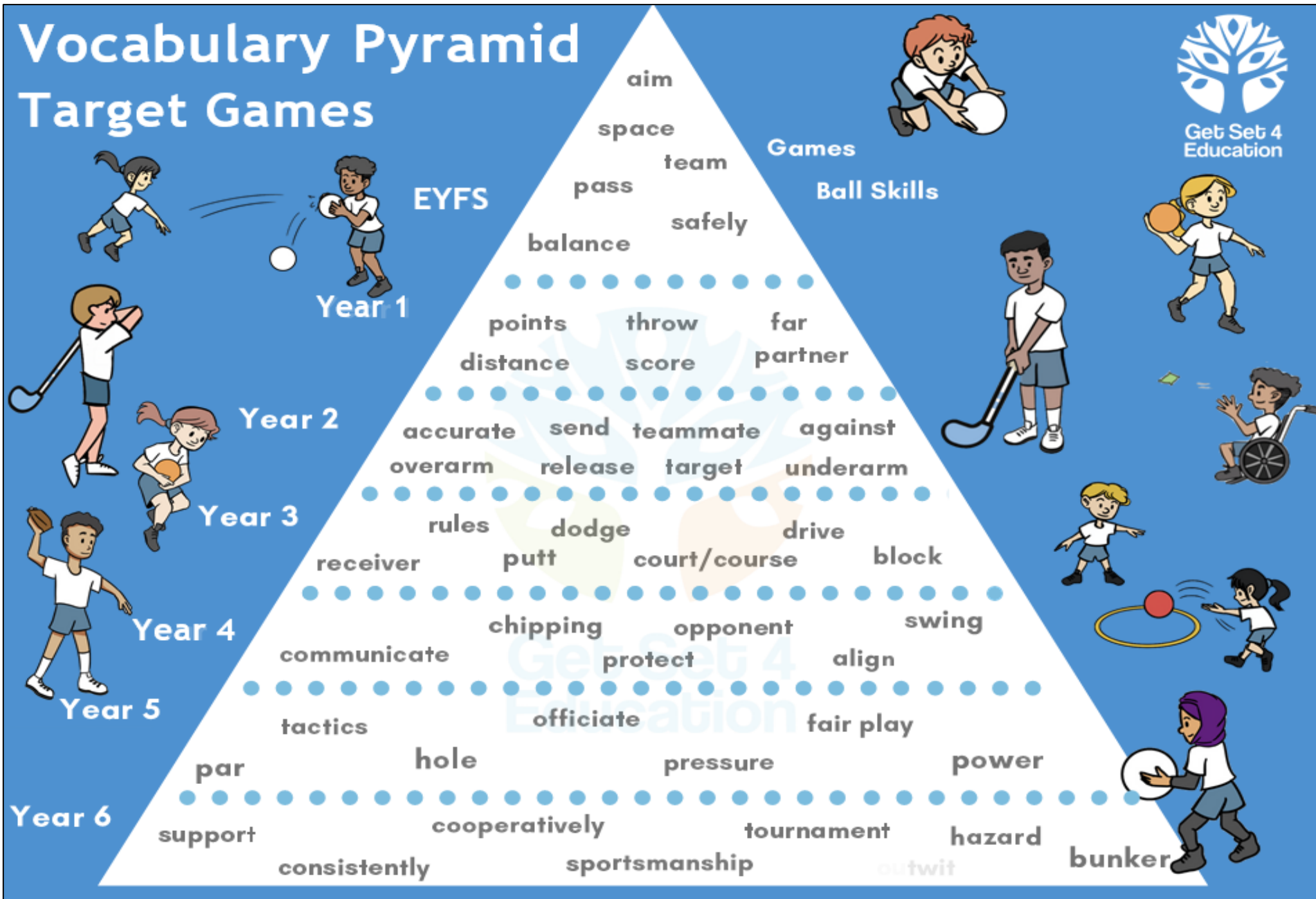


# Vocabulary Pyramid

## Target Games



Get Set 4  
Education



# Vocabulary Pyramid

## Yoga



Get Set 4 Education

EYFS

Gymnastics

Fundamentals

move

still

space

travel

shape

safely

Year 1

feel

breath

copy

listen

slowly

Year 2

focus

position

flow

pose

create

choose

Year 3

strength

try

link

perform

flexibility

perform

technique

Year 4

relax

stable

control

grounded

mindfulness

down dog

Year 5

quality

notice

calm

fluidity

develop

high lunge

Year 6

salutation

transition

aware

collaboratively

practice

connected



# Progression of Physical Development and PE Skills- EYFS and KS1

|                             | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Health &amp; Fitness</b> | <ul style="list-style-type: none"> <li>• Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty).</li> <li>• An understanding of the need for PE uniform (changing, safety).</li> <li>• Awareness of how exercise is important for a healthy lifestyle and mind.</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body (heart rate, heavy breath, hot, sweaty).</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• An understanding of the need for PE uniform (changing, safety).</li> <li>• Awareness of how exercise is important for a healthy lifestyle and mind.</li> </ul>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Evaluation</b>           | <ul style="list-style-type: none"> <li>• Can comment on own and others performance</li> <li>• Can give comments on how to improve performance.</li> <li>• Use appropriate vocabulary when giving feedback</li> </ul>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Gymnastics</b>           | <ul style="list-style-type: none"> <li>• Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</li> <li>• Move and stop, recognising both commands and acting upon them immediately.</li> <li>• Show contrast with their bodies including tall/short, wide/thin, straight/curved)</li> <li>• Copy simple movements and simple sequences.</li> <li>• Make shapes with their bodies, according to commands.</li> <li>• Jump off an object and land appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</li> <li>• Move confidently and safely in their own and general space, using change of speed and direction.</li> <li>• Copy, create and link movement phrases with beginnings, middles and ends.</li> <li>• Perform movement phrases using a range of body actions and body parts.</li> <li>• Explore making their body tense, relaxed, stretched and curled.</li> <li>• Can they explore different ways of stretching, balancing, rolling, and travelling.</li> </ul> | <ul style="list-style-type: none"> <li>• Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</li> <li>• Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</li> <li>• Create routines which have a clear beginning and ending.</li> <li>• Work with a partner sharing ideas and creating a simple sequence.</li> </ul> |
| <b>Dance</b>                | <ul style="list-style-type: none"> <li>• Explore and copy basic body actions and rhythms.</li> <li>• To be able to negotiate space confidently, using appropriate strategies.</li> <li>• To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</li> <li>• To begin to respond with their bodies to different types of music.</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Explore movement ideas and respond imaginatively to a range of stimuli.</li> <li>• Move confidently and safely in their own general space using changes of speed level and direction.</li> <li>• Compose and link movements to make simple beginnings, middles and ends.</li> <li>• Perform movement phrases using a range of body actions and body parts.</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.