

Thameside PE

Physical Education

Intent:

At Thameside School, we aim to deliver a PE curriculum which will enable the children to lead healthy and active lives into adulthood. Our four curriculum drivers are interwoven throughout our PE curriculum and will introduce our children to a range of team and individual sports encouraging them to demonstrate transferable life skills such as leadership, teamwork, friendship and respect as well as learning about success and failure in competitive, individual and team-based activities.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so. By building links across different subject areas- such as cooking in Design Technology- we aim to for all of our children to understand how to take care of themselves both physically and mentally in order to be successful as adults.

National Curriculum:

Revised EYFS 2021 Educational Programme Physical Development	National Curriculum Programme of Study KS1	National Curriculum Programme of Study KS2
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives ⁷ . 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	<p><u>Sports and Games</u> 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. <u>Swimming and water safety</u> <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> 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 -perform safe self-rescue in different water-based situations.</p>	<p><u>Sport & Games</u> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance 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. <u>Swimming and water safety</u> <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> 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</p>

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		-perform safe self-rescue in different water-based situations.
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PE Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Games-Unit 1 Focus on using bean-bags	Gymnastics-Unit 1 Travelling	Games- Unit 2 Focus on using a ball	Gymnastics- Unit 2 Stretching and curling	Games- Unit 3 Focus on using hoops and quoits	Gymnastics-Unit 3 Travelling taking weight on different body parts
Year 1	Ball skills	Agility, balance and coordination Y1-Developing Partnerwork	Dance Net/wall	Gymnastics	Striking Football	Athletics OAA
Year 2	Ball skills	Agility, balance and coordination Benchball	Dance Net/wall	Gymnastics Y2-Making up Games	Striking Football	Athletics OAA
Year 3	Gymnastics Tennis	Dance Y3 Unit 1- Ball skills	Gymnastics Y3 Unit 3- Net/Court/Wall games	Football OAA	Swimming Cricket	Swimming Athletics
Year 4/5	Gymnastics Rugby	Dance Y5 Unit 1- Net/court/wall games	Swimming Y5 Unit 2- Invasion and Target	Swimming Gymnastics	Football Cricket	Athletics OAA
Year 5/6	Swimming Rugby	Swimming Gymnastics	Gymnastics Y5 Unit 1- Net/court/wall games	Gymnastics Y5 Unit 2- Invasion and Target	Football Cricket	Athletics OAA

Val Sabin Unit

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PE Skills Progression

Development Matters 2021- Physical Development Nursery	Development Matters 2021- Physical Development Reception
<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank depending on its width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>

Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>I can move to music.</p> <p>I can use different levels in my dance</p> <p>I can travel in different ways</p> <p>I can use unison in my dance</p> <p>I can copy dance moves</p> <p>I can link two or more actions in a sequence</p> <p>I can perform my own dance moves.</p> <p>I can move safely in a space</p>	<p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and coordination</p> <p>I can make a sequence by linking at least three sections together</p> <p>I can use dance to show a mood or feeling</p> <p>I can perform my dance in front of others</p>	<p>I can improvise freely and translate ideas from a stimulus into movement</p> <p>I can share and create phases with a partner and small group.</p> <p>remember and perform phrases</p> <p>I can show changes of direction, speed and level during a performance</p> <p>I can repeat, remember and preform phrases</p>	<p>I can take the lead when working with a partner or group</p> <p>I can incorporate choreographic devices into my routine</p> <p>I can use dance to communicate an idea</p> <p>I can plan, preform and repeat sequences</p> <p>I can move in a clear, fluent and expressive manner</p> <p>I can create dances and movements that convey a clear idea.</p> <p>I can develop physical strength by practising moves</p>	<p>I can compose my own dances in a creative way</p> <p>I can include 'canon' in my dance</p> <p>I can include 'Retrograde' in my dance</p> <p>I can perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy and consistency</p> <p>I can compose creative and imaginative dance sequences</p> <p>I can express an idea in original and imaginative ways</p>	<p>I can develop sequences in specific way</p> <p>I can improve and refine my dance</p> <p>I can choose my own music and style</p> <p>I can perform expressively and hold a precise and strong body posture</p> <p>I can create and perform complex sequences</p> <p>I can perform with high energy, slow grace or other themes and maintain this throughout a performance</p> <p>I can perform complex moves and that combine strength stamina gained through gymnastics (e.g cartwheels and handstands)</p>
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Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can make my body curled, tense,	I can plan and perform a sequence of movements. I can improve my	I can adapt sequences to suit different types of apparatus and criteria.	I can work in a controlled way. I can include change of	I can make complex extended sequences. I can combine action,	I can combine my own work with that of others.

