



Physical Education (PE)

Intent

We have made the PE curriculum as varied as possible so that all children experience a range of sports and physical skills. Every term or half term the focus of PE is different allowing children to succeed and excel in competitive sport and other physically-demanding activities. Children will learn and develop important physical skills, such as hand-eye coordination, body movement control, handling and controlling different sporting equipment. The PE curriculum has been carefully planned specifically to each year group so that, as the children move through the school, their skills are extended and developed. While learning essential physical skills, children are also gaining valuable experience in team work, resilience and fair play. Children learn the importance of working as part of a successful team through a variety of team activities. Throughout the curriculum children are given opportunities to work in partners, small groups and as a whole class, all working towards a common goal of success. Children are also taught explicitly about fair play and the importance of being a good sportsperson within a competition.

Implementation

In EYFS, children will be provided with a variety of opportunities to develop their spatial awareness, balance and control.

In KS1, children will be taught fundamental movement skills including running, jumping, throwing and catching. They will participate in team games and perform dances using simple movement patterns.

In KS2, children will be taught to apply and develop a broader range of skills including running, jumping, throwing and catching in isolation and in combination. They will participate in competitive games, develop flexibility, strength, control and balance through athletics and gymnastics. Children will perform dances using a range of movement patterns and compare their performances with previous ones and taught how to improve to achieve their personal best.

How we teach it	EYFS	KS1	LKS2
Spatial Awareness	How can spaces be negotiated successfully when playing chasing games?	How can space be used when developing tactics? What use of space and direction can be made in dance sequences?	How is positioning important when passing to team mates? What appropriate tactics can you devise to make problems for the opposition?
Control	How can you show control over an object by pushing, throwing, catching or kicking?	How can you move with control and awareness of space? What would good rolling, hitting, running, jumping, catching and kicking skills look like?	How can you control leg and arm movements when swimming? What does an effective throwing technique look like? Can you throw with accuracy?
Technique	What would you do to jump off an object and land appropriately?	How would you use rolling, hitting, running, jumping, catching and kicking skills in combination? How would you lead others in a team game?	What do you need to do to throw, catch and control with accuracy? What would you do to move in a clear, fluent and expressive manner?
Communication	What do you need to do to travel with confidence and skill around, under, over and through balancing and climbing equipment?	How can you help a team to be successful in a game? How can you link two or more actions to make a sequence?	What skills are needed to lead others and act as a respectful team member? How do you plan, perform and repeat sequences?



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Wellbeing	How can you experiment with different ways of moving that make you feel good?	How does participating in team games help you feel healthy? What does being a team mate mean?	How does playing fairly help you develop self-esteem? How can you support others and seek support if required when needed?
Impact – Ridgmont Lower School will have learners who <ul style="list-style-type: none">• Develop a keen interest in PE and willingness to participate eagerly in sport with positive attitudes• Exhibit good level of physical fitness• Lead healthy lifestyles, exercising regularly• Can remain physically active for sustain periods of time and an understanding of this in promoting long-term health and well-being• Have the ability to take the initiative and become young leaders.			