Haslingfield Endowed
Primary School

# Physical Education



## Haslingfield Endowed Primary School

# Curriculum

# P.E. Curriculum

## Intent

Physical Education at Haslingfield Endowed Primary School, aims to give children the tools and understanding required to make a positive impact on their own physical health and well-being.

We want all children to experience a wide variety of sports and physical skills, which will enhance life-long fitness and embed life- long values.

We aim to provide opportunities to challenge and promote self-esteem through the development of physical confidence and problem-solving activities and teach children the skills to accept both success and failure in competitive, individual and team-based activities.

PE at Haslingfield Primary School is an imperative element of the curriculum, which develops a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult.

## Implementation

Physical Education at Haslingfield Endowed Primary School is taught by a combination of class teachers, PE specialists and qualified sports coaches and follows the Complete PE scheme of work. Complete PE | An Interactive Physical Education Resource

Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise throughout the day during PE lessons, outdoor learning, daily mile, 5 a day, sensory circuits, lunchtime sports provision, before and after school clubs and special events. In addition to this, the children are encouraged to take part in extensive inter and intra competitions both within school and with other schools.

Our school participates in competitions and performances in the South Cambridgeshire School's Partnership and has received the Gold standard for the School Games mark every year since 2015 and since 2019 have received the platinum award.

Our School has its own heated swimming pool used during the summer, by all children from EYFS to year 6. During this half term, the children have structured swimming lessons twice a week.

## Impact

PE at Haslingfield School provides children with the ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

Our children show willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance. They show a high level of fitness and a strong understanding of what a healthy lifestyle is. Our children develop the ability to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being.

The older children in our school become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others, especially at playtimes and lunchtimes.

Our children have a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. Children at our school develop the ability to swim at least 25 metres before the end of Year 6 and have a knowledge of how to remain safe in and around water.

# P.E. Programme of Study

EARLY YEARS | YEAR 1 | YEAR 2

| | INFANT CYCLES | | | |
|---|---|---|---|---|
| | Cycle A- 25/26, 27/28 | | Cycle B- 26/27, 28/29 | |
| | R/1 | 1/2 | R/1 | 1/2 |
| **Autumn 1** | Gymnastics- Moving<br><br>Yoga | Locomotion: Dodging<br><br>Health and Wellbeing | Yoga<br><br>Gymnastics- Moving | Locomotion: Dodging<br><br>Health and Wellbeing |
| **Autumn 2** | Dance: Dinosaurs<br><br>Games for understanding | Dance – The zoo<br><br>Games for Understanding | Ball skills Hands 1<br><br>Dance- Seasons | Dance- Toys<br><br>Ball skills Hands 1 |
| **Spring 1** | Gymnastics- Body parts<br><br>Ball skills feet | Gymnastics – Wide, Narrow, Curled<br><br>Ball skills: Hands 1 | Gymnastics- High, low, under, over<br><br>Feet- Ball skills feet | Ball skills- feet<br><br>Gymnastics- body parts |
| **Spring 2** | Dance- Heroes<br><br>Health and wellbeing | Health and wellbeing<br><br>Dance: Explorers | Team building<br><br>Dance- Nursery Rhymes | Team building<br><br>Dance- water |
| **Summer 1** | Ball skills: Hands 1<br><br>Team building | Gymnastics- Linking<br><br>Rackets, bats and balls | Running<br><br>Health and Wellbeing | Rackets, bats and balls<br><br>Gymnastics- Pathways |
| **Summer 2** | Swimming<br><br>Locomotion: Jumping | Swimming<br><br>Athletics | Rackets, bats and balls<br><br>Swimming | Jumping<br><br>Swimming |

## YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6

| | JUNIOR CYCLES | | | | | |
|---|---|---|---|---|---|---|
| | Cycle A- 25/26, 27/28 | | | Cycle B- 26/27, 28/29 | | |
| | 3/4 | 4/5 | 5/6 | 3/4 | 4/5 | 5/6 |
| **Autumn 1** | Gymnastics: Canon and Unison<br><br>OAA- problem solving | Gymnastics: Bridge<br><br>OAA: Communication and tactics | Gymnastics: Creating sequences<br><br>Netball | Gymnastics: Canon and Unison<br><br>OAA- problem solving | Gymnastics: Bridge<br><br>OAA: Communication and tactics | Gymnastics: Creating sequences<br><br>Netball |
| **Autumn 2** | Dance- Weather<br><br>Game sense Invasion | Dance: World War II<br><br>Netball | Dance: Carnival<br><br>Game sense invasion | Invasion- basketball<br><br>Gymnastics- linking | Invasion- Hockey<br><br>Dance- Greeks | Dance: Carnival<br><br>OAA- Leadership |
| **Spring 1** | Gymnastics: Levels and Direction<br><br>Football | Gymnastics: Counter balance and counter tension<br><br>Hockey | Gymnastics: Flight<br><br>Tag rugby | Invasion- football<br><br>Dance- GFOL | Invasion- Tag rugby<br><br>Gymnastics- flight | Gymnastics- matching and mirroring<br><br>Invasion- Tag rugby |
| **Spring 2** | Dance: Space<br><br>Game sense Net/wall | Dance: The Greeks<br><br>Tag rugby | OAA: Problem solving<br><br>Athletics: Running | Games for understanding<br><br>Gymnastics- Symmetry and Asymmetry | OAA- Problem solving<br><br>Mindfulness | Invasion- Basketball<br><br>Health related exercise |
| **Summer 1** | Cricket<br><br>Athletics: Running | Tennis<br><br>Cricket | Tennis<br><br>Rounders | Team building<br><br>Athletics | Net/Wall- tennis<br><br>Rounders | Cricket<br><br>Tennis |
| **Summer 2** | Swimming<br><br>Athletics | Swimming<br><br>Athletics | Swimming<br><br>Athletics | Swimming<br><br>Cricket | Athletics<br><br>Swimming | Athletics<br><br>Swimming |

# Progression of Skills

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Dance** | To copy steps and actions with some control and co-ordination.<br><br>To link individual and whole movements together.<br><br>To watch others work and choose actions.<br><br>To recognise how to move within a space.<br><br>To talk about ways to be healthy. | To copy and explore basic body patterns and movements.<br><br>To remember simple dance steps and perform then in a controlled manner.<br><br>To choose actions and link them to sounds and music.<br><br>To safely perform teacher led warm ups and can describe and discuss others work. | To perform with control and co-ordination.<br><br>To respond imaginatively to a range of stimuli.<br><br>To vary the dynamics, levels, speed and direction of their phase/motif.<br><br>To discuss their own and others work with simple vocabulary. To understand the need for warm up and cool down. | To improvise freely on their own and with a partner.<br><br>To translate a variety of ideas from a variety of stimuli into movement.<br><br>To compare, develop and adapt movement motifs to create longer dances.<br><br>To use dance vocabulary to compare and improve their work.<br><br>Can understand how to work safely and can recognise changes in their body. Can give reasons as to why PE is good for their health. | To improvise freely on their own and with a partner.<br><br>To translate a variety of ideas from a variety of stimuli into movement.<br><br>To compare, develop and adapt movement motifs to create longer dances.<br><br>To use dance vocabulary to compare and improve their work.<br><br>Can understand how to work safely and can recognise changes in their body. Can give reasons as to why PE is good for their health. | To demonstrate precision, control and fluency in response to stimuli.<br><br>To vary dynamics and develop actions with a partner or as a small group.<br><br>To link phrases and motifs to create a wide performance.<br><br>To continually demonstrate rhythm and spatial awareness.<br><br>To modify their own performance and that of others.<br><br>To organise themselves to warm up safely. | To demonstrate precision, control and fluency in response to stimuli.<br><br>To vary dynamics and develop actions with a partner or as a small group.<br><br>To link phrases and motifs to create a wide performance.<br><br>To continually demonstrate rhythm and spatial awareness.<br><br>To modify their own performance and that of others.<br><br>To organise themselves to warm up safely. |

