



PE

“Intelligence and skills can only function at the peak of their capacity when the body is strong and healthy.”

John F. Kennedy



Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience, and have the determination to believe that anything can be achieved.

At St Kenelm's, we believe in every child's future and particularly believe in the importance of activity for all. We believe physical education plays an important role to help all children keep physically and mentally healthy, focussing on 'whole attitude' to physical education including physical activities, mental well-being and healthy lifestyles. Through a variety of provision and quality teaching, we strive to promote these key areas which ultimately will give our children a lifelong love of physical activity.



We aim to provide a well- balanced curriculum which covers the statutory requirements of the PE National Curriculum. We value the importance of Physical Education at St Kenelm's so to ensure our lessons are effective and provide the right amount of challenge. Our curriculum inspires children to:

- Have fun and take part in enjoyable experiences.
- Experience success and promote each child's abilities in a variety of physically demanding activities.
- Master fundamental movement skills.
- Become confident and competent in a range of physical activities.
- Develop physical skills with increasing control and co-ordination.
- Co-operate and collaborate with others as part of an effective team.
- Develop the idea of competitive activities against themselves and others to enable them to be ready for the next steps in physical education.
- Promote values and transferrable life skills such as kindness, fairness and respect.



Physical Education is taught as part of the Early Years Foundation Stage Curriculum and the Key Stage One and Two Curriculum. Children in the EYFS are given opportunities to develop their skills and knowledge of PE through adult-led and child-initiated activities which enhance and develop the children's gross motor skills. The provision available to the children in the EYFS includes a stimulating outdoor area with climbing equipment, outdoor vehicles, building blocks and a variety of smaller equipment such as bats, balls and hoops. In Key Stage One and Two, we follow a scheme of work which progressively develops the children's knowledge and skills so that they are always ready for the next step in their learning. The children learn and develop basic skills and movements which enable them to participate in and enjoy a variety of activities.





To achieve our curriculum, the children access a wide range of activities, experiences and opportunities which make up our physical education curriculum. These include:

- Dedicated twice weekly quality PE sessions being delivered by a professional sports coach.
- Teaching follows a scheme of work which allows freedom to adapt for current children but ensures progression throughout the years.
- Inter-school competition through sports partnership festivals, covering a variety of physical activities.
- Importance placed on enjoyment, confidence building and ensuring inclusivity and success for all.
- Active, outdoor lifestyle encouraged through forest school sessions.
- Active playground at break and lunchtimes with a variety of equipment available.
- Annual sports day for all year groups.
- High quality equipment and resources.
- Sports coach's own motivation and enthusiasm for physical activity and leading a healthy lifestyle which raises the profile of physical activity within our school and helps the children to follow by example.

The impact of our physical education curriculum will lead to outstanding progress in their performance, competition and social and mental development. Children will therefore leave St Kenelm's as well-rounded individuals physically, socially and mentally and will have reached at least their expected level in PE. We hope the children will understand the importance of physical activity, sport and PE and motivate children to become confident, resilient and disciplined, so that they become independent and take responsibility for their health and fitness throughout their life.



PE Overview



| 2023-2024 | Autumn | | Spring | | Summer | |
|-----------|--|--|----------------------------------|---|--|---|
| | Invasion Games | | Movement | | Athletics Field & Strike | |
| Reception | Hockey Football Outdoor learning | Tag Rugby Netball Outdoor learning | Movement Outdoor learning | Gymnastics Dance Outdoor learning | Cricket Athletics Outdoor learning | Country Dancing Outdoor learning |
| Y1 | Hockey Football | Tag Rugby Netball | Movement | Gymnastics Dance | Cricket Athletics | Rounders Country Dancing |
| Y2 | Hockey Football | Tag Rugby Netball | Movement | Gymnastics Dance | Cricket Athletics | Rounders Country Dancing |
| Y3 | Hockey Football | Tag Rugby Netball | Movement Swimming | Gymnastics Dance Swimming | Cricket Athletics | Rounders Country Dancing |
| Y4/5 | Hockey Football Swimming | Tag Rugby Netball Swimming | Movement | Gymnastics Dance | Cricket Athletics | Rounders Country Dancing |
| Y5/6 | Hockey Football | Tag Rugby Netball | Movement | Gymnastics Dance | Cricket Athletics Swimming | Rounders Swimming Maypole Dancing |