</li> <li>• Explore the change of rhythm, speed, level and direction.</li> <li>• Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</li> </ul>                                  |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Athletics</b>           | <ul style="list-style-type: none"><li>• Learn skills of running, jumping and throwing with a range of equipment.</li><li>• Vary speed of running based on commands given.</li><li>• Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</li></ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.</li><li>• Develop the following skills with increasing accuracy and velocity:<ul style="list-style-type: none"><li>-Explore and throw a variety of objects with one hand.</li><li>-Jump from a stationary position with control.</li><li>-Change speed and direction whilst running.</li></ul></li></ul>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Games Understanding</b> | <ul style="list-style-type: none"><li>• Work individually and with others. Engage in cooperative physical activities</li><li>• Participate in team games.</li><li>• Understand how to use equipment safely.</li></ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Begin to apply basic movements in a range of activities</li><li>• Work individually and with others. Engage in cooperative physical activities.</li><li>• Engage in competitive physical activities (both against self and against others)</li><li>• Participate in team games.</li><li>• Understand how to use equipment safely.</li></ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Engage in competitive physical activities (both against self and against others)</li><li>• Participate in team games</li><li>• Developing simple tactics for attacking and defending.</li><li>• Able to reflect on and develop skills to improve.</li><li>• Understand how to use equipment safely.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Invasion Games</b>      | <ul style="list-style-type: none"><li>• To be able to move and stop confidently, negotiating the space around them effectively.</li><li>• Show good control over their bodies when exploring different skills.</li><li>• Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular games:<ul style="list-style-type: none"><li>• Roll a ball or hoop</li><li>• Throw a ball underarm</li><li>• Explore balancing</li></ul></li></ul> | <ul style="list-style-type: none"><li>• To be confident and keep themselves safe in the space in which an activity/game is being played.</li><li>• Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</li><li>• Show ability to work with a partner in throwing and catching games.</li><li>• Choose and use skills effectively for particular games:<ul style="list-style-type: none"><li>-Throw a ball accurately to a target using increasing control.</li><li>-Explore throwing and catching in different ways.</li><li>-Explore kicking in different ways with increasing control.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Improve the way they coordinate and control their bodies in various activities.</li><li>•Remember, repeat and link combinations of skills where necessary.<ul style="list-style-type: none"><li>• Develop basic tactics in simple team games and use them appropriately.</li><li>• Choose use and vary simple tactics.</li><li>• Catch and control a ball in movement working with a partner or in a small group.</li><li>• Take part in games where there is an opposition.</li><li>• Decide where to stand during a team game, to support the game.</li><li>• Begin to lead others in a simple team game.</li><li>• Be able to pass and stop a ball to a team mate accurately.</li><li>• Understand how to intercept a moving ball.</li><li>• Understand role of attacker and defender</li></ul></li></ul> |

