Ridgmont Lower School

Physical Education (PE) Curriculum

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.

Impact:

Ridgmont Lower School will have learners who:

- 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.

National Curriculum Coverage

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities builds character and help embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

We have designed our PE curriculum to ensure a progression of skills to allow our pupils to become proficient in:

- gymnastics
- dance
- games
- athletics
- outdoor adventure activities.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, 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.

Due to our very small cohorts, children in key stages 1 and 2 are offered swimming lessons every 4 years.

Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness		Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways to become healthier.

Striking and hitting a ball		Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball with success. Explore when different shots are best used. Use an effective grip to hold a bat/racket/stick. Develop a backhand technique and use it in a game. Practise techniques for all strokes and play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Throwing and catching a ball		Throw underarm and over arm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective over arm bowl.	Develop different ways of throwing and catching.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of my throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Travelling with a ball		Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques, showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing a ball		Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game
Using space		Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
Attacking and defending		Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Tactics and rules		Follow simple rules to play games, including team games. Use simple attacking	Understand the importance of rules in games. Use at least one technique to attack or	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion	Vary the tactics they use in a game. Adapt rules to alter games	I know when to pass and when to dribble in a game. I devise and adapt rules to create my own game.	I follow and create complicated rules to play a game successfully. I can communicate plans to others during a game. I lead others during a game

		skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	defend to play a game successfully.	games. Know how to play a striking and fielding game fairly.			
Running		Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Explain what they need to stay healthy. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect performance. Focus on arm and leg action to improve sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Accelerate from a variety of starting positions and select preferred position. Identify reaction times when performing a sprint start. Continue to practise and refine my technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping		Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and to land with. Developing an effective take-off for the standing long jump. Developing an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Develop my technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
Dance skills		Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of my actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transition within a dance motif. Move in time to the music.	Respond to different stimuli being able to add drama and emotion to the dance. Execute a wider variety of movements in extended sequences. Begin to consider how to create a performance which will include stage presence, timing, rhythm and sustaining the character throughout. Develop the quality of the actions in a performance, performing with control and confidence. Use simple dance vocabulary to compare and improve work. Copy and follow a dance routine.	Explore movement through improvisation, introducing unison and matching, in response to a stimulus (pictures, music and videos). Sustain a character to add drama and emotion to the dance Begin to consider how to create a performance which will include stage presence, timing, rhythm and sustaining the character throughout. Create extended sequences with more complex interacting movements and actions in small groups.	Begin to identify and repeat the movement patterns and actions of a chosen dance style. With a partner, compose (select and choreograph ideas into a sequence) individual, partner and group dances that reflect the chosen dance styles. Show a change of pace and timings in my movements. Develop an awareness of use of space. Stay in character to add drama and emotion to a dance. Demonstrate imagination and creativity in the movements devised in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure actions fir the rhythm of the music.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose (select and choreograph ideas into a sequence) individual, partner and group dances that reflect the chosen dance styles. Combine flexibility, techniques and movements to create a fluent sequence. Use dramatic expression in dance movements and motifs. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate strong and controlled movements throughout a dance sequence. Move appropriately and with required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs. Move rhythmically and accurately in dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve my work. Perform the sequence in time to

							music.
Yoga skills		Stretch their body up smoothly. Move between poses while keeping balanced. Arch their back up, and dip their back down, smoothly. Repeat the yoga sequence with minimal support. Use a full range of movements. Adapt yoga poses to their own needs. Transition smoothly between yoga poses. Balance on one leg. Create a short sequence of yoga poses. Demonstrate a yoga pose to the class. Breathe smoothly while in poses.	Stretch their body up smoothly and with coordination. Move between poses smoothly, while keeping balanced. Arch their back up, and dip their back down, smoothly and maintaining balance. Repeat a yoga sequence unaided. Perform a full range of yoga movements smoothly. Adapt yoga poses for themselves and others. Transition between poses easily and fluidly. Balance on one leg confidently. Create a flowing sequence of yoga poses. Explain and demonstrate movements to lead yoga pose. Breathe smoothly while transitioning between poses.	Can begin to use skills in different ways and to link them to make actions and sequences of movement. Has begun to develop flexibility, control and balance. Is beginning to communicate with others during physical activities. Is beginning to compare their performances with previous ones. Can begin to recognise their own success.	Can use skills in different ways and to link them to make actions and sequences of movement. Has developed flexibility control and balance. Can communicate with others during physical activities. Can compare their performances with previous ones. Can recognise their own success.	Can remember and perform up to six of the yoga poses. Can remember and then perform the sun salutation. Can perform the extended versions of the cat pose. Can perform boat pose and lotus pose with some strength. Can collaborate in a group to create a yoga routine of up to seven poses.	Can remember or perform seven or more of the yoga poses. Can remember, perform and link the sun salutation to another yoga pose. Can perform extended versions for all the poses and create their own. Can perform boat pose and lotus pose with some strength. Can complete all poses displaying good strength and technique. Creating their own pose and teaching it to a group. Can collaborate in a group and create a sequence of moves to make a routine that links together.
Compete/perform		Begin to perform learnt skills with some control. Engage in competitive activities and team games. Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities Compose a dance that reflects the chosen dance style. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with an understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate		Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate theirs and others' work, suggesting thoughtful and appropriate improvement.