PE

Progression



| | 3 to 4 year olds | Reception |
|--|--|--|
| Communication and Language | Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | Understand how to listen carefully and why listening is important. Learn new vocabulary. |
| Personal, Social and Emotional Development | Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. | Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and well-being. |
| Physical Development | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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. 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. 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 length and width.</p> <p>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 and 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>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. 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> |
| Literacy | | |
| Mathematics | | Count objects, actions and sounds. |
| Understanding The World | | |
| Expressive Arts and Design | Respond to what they have heard, expressing their thoughts and feelings. | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--------------------|--|--|---|--|--|---|
| DANCE | SKILLS & KNOWLEDGE | Copies and explores basic movements and body patterns. | Copies and explores basic movements with clear control. | Beginning to improvise independently and with a partner to create a simple dance. | Confidently improvises with a partner or on their own. | Demonstrates precision and control in response to stimuli. | Exaggerates dance movements and motifs (using expression when moving). |
| | | Remembers simple movements and dance steps. | Varies levels of speed and direction in sequence. | Translates ideas from stimuli into movement with support. | Beginning to create longer dance sequences in a larger group. | Combines flexibility, techniques and movements to create a fluent sequence. | Demonstrates consistent precision and control in response to stimuli and when performing a dance sequence. |
| | | Links movements to sounds and music. | Can vary the size of their body shapes. | Beginning to compare and adapt movements and motifs to create a larger sequence. | Demonstrating precision and some control in response to stimuli. | Begin to move appropriately and with the required style and expression in relation to the stimulus. e.g using various levels, ways of travelling and motifs. | Combines flexibility, techniques and movements to create a fluent sequence. |
| | | Responds to range of stimuli. | Uses space well and negotiates space clearly. | Uses simple dance vocabulary to compare and improve work. | Beginning to vary dynamics and develop actions and motifs. | Moves appropriately and with the required style and expression in relation to the stimulus. e.g using various levels, ways of travelling and motifs. | |
| | | | Can describe a short dance using appropriate vocabulary. | Perform dance for partner or with partner for another pair. | Demonstrates rhythm and spatial awareness. | Beginning to show a change of pace and timing in their movements. | Shows a change of pace and timing in movements. |
| | | | Responds imaginatively to stimuli. | | Uses simple dance vocabulary to compare and improve work. | Improvises with confidence, still demonstrating fluency across their sequence. | Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. |
| | | | Sequence and remember a short dance. | | Modifies parts of a sequence as a result of self-evaluation. | Modifies parts of a sequence as a result of self and peer evaluation. | Modifies parts of a sequence as a result of self and peer evaluation. |
| | | | | | Perform dance for partner or with partner for another pair. | Uses more complex dance vocabulary to compare and improve work. | Uses more complex dance vocabulary to compare and improve work. |
| | | | | | | Performs dance either individually or in pairs/ groups to a small group. | Performs dance with Progression of skills in Physical Education confidence using a range of movement patterns, to either a class or alternative audience. |
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| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------|--------------------|---|---|---|---|--|--|