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<p>stretched and relaxed. I can control my body when travelling and balancing I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways I can move with some control and awareness of space I can link two or more actions to make a sequence I can show contrasts (eg: small / tall, straight / curved, wide / narrow) I can climb safely on low level equipment. I can stretch and curl to develop flexibility I can jump in a variety of ways and land with some control and balance</p>	<p>sequence based on feedback I can think of more than one way to create a sequence which follows some 'rules' I can work on my own and with a partner I can copy and remember actions I can travel by rolling forwards, backwards and sideways I can hold a position whilst balancing on different points of my body I can climb safely on large equipment I can stretch and curl to develop increasing flexibility I can jump in a variety of ways and land with increasing control and balance</p>	<p>I can explain how strength and suppleness affect performance. I can compare and contrast gymnastics sequences. I can refine movements into sequences I can show changes of direction, speed and level during a performance I can swing and hang from equipment safely using hands</p>	<p>speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases. I can plan, perform and repeat sequences I can move in a clear, fluent and expressive manner I can travel in a variety of ways (eg: flight by transferring weight to generate power in movement) I understand centre and gravity and can use this to create interesting body shapes</p>	<p>balance and shape. I can perform consistently to different audiences. I can create complex and well executed sequences that include a range of movements: - travelling,- balances,- swinging,- bending,- stretching,- twisting,- gestures,- linking shapes I can link sequences of movements effectively I can practice and refine gymnastic techniques I demonstrate good kinaesthetic awareness</p>	<p>I can link sequences to specific things. I can create complex and well executed sequences that include a range of movements: - springing,- flight,- vaults,- inversions,- rotations,- hold shapes that are strong, fluent and expressive. I can vary speed, direction, level and body rotation during floor performances I can practice and refine the gymnastic techniques listed above I can use equipment to vault and to swing, remaining upright</p>
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Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can throw underarm.	I can use hitting, kicking and/or rolling in	I can throw and catch with control.	I can catch with one hand. I can throw and catch	I can gain possession by working a team.	I can play to agreed rules.