## Net and Wall Games

- To be confident and keep themselves safe in the space in which an activity/game is being played.
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
- Show ability to work with a partner in throwing and catching games. .
- Hit a ball with control using an appropriate object.

- Improve the way they coordinate and control their bodies in various activities.
- Remember, repeat and link combinations of skills where necessary.
- Develop basic tactics in simple team games and use them appropriately.
- Choose use and vary simple tactics.
- Catch and control a ball in movement working with a partner or in a small group.
- Take part in games where there is an opposition.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.

## Striking and Fielding Games

- To be confident and keep themselves safe in the space in which an activity/game is being played.
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
- Show ability to work with a partner in throwing and catching games.
- Choose and use skills effectively for particular games:
  - Throw a ball accurately underarm to a target using increasing control.
  - Show increasing control when rolling an object, using a technique.
  - Hit a ball with control using an appropriate object.
- Explore throwing and catching in different ways

- Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.
- Choose use and vary simple tactics.
- Catch and control a ball in movement working with a partner or in a small group.
- Take part in games where there is an opposition.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- To be able to hit a ball accurately using a piece of equipment.

# Progression of PE Skills- KS2

|                           | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Health and fitness</b> | <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> <li>• Aware of how exercise can help support our mental wellbeing.</li> <li>• Understands the importance of exercise and sport in social environments</li> </ul>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> <li>• Aware of how exercise can help support our mental wellbeing</li> <li>• Understands the importance of exercise and sport in social environments</li> </ul>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Evaluation</b>         | <ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• Begin to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help improve performances.</li> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Gymnastics</b>         | <ul style="list-style-type: none"> <li>• Use a greater number of their own ideas for movements in response to a task.</li> <li>• Choose and plan sequences of contrasting actions.</li> <li>• Complete actions with increasing balance and control.</li> <li>• Move in unison with a partner.</li> <li>• Choose actions that flow well into one another.</li> <li>• Adapt sequences to suit different types of apparatus.</li> <li>• With help, recognise how performances could be improved.</li> </ul> | <ul style="list-style-type: none"> <li>• Safely perform balances individually and with a partner.</li> <li>• Plan and perform sequences with a partner that include a change of level and shape.</li> <li>• Understand how body tension can improve the control and quality of their movements.</li> <li>• Watch, describe and suggest possible improvements to a performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Create and perform sequences using apparatus, individually and with a partner.</li> <li>• Use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>• Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>• Use strength and flexibility to improve the quality of a performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand what counter balance and counter tension is and show examples with a partner.</li> <li>• Combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• Create and perform sequences using compositional devices to improve the quality.</li> <li>• Suggest changes and use feedback to improve a sequence.</li> </ul> |
| <b>Dance</b>              | <ul style="list-style-type: none"> <li>• Create dance phrases that communicate ideas.</li> <li>• Create dance phrases with a partner and in a small group using canon and unison.</li> <li>• Repeat, remember and perform these</li> </ul>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli related to character and narrative.</li> <li>• Use simple motifs and movement patterns to structure dance phrases on my own, with a</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Adapt and refine actions, dynamics and relationships in a dance.</li> <li>• Perform different styles of dance clearly and fluently.</li> <li>• Recognise and comment on dances, showing</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</li> <li>• Adapt and refine actions, dynamics and</li> </ul>                                                                                                                                                                      |