| GYMNASTICS | SKILLS & KNOWLEDGE | <p>Copies and explores basic movements with some control and co-ordination- on hands and feet.</p> <p>Can perform different body shapes . Can perform 2 footed jump.</p> <p>Can use equipment safely. Balances with some control on front and back.</p> <p>Can link 2-3 simple movements.</p> <p>Develops control with different rolls- pencil roll, egg roll, circle roll.</p> | <p>Explores and creates different pathways and patterns- on hands and feet.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Links movements together to create a sequence including balance, travel, jump and roll.</p> <p>Can balance showing good tension and control on front and back.</p> <p>Explores shape in the air when jumping and landing with control.</p> <p>Develops control in different rolls (as year 1).</p> <p>Begins to develop a forward roll.</p> | <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Begins to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Begins to show flexibility in movements.</p> <p>Balances on combinations of 1,2,3,4 points both individually and with a partner.</p> <p>Develops and improves accuracy of a forward roll.</p> <p>Develops jumping- take off from one foot and land on the other foot on both the floor and other equipment.</p> | <p>Links skills (travel, balance, roll and jump)with control, technique, coordination and fluency to create a sequence.</p> <p>Understands composition by performing more complex sequences both individually and with a partner.</p> <p>Begins to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Balances on combinations of 1,2,3,4 points both individually and with a partner.</p> <p>Moves in and out of balances fluently.</p> <p>Develops and improves accuracy of a forward roll and begin to develop a backwards roll.</p> <p>Develops jumping (as previous) including turns and twisting shapes in the air.</p> | <p>Applies combined skills accurately and appropriately including a combination of symmetrical and asymmetrical shapes, balances, rolls, jumps, change of direction and level.</p> <p>Shows precision, control and fluency.</p> <p>Analyses and comments on skills and techniques and how these are applied in their own work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine their own performances.</p> <p>Begins to develop strength, technique and flexibility throughout performances.</p> | <p>Plans and performs with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Applies combined skills accurately and appropriately including a combination of symmetrical and asymmetrical shapes, balances, rolls, jumps, change of direction and level.</p> <p>Consistently shows precision, control and fluency.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Analyses and comments on skills and techniques and how these are applied in their own work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine their own performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--------------------|---|---|---|--|---|---|
| GAMES | SKILLS & KNOWLEDGE | <p>Can travel in a variety of ways including running and jumping.</p> <p>Begins to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Begins to develop hand-eye coordination.</p> <p>Participates in simple games.</p> | <p>Confident to send the ball to others in a range of ways.</p> <p>Begins to apply and combine a variety of skills (to a game situation) e.g throwing and catching.</p> <p>Develops strong spatial awareness.</p> <p>Begins to develop own games with peers.</p> <p>Understands the importance of rules in games and works cooperatively in teams.</p> <p>Develops simple tactics (attacking and defending) and uses them appropriately.</p> <p>Begins to develop an understanding of attacking/ defending.</p> | <p>Understands tactics (attacking and defending) and composition by starting to vary how they respond.</p> <p>Begins to develop skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Begins to communicate with others during game situations.</p> <p>Uses skills with coordination and control, e.g throwing and catching.</p> <p>Works well in a group to develop various games including competitive games.</p> <p>Begins to understand how to compete with each other in a controlled manner- fair play.</p> <p>Begins to select resources independently to carry out different skills.</p> <p>Begins to apply attacking and defending skills.</p> | <p>Develops actions and ideas and shows confidence in using ball skills in various ways and can link these together. e.g. dribbling, bouncing, kicking.</p> <p>Uses skills with coordination, control and fluency. e.g throwing and catching.</p> <p>Takes part in competitive games with a strong understanding of tactics, composition and fair play.</p> <p>Begins to adapt a game to create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Applies basic skills for attacking and defending.</p> <p>Begins to use running, jumping, throwing and catching in isolation and combination.</p> | <p>Varies actions and ideas and shows confidence in using ball skills in various ways and links these together. e.g dribbling, bouncing, kicking.</p> <p>Uses skills with coordination, control and fluency e.g throwing, catching, striking.</p> <p>Takes part in competitive games with a strong understanding of tactics, composition and fair play.</p> <p>Begins to create their own games using knowledge and skills.</p> <p>Applies basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Evaluates success of a game describing the best points.