

EYFS-Educational Programme-Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

National Curriculum Aims for Physical Education:

- Engage in Sports and Activities
- Lead healthy, active lives
- Develop competence to excel in a broad range of physical activities
- Physically Active for sustained periods of time

National Curriculum PE Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught about:

- 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

Curriculum Mapping: Reception and Key Stage 1

FUNdamentals ABC Games	Dribbling and Ball Skills	Dance Gymnastics	Multi Sports Invasion Games	Catching, Throwing & Rolling Striking and Fielding	Athletics
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National Curriculum PE Key Stage 2

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, catching and throwing 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 gymnastics and athletics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

- pupils should be taught to:
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, (for example front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

At Padbury PE skills are taught on a two-yearly cycle

Curriculum Mapping: Key Stage 2 Cycle A

Football Basketball Netball Children's Choice	Dance Badminton Hockey Circuit and Indoor Fitness	Tennis Children's Choice Athletics Striking Games
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Curriculum Mapping: Key Stage 2 Cycle B

Football Basketball Netball Children's Choice	Dance Badminton Gymnastics Tag Rugby	Children's Choice Athletics Cricket Rounders
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PE – Invasion Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move freely using suitable spaces and speed or direction to avoid obstacles.	<p>Explore different ways using a ball.</p> <p>Explore ways to send a ball or other equipment</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Participate in simple team games (1v1, 2v2)</p> <p>Develop simple attacking and defending techniques</p> <p>Pass and receive a ball in different ways with increased control.</p>	<p>Develop control and accuracy when moving with a ball in a variety of different games.</p> <p>Pass and receive a ball with more control and accuracy.</p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score.</p> <p>Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in small team games.</p>	<p>Partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>To help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball.</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p>	<p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p>	<p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent.</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p> <p>Change pitch size to make games better.</p>	<p>Understand that when team has ball they are attacking and when they haven't they are defending.</p> <p>Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence.</p>

PE – Net and Wall Games

<p>Catch a large ball.</p> <p>Demonstrate good control and coordination in large and small movements.</p> <p>Pass a ball: chest pass</p> <p>Kick a ball along the floor less than 10m with the correct technique.</p> <p>Dribble a ball at feet with control</p>	<p>Focus on throwing a ball with control both over and underarm with prompts.</p> <p>Focus on catching a ball from shorter and longer distances, on their own and in groups.</p> <p>Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p>	<p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions.</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination.</p>	<p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Use different shots.</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Know how can they make it difficult for opponent to receive ball.</p>	<p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p>	<p>Hold and swing racket and where to stand on the court when hitting, catching and receiving.</p> <p>Hit the ball on both sides of the body and above head.</p> <p>Use different types of shots during a game. Improve accuracy.</p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Know how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the course.</p>	<p>Devise a scoring system.</p> <p>Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball.</p> <p>Know where to stand when attacking and defending.</p> <p>Explain why they or others are playing well in the games.</p> <p>Know what they need to get better at and what to practice.</p> <p>Understand how to change court to make easier.</p> <p>Understand practices to help with precision and consistency and speed about the court.</p>
PE – Gymnastics						
<p>Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</p>	<p>Learn a variety of basic gymnastic movements.</p> <p>Be still in different body shapes and balances and combine different ways of</p>	<p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p>	<p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p>	<p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Control actions and combine them fluently.</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p>

<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Stand on one foot to hold a balance.</p>	<p>travelling.</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Handle apparatus safely</p> <p>Recognise how it feels when the body is tense in a balance.</p> <p>Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size.</p>	<p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.)</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction</p>	<p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus.</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p>	<p>Include changes of dynamics.</p> <p>Work with a partner and small groups to create sequences.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group.</p>	<p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their performance to practice and improve.</p>	<p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p> <p>Know how gymnastics promotes strength, power and suppleness.</p>
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PE – Dance

<p>Move freely and with pleasure and confidence in a range of ways.</p>	<p>Learn basic movements relating to feelings.</p> <p>Learn what makes a good start and finish position in a sequence.</p>	<p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Perform dances using simple movement</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</p> <p>Learn a short sequence with a clear, middle and</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Compose short dances with clear start, middle and end</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Understand how a dance is formed and performed. To</p>
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<p>Experiments with different ways of moving.</p> <p>Complete simple sequences to different stimulus.</p>	<p>Learn how to move their bodies in a variety of ways.</p> <p>Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p>	<p>patterns with a clear start middle and end.</p> <p>On their own can remember and perform short dance routines to other children (1-8 steps)</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals.</p>	<p>end that they can perform on their own and in a group, with between 8-20steps.</p> <p>Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.</p> <p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p>	<p>on their own, partners and in groups.</p> <p>Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control.</p> <p>Can remember and perform a longer dance routine to others (8-20steps)</p>	<p>Explore and experiment imaginatively with a stimulus for a given audience.</p> <p>Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships.</p> <p>Can remember and perform a dance routine to any audience with 20+ steps.</p>	<p>evaluate, refine and develop their own and others' work.</p> <p>Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships</p> <p>Can remember and perform a dance routine to any audience with 20+ steps.</p>
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PE – Striking and Fielding

<p>Throw over and under arm in a general direction</p> <p>Catch a variety of sized balls when bounced or thrown</p> <p>Strike a ball (selfbowled) in a general direction</p>	<p>Focus on technique on striking a ball with control when shown.</p> <p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>Able to play simple games in small groups, applying rules and skills that have been taught.</p>	<p>Choose, use and vary simple tactics. S&A</p> <p>Recognise good quality in performance.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p>	<p>Throw and catch a balls at different speeds, directions and heights.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p> <p>Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games.</p> <p>Thinking about when to use an over and under arm throw.</p>
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PE - Athletics

<p>Children will be taught how to use their bodies to:</p> <p>Sprint 20m Jump for height Jump for distance Overarm throw Chest push Run for longer distance 50m</p> <p>Participate in Sports day</p>	<p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m Jump for height Jump for distance Leap hurdles Overarm throw Chest push Run for longer distance 80m</p> <p>Participate in Sports day</p>	<p>Children will be taught how to use their bodies to:</p> <p>Sprint 40m Jump for height Jump for distance Leap hurdles Overarm throw Chest push Run for longer distance 100m.</p> <p>Participate in Sports day</p>	<p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Increase speeds, heights, distances against personal best scores</p>	<p>Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.</p> <p>Increase speeds, heights, distances against personal best scores</p>	<p>Choose their favourite ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Plan to cover distances as a team to get the best results possible.</p> <p>Mark a run up for jumping and throwing.</p> <p>Watch a partners athletic performance and identify the main strengths.</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements.</p> <p>Increase speeds, heights, distances against personal best scores</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take off and landing.</p> <p>Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p> <p>Outdoor and adventurous activity during year 6 residential trip</p> <p>Increase speeds, heights, distances against personal best scores</p>
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PE – Swimming (At Padbury Swimming lessons take place in yr3 and year 4)						
			Year 3	Year 4	More and most able	
			swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves in some cases, swim up to 5 metres without aids or support move confidently in water when their feet are touching the ground	Swim between 50 and 100 metres Use three different strokes, swimming on their front and back Control their breathing Swim confidently and fluently on the surface and under water. swim confidently and fluently on the surface and under water recognise how swimming affects their body, and pace their efforts to meet different challenges suggest activities and practices to help improve their own performance	swim further than 100 metres swim fluently and confidently use all three strokes with control swim short distances using butterfly breathe so that the pattern of their swimming is not interrupted perform a wide range of personal survival techniques confidently know what different tasks demand of their body, and pace their efforts well to meet challenges	