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|                  | <p>phrases in a dance.</p> <ul style="list-style-type: none"> <li>• Use dynamic and expressive qualities in relation to an idea.</li> <li>• Use counts to keep in time with a group and the music.</li> <li>• Recognise and talk about the movements used and the expressive qualities of dance.</li> </ul>                                                                                                                         | <p>partner and in a group.</p> <ul style="list-style-type: none"> <li>• Use formation, canon and unison to develop a dance.</li> <li>• Refine, repeat and remember dance phrases and dances.</li> <li>• Perform dances clearly and fluently.</li> <li>• Describe, interpret and evaluate dance, using appropriate language.</li> </ul> | <p>an understanding of style.</p> <ul style="list-style-type: none"> <li>• Suggest ways to improve their own and other people's work.</li> </ul>                                                                                                                                                                                                                                                                                                                 | <p>relationships to improve a dance.</p> <ul style="list-style-type: none"> <li>• Choreograph a dance using props.</li> <li>• Perform dances fluently and with control.</li> <li>• Use appropriate language to evaluate and refine their own and others' work.</li> </ul>                                                                            |
| <b>Athletics</b> | <ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds.</li> <li>• Use different take off and landings when jumping.</li> <li>• Develop jumping for distance and height.</li> <li>• Take part in a relay activity, remembering when to run and what to do.</li> <li>• Throw a variety of objects, changing my action for accuracy and distance.</li> <li>• Record my distances, numbers and times.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate the difference between sprinting and running over varying distances.</li> <li>• Demonstrate different throwing techniques.</li> <li>• Jump for distance and height with control and balance.</li> <li>• Throw with some accuracy and power into a target area.</li> </ul>         | <ul style="list-style-type: none"> <li>• Choose the best pace for a running event.</li> <li>• Perform a range of jumps showing some technique.</li> <li>• Show control at take-off in jumping activities.</li> <li>• Show accuracy and good technique when throwing for distance.</li> <li>• Understand how stamina and power help people to perform well in different athletic activities.</li> <li>• Lead a partner through short warm-up routines.</li> </ul> | <ul style="list-style-type: none"> <li>• Select and apply the best pace for a running event.</li> <li>• Exchange a baton with success. Perform jumps for height and distance using good technique.</li> <li>• Show accuracy and good technique when throwing for distance.</li> <li>• Lead a small group through a short warm-up routine.</li> </ul> |

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| <b>Games Understanding</b> | <ul style="list-style-type: none"> <li>• Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations.</li> <li>• Pupils can identify when they are successful and the next steps in their learning</li> <li>• Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation.</li> <li>• Understand how to use equipment safely</li> </ul> |                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.</li> <li>• Pupils are able to assess their own performance and the performance of others to identify areas for development.</li> <li>• Pupils consistently demonstrate the sporting spirit values in a range of games situations</li> <li>• Understand how to use equipment safely.</li> </ul> |                                                                                                                                                                                                                                                                                             |
| <b>Net and Wall Games</b>  | <ul style="list-style-type: none"> <li>• Return a ball to a partner. Use basic racket skills.</li> <li>• Play a range of basic shots.</li> <li>• Move quickly around the court using a variety of movement patterns.</li> </ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• To play a continuous games.</li> <li>• Use a range of basic racket skills and variety of shots in different areas of the court.</li> <li>• Demonstrate good footwork on the court.</li> <li>• Return to the ready position to defend my own court.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop wider range of skills and begin to use these under some pressure.</li> <li>• Select and apply preferred skills with increasing consistency.</li> <li>• Understand the need for tactics and make decisions about when best to use them.</li> <li>• Play cooperatively with a partner.</li> <li>• Demonstrate good footwork to cover a court space in a game situation</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Use a wider range of skills in game situations.</li> <li>• Play cooperatively with a partner / in a team.</li> <li>• Demonstrate good decision making when making shots within a game.</li> <li>• Identify and use a variety of tactics</li> </ul> |