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	<p>I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways. I show control when rolling a ball (<i>benchball, dodgeball</i>) I can hit a ball with control, using appropriate equipment (<i>tennis</i>) I can run with control (<i>athletics</i>) I can jump with control (<i>athletics</i>) I can catch a ball / moving object (<i>benchball, dodgeball</i>) I can kick with control (<i>football, kickball</i>)</p>	<p>a game. I can decide the best space to be in during a game. I can use on tactic in a game. I can follow rules. I understand the terms 'opponent' and 'team mate' (<i>football, hockey, volleyball</i>) I can develop basic tactics for small team games (<i>football, hockey, volleyball</i>) I can lead others in small game situations (<i>football, hockey</i>) I can set myself targets to improve my performance. (<i>athletics</i>)</p>	<p>I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly. I can throw and catch various objects / balls with control and accuracy. (<i>netball, basketball, cricket</i>) I follow rules of games and play fairly (<i>tag rugby, netball, basketball</i>) I can maintain possession of a ball (eg: feet, hockey stick, hands) (<i>basketball</i>) I can pass to teammates when appropriate (<i>volleyball, tag rugby</i>)</p>	<p>accurately. I can hit a ball accurately with control. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. I can strike a ball and field with control (<i>cricket, rounders</i>) I can choose appropriate tactics to cause problems for the opposition (<i>basketball, hockey</i>) I am an effective team member (<i>tag rugby, hockey, basketball</i>) I can lead a team effectively (<i>tag rugby, hockey, basketball</i>)</p>	<p>I can pass in different ways. I can use forehand and backhand with a racket. I can field. I can choose a tactic for defending and attacking. I can use a number of techniques to pass, dribble and shoot. I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) (<i>tag rugby, football, basketball</i>) I can work alone or with team mates in order to gain points or possession (<i>basketball, football</i>) I can strike a bowled or volleyed ball with some accuracy (<i>tennis, rounders, football</i>) I can choose appropriate tactics for a game (<i>football, basketball</i>) I uphold the spirit of fair play and respect in all competitive situations (<i>football, tag rugby</i>)</p>	<p>I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation. I can strike a bowled or volleyed ball with increasing accuracy (<i>rounders</i>) I can use forehand and backhand strokes in racket games (<i>tennis, badminton</i>) I can field, defend and attack tactically by anticipating the direction of play. (<i>football, tag rugby</i>) I can lead others when called upon. (<i>football, tag rugby</i>) I am a good role model to other (<i>football, tag rugby</i>)s</p>
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Athletics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can change speed and direction when running when given a command.</p> <p>I can jump from a stationary position with control.</p> <p>I can throw a variety of different objects with one hand.</p>	<p>I can change speed and direction safely when given a command taking account of my surroundings.</p> <p>I can jump from a stationary position with increasing control.</p> <p>I can throw a variety of different objects with increasing control.</p>	<p>I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can take part in a relay, remembering when to run and what to do.</p> <p>I can sprint over a short distance up to 60m</p> <p>I can use a range of throwing techniques (underarm / overarm) (<i>cricket, athletics</i>)</p> <p>I can compete with others</p> <p>I can improve personal best performances</p>	<p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>I can run over a longer distance, conserving energy to sustain performance</p> <p>I can throw with accuracy to hit a target or cover a distance (<i>rounders, cricket, athletics</i>)</p> <p>I can jump in a number of ways, using a run up if appropriate</p> <p>I can compete with others and aim to improve personal best performances</p>	<p>I am controlled when taking off and landing.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p> <p>I can combine sprinting with low hurdles over 60m</p> <p>I can throw accurately and refine performance by analysing technique and body shape (<i>cricket, rounders, athletics</i>)</p> <p>I can compete with others and keep track of personal best performances, setting targets for improvement</p>	<p>I can demonstrate stamina.</p> <p>I can choose the best place for running over a variety of distances</p> <p>I show control in take-off and landing when jumping</p> <p>I compete with others and keep track of personal best performances, setting challenging targets for improvement</p>

OAA	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>I can follow instructions. I can listen to others. I communicate my ideas to others clearly.</p>	<p>I can listen carefully to others to complete a task. I can communicate my thoughts and ideas with increasing confidence.</p>	<p>I can follow a map in a familiar context. I can use clues to follow a route. I can follow a route safely.</p>	<p>I can follow a map in a (more demanding) familiar context. I can follow a route within a time limit. I can support others I can seek support when I need it I can orientate a map I can lead a team I am an effective team member I show resilience when plans do not work I use my initiative to try new ways of working I can use a compass and digital devices to orientate myself</p>	<p>I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route.</p>	<p>I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger. I can select appropriate equipment for OAA I ask for and listen to expert advice I embrace leadership/team roles I can gain the commitment and respect of my team I remain positive even in the most challenging of circumstance I show empathy towards others and offer support without being asked. I seek support from the team and experts if in any doubt I can use a range of devices in order to orientate myself</p>
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