FIRST YEAR ~ AUTUMN TERM

WHOLE SCHOOL

The skills outlined above are covered in the following stimuli

	DANCE - ROMANS	FOOTBALL SKILLS	ATTACKING & DEFENDING	DODGEBALL
Health & Fitness	✓	✓	✓	✓
Striking and Hitting a Ball		✓		
Throwing and Catching a Ball			✓	✓
Travelling with a Ball		✓		
Passing a Ball		✓	✓	✓
Possession		✓		
Using space		✓	✓	✓
Attacking and defending		✓	✓	✓
Tactics and Rules		✓	✓	✓
Running		✓		✓
Jumping				✓
Dance Skills	✓			
Yoga Skills				
Compete and Perform	✓	✓	✓	✓
Evaluate	✓	✓	✓	✓

FIRST YEAR ~ SPRING TERM

WHOLE SCHOOL

The skills outlined above are covered in the following stimuli

	GYMNASTICS	CIRCUIT TRAINING	TARGET GAMES	BAT & BALL
Health & Fitness	✓	✓	✓	✓
Striking and Hitting a Ball				✓
Throwing and Catching a Ball				✓
Travelling with a Ball			✓	✓
Passing a Ball				✓
Possession				✓
Using space		✓	✓	✓
Attacking and defending			✓	✓
Tactics and Rules			✓	✓
Running		✓	✓	✓
Jumping	✓	✓	✓	✓
Dance Skills	✓			
Yoga Skills				
Compete and Perform	✓	✓	✓	✓
Evaluate	✓	✓	✓	✓

FIRST YEAR ~ SUMMER TERM

WHOLE SCHOOL

The skills outlined above are covered in the following stimuli

	ATHLETICS	YOGA	THROWING & CATCHING	ORIENTEERING
Health & Fitness	✓	✓	✓	✓
Striking and Hitting a Ball			✓	
Throwing and Catching a Ball			✓	
Travelling with a Ball			✓	
Passing a Ball			✓	
Possession			✓	
Using space	✓	✓	✓	✓
Attacking and defending				
Tactics and Rules	✓			✓
Running	✓		✓	✓
Jumping	✓			
Dance Skills				
Yoga Skills		✓		
Compete and Perform	✓	✓	✓	✓
Evaluate	✓	✓	✓	✓

SECOND YEAR ~ AUTUMN TERM

WHOLE SCHOOL

The skills outlined above are covered in the following stimuli

SKILL	HOCKEY	CRICKET	PARKOUR
Health & Fitness	✓	✓	✓
Striking and Hitting a Ball	✓	✓	
Throwing and Catching a Ball		✓	
Travelling with a Ball	✓	✓	
Passing a Ball	✓		
Possession	✓		
Using space	✓	✓	✓
Attacking and defending	✓		
Tactics and Rules	✓	✓	✓
Running	✓	✓	✓
Jumping			✓
Dance Skills			
Yoga Skills			
Compete and Perform	✓	✓	✓
Evaluate	✓	✓	✓

SECOND YEAR ~ SPRING TERM

WHOLE SCHOOL

The skills outlined above are covered in the following stimuli

SKILL	BADMINTON	CIRCUIT TRAINING	GYMNASTICS	DANCE
Health & Fitness	✓	✓	✓	✓
Striking and Hitting a Ball				
Throwing and Catching a Ball				
Travelling with a Ball				
Passing a Ball				
Possession				
Using space	✓	✓	✓	✓
Attacking and defending	✓			
Tactics and Rules	✓	✓		
Running	✓	✓	✓	✓
Jumping	✓	✓	✓	✓
Dance Skills				✓
Yoga Skills				
Compete and Perform	✓	✓	✓	✓
Evaluate	✓	✓	✓	✓

SECOND YEAR ~ SUMMER TERM

WHOLE SCHOOL

The skills outlined above are covered in the following stimuli

SKILL	INVASION GAMES	OUTDOOR ADVENTURERS	ATHLETICS	NET & WALL
Health & Fitness	✓	✓	✓	✓
Striking and Hitting a Ball				✓
Throwing and Catching a Ball	✓			✓
Travelling with a Ball	✓			✓
Passing a Ball	✓			✓
Possession	✓			
Using space	✓	✓		✓
Attacking and defending	✓			✓
Tactics and Rules	✓	✓	✓	
Running	✓	✓	✓	✓
Jumping	✓		✓	✓
Dance Skills				
Yoga Skills				
Compete and Perform	✓	✓	✓	✓
Evaluate	✓	✓	✓	✓