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| <b>Invasion Games</b>                       | <ul style="list-style-type: none"> <li>• Move with a ball towards goals with increasing control.</li> <li>• Understand their role as an attacker and as a defender</li> <li>• Move into space to help support a team.</li> <li>• Defend an opponent and try to win the ball.</li> </ul>                | <ul style="list-style-type: none"> <li>• Pass, receive and shoot the ball with increasing control.</li> <li>• Work as part of a team to keep possession and score goals when attacking.</li> <li>• Defend one on one and know when and how to win the ball.</li> <li>• Use simple tactics to help a team score or gain possession.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand there are different skills for different situations and begin to use these.</li> <li>• Move into space to help a team.</li> <li>• Play in a range of positions and know how to contribute when attacking and defending.</li> <li>• Pass, receive and shoot the ball with some control under pressure.</li> </ul> | <ul style="list-style-type: none"> <li>• Pass, receive and shoot the ball with increasing control under pressure.</li> <li>• Select the appropriate action for the situation.</li> <li>• Create and use a variety of tactics to help a team.</li> <li>• Create and use space to help a team.</li> <li>• Select and apply different movement skills to lose a defender.</li> <li>• Use marking, and/or interception to improve defending</li> </ul> |
| <b>Striking and Fielding Games</b>          | <ul style="list-style-type: none"> <li>• Use overarm and underarm throwing, and catching skills.</li> <li>• Begin to strike a bowled ball after a bounce.</li> <li>• Bowl a ball towards a target.</li> <li>• Develop an understanding of tactics and begin to use them in game situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Use overarm and underarm throwing, and catching skills with increasing accuracy.</li> <li>• Strike a bowl and ball after a bounce.</li> <li>• Bowl a ball with some accuracy, and consistency.</li> <li>• Choose and use simple tactics for different situations.</li> </ul>                         | <ul style="list-style-type: none"> <li>• To sometimes strike a bowled ball.</li> <li>• Begin to develop a wider range of skills and use these under some pressure.</li> <li>• Use tactics effectively in a competitive situation.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• Strike a bowled ball with increasing consistency.</li> <li>• Use some tactics in the game as a batter, bowler and fielder.</li> <li>• Select the appropriate action for the situation.</li> </ul>                                                                                                                                                                                                         |
| <b>Outdoor Adventurous Activities (OOA)</b> | <ul style="list-style-type: none"> <li>• To follow and give instructions.</li> <li>• Communicate ideas and listen to others.</li> <li>• Work with a partner and a small group.</li> <li>• Plan and attempt to apply strategies to solve problems.</li> <li>• Reflect on when and why I was</li> </ul>  | <ul style="list-style-type: none"> <li>• Accurately follow and give instructions.</li> <li>• Work effectively with a partner and a small group.</li> <li>• Identify key symbols on a map and use a key to help navigate around a grid.</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>• Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.</li> <li>• Work effectively with a partner and a small group, sharing ideas and</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Work effectively with a partner and a group.</li> <li>• Use critical thinking to form ideas.</li> <li>• Pool ideas within a group, selecting and applying the best method to solve a problem.</li> </ul>                                                                                                                                                                                                  |

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|                 | <p>successful at solving challenges. • Developing basic map reading skills.</p> | <p>• Plan and apply strategies to solve problems.</p>                                                                                                                                                                                                                                                                                  | <p>agreeing on a team strategy.<br/>• Use critical thinking to approach a task.<br/>• Navigate around a course using a map.</p> | <p>• Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.<br/>• Orientate and map efficiently to navigate around a course.</p> |
| <b>Swimming</b> |                                                                                 | <p>Targets:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul> |                                                                                                                                 |                                                                                                                                                                                   |

# Spiritual, Moral, Social and Cultural Development in PE and Physical Development

## Spiritual development

PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own games and dance or gymnastic routines or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.

## Moral development

Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about codes of conduct, rules, etiquette and fair play and unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to distinguish between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team. This is an extension of our collaborative ethic.

## Social development

PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. This again reinforces our collaborative ethic.

## **Cultural development**

Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware of the wider world they live in. Some of the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from and exploring, and showing respect for, a variety of different cultural dances.

## **Essential Characteristics Endpoint of a Learner in Physical Development in the EYFS**

**By the end of Reception every child will be able to:**

- Move in a variety of ways
- Demonstrate upper body strength
- Negotiate space and obstacles safely
- Throw, catch and kick a ball with increasing control
- Balance using core stability
- Demonstrate strength and stamina
- Co-ordinate both sides of my body to do different things at the same time

## **Essential Characteristics Endpoint of a Learner in PE**

**The intent of the Physical Education curriculum at Parkside Primary School is to provide every pupil with:**

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, exercising regularly and knowing to avoid smoking, drugs and alcohol.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.