</p> | <p>Accurately applies a variety of actions and ideas and shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking, keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency e.g throwing, catching striking.</p> <p>Confidently takes part in competitive games with a strong understanding of tactic, composition and fair play.</p> <p>Creates their own games using knowledge and skills.</p> <p>Applies knowledge of skills for attacking and defending.</p> <p>Effectively uses running, jumping, throwing and catching in isolation and in combination.</p> <p>Evaluates success of a game describing the best points and identify points for improvement.</p> |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--------------------|--|--|--|---|---|---|
| ATHLETICS | SKILLS & KNOWLEDGE | <p>Runs at different speeds and recognises differences.</p> <p>Jumps from a standing position and begin to explore basic jumps (2-2, 2-1, 1-2, 1-1).</p> <p>Performs a variety of throws with basic control.</p> | <p>Changes speed and direction whilst running and describe different ways of running.</p> <p>Jumps from a standing position with accuracy and master basic jumps (2-2, 2-1, 1-2, 1-1) showing control for take-off and landing.</p> <p>Performs a variety of throws with control and co-ordination- rolling, under arm, over arm.</p> <p>Begins to use equipment safely.</p> | <p>Begins to run at speeds appropriate for the distance. e.g. sprinting and cross country.</p> <p>Performs a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Begins to use equipment safely.</p> | <p>Begins to build a variety of running techniques and uses these confidently.</p> <p>Performs a running jump with more than one component. e.g. hop skip jump (triple jump) and considers what arms and legs are doing.</p> <p>Demonstrates accuracy in throwing and catching activities, including pulling, pushing and slinging actions for javelin and discus.</p> <p>Evaluates good athletic performance using correct vocabulary.</p> <p>Uses equipment safely.</p> | <p>Builds a variety of running techniques and uses with confidence.</p> <p>Performs a running jump with more than one component. e.g. hop skip jump (triple jump) with power and control.</p> <p>Demonstrates accuracy, control, efficiency and confidence in throwing and catching activities including pulling, pushing and slinging actions for javelin and discus.</p> <p>Evaluates own athletic performance using correct vocabulary - strive for personal best.</p> <p>Uses equipment safely and with good control.</p> | <p>Effectively uses a variety of running techniques and uses with confidence.</p> <p>Performs a running jump with more than one component. e.g. hop skip jump (triple jump) with power, control and consistency.</p> <p>Consistently demonstrates accuracy, control, efficiency and confidence in throwing and catching activities including pulling, pushing and slinging actions for javelin and discus.</p> <p>Describes good athletic performance using correct vocabulary and identify parts of performance which require improvement.</p> <p>Uses equipment safely and with good control.</p> |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--------|--------|--|--|---|---|
| SWIMMING | | | <p>Develops water confidence skills.</p> <p>Basic swim actions developed with and without the use of aids.</p> <p>Swims 5m unaided on front and back.</p> <p>Performs version of front crawl, backstroke, breaststroke and dolphin kick.</p> | <p>Develops water confidence skills.</p> <p>Basic swim actions developed with and without the use of aids.</p> <p>Swims 5m unaided on front and back.</p> <p>Performs version of front crawl, backstroke, breaststroke and dolphin kick.</p> | <p>Develops water confidence skills.</p> <p>Basic swim actions developed with and without the use of aids.</p> <p>Performs version of front crawl, backstroke, breaststroke and dolphin kick.</p> <p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> | <p>Develops water confidence skills.</p> <p>Basic swim actions developed with and without the use of aids.</p> <p>Performs version of front crawl, backstroke, breaststroke and dolphin kick.</p> <p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> |

| | KS1 | Lower KS2 | Upper KS2 |
|--------------------|--|---|---|
| Healthy Lifestyles | <p>Identifies that exercise has an effect on the body.</p> <p>Understands that exercise is important to keep us healthy.</p> | <p>Begins to describe the effect exercise has on the body..</p> <p>Begins to explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down and can carry out directed activities safely.</p> | <p>Describes the effect exercise has on the body.</p> <p>Explains the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down and can perform a range of warm up, cool down and stretching activities.</p> |

