



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 our school values (friendship, thankfulness, compassion, respect, wisdom and honesty) along with transferrable life skills such as kindness and fairness.



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:

- Two hours of curricular PE.
- 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 and outdoor learning sessions.
- Active playground at break and lunchtimes with a variety of equipment available, Year 6 trained Sports Leaders.
- Annual sports day and dedicated Sports and Health Week for all year groups.
- Swimming sessions for all children in Key Stage 2
- Visiting sports coaches.

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



	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
Y3/4	Football Outdoor learning	Hockey Outdoor learning	Movement Swimming	Gymnastics Swimming	Cricket Athletics	Rounders Country Dancing
Y4/5	Hockey Swimming	Tag Rugby Swimming	Movement Outdoor learning	Gymnastics Outdoor learning	Cricket Athletics	Rounders Country Dancing
Y5/6	Hockey Football	Hockey Football	Movement	Gymnastics Dance	Cricket Athletics Swimming	Rounders Maypole Dancing Swimming

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>

DANCE

SKILLS & KNOWLEDGE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels of speed and direction in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <p>Sequence and remember a short dance.</p>	<p>Beginning to improvise independently and with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Perform dance for partner or with partner for another pair.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Perform dance for partner or with partner for another pair.</p>	<p>Demonstrates precision and control in response to stimuli.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>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.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Performs dance either individually or in pairs/ groups to a small group.</p>	<p>Exaggerates dance movements and motifs (using expression when moving).</p> <p>Demonstrates consistent precision and control in response to stimuli and when performing a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style and expression in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Shows a change of pace and timing in movements.</p> <p>Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Performs dance with Progression of skills in Physical Education confidence using a range of movement patterns, to either a class or alternative audience.</p>

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

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

	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>