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| **Gymnastics** | To copy steps and actions with some control and co-ordination.<br><br>To link individual and whole movements together.<br><br>To watch others work and choose actions.<br><br>To recognise how to move within a space.<br><br>To talk about ways to be healthy. | To copy and explore basic body patterns and movements.<br><br>To remember simple dance steps and perform then in a controlled manner.<br><br>To choose actions and link them to sounds and music.<br><br>To safely perform teacher led warm ups and can describe and discuss others work. | To perform with control and co-ordination.<br><br>To respond imaginatively to a range of stimuli.<br><br>To vary the dynamics, levels, speed and direction of their phase/motif.<br><br>To discuss their own and others work with simple vocabulary. To understand the need for warm up and cool down. | To improvise freely on their own and with a partner.<br><br>To translate a variety of ideas from a variety of stimuli into movement.<br><br>To compare, develop and adapt movement motifs to create longer dances.<br><br>To use dance vocabulary to compare and improve their work.<br><br>Can understand how to work safely and can recognise changes in their body. Can give reasons as to why PE is good for their health. | To improvise freely on their own and with a partner.<br><br>To translate a variety of ideas from a variety of stimuli into movement.<br><br>To compare, develop and adapt movement motifs to create longer dances.<br><br>To use dance vocabulary to compare and improve their work.<br><br>Can understand how to work safely and can recognise changes in their body. Can give reasons as to why PE is good for their health. | To demonstrate precision, control and fluency in response to stimuli.<br><br>To vary dynamics and develop actions with a partner or as a small group.<br><br>To link phrases and motifs to create a wide performance.<br><br>To continually demonstrate rhythm and spatial awareness.<br><br>To modify their own performance and that of others.<br><br>To organise themselves to warm up safely. | To demonstrate precision, control and fluency in response to stimuli.<br><br>To vary dynamics and develop actions with a partner or as a small group.<br><br>To link phrases and motifs to create a wide performance.<br><br>To continually demonstrate rhythm and spatial awareness.<br><br>To modify their own performance and that of others.<br><br>To organise themselves to warm up safely. |

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| **Games** | To stop a ball with some control.<br><br>To send a ball in the direction of another person.<br><br>To often control a ball on their own.<br><br>To move with a ball in a space safely.<br><br>To talk about ways to keep healthy. | To stop a ball with basic control.<br><br>To send a ball in the direction of another person and collect a ball.<br><br>To take part in sending and receiving activities with a partner.<br><br>To talk about exercising safely and the short term effects of exercise. | To stop/catch/strike a ball with control and accuracy.<br><br>To pass a ball to someone else and to receive a ball whilst moving.<br><br>To take part in conditioned games with opponents.<br><br>To understand about exercising, being safe and the short term effects of exercise. | To control, strike, and catch a ball whist moving and keeping possession with some accuracy.<br><br>To accurately pass to someone else and are aware of space and how to use it.<br><br>To be able to choose simple tactics for sending and defending.<br><br>To begin to influence the conditioned games with components.<br><br>To describe what others do well.<br><br>To talk about why it is important to warm up/cool down.<br><br>To lead a partner through short warm up routines. | To control, strike, and catch a ball whist moving and keeping possession with some accuracy.<br><br>To accurately pass to someone else and are aware of space and how to use it.<br><br>To be able to choose simple tactics for sending and defending.<br><br>To begin to influence the conditioned games with components.<br><br>To describe what others do well.<br><br>To talk about why it is important to warm up/cool down.<br><br>To lead a partner through short warm up routines. | To control, catch, send and receive a ball accurately whist moving and keeping to the rules.<br><br>To move with a ball in opposed situations (Quicksticks/football) and attack and offend in a small sided game.<br><br>To take part in a conditioned game with an understanding of tactics and rules and use this to help performance.<br><br>To understand and use principles of exercise activities for warming up and recognise how exercise is good for health. | To control, catch, send and receive a ball accurately whist moving and keeping to the rules.<br><br>To move with a ball in opposed situations (Quicksticks/football) and attack and offend in a small sided game.<br><br>To take part in a conditioned game with an understanding of tactics and rules and use this to help performance.<br><br>To understand and use principles of exercise activities for warming up and recognise how exercise is good for health. |

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| **Athletics** | N/A | N/A | N/A | I can run a speed that is appropriate to the distance that I am running.<br><br>I can jump accurately from a standing position and I can take a running jump.<br><br>I can demonstrate a range of throwing actions using a variety of objects. | I can run a speed that is appropriate to the distance that I am running.<br><br>I can jump accurately from a standing position and I can take a running jump.<br><br>I can demonstrate a range of throwing actions using a variety of objects. | I can improve and sustain different running technique at different speeds in a variety of athletic events.<br><br>I can demonstrate accuracy and technique in a range of throwing and jumping actions.<br><br>I can identify and explain what makes a good athletic performance.<br><br>I can explain how to improve technique in a variety of events. | I can improve and sustain different running technique at different speeds in a variety of athletic events.<br><br>I can demonstrate accuracy and technique in a range of throwing and jumping actions.<br><br>I can identify and explain what makes a good athletic performance.<br><br>I can explain how to improve technique in a variety of events. |
| **Swimming** | N/A | I can move around the pool independently.<br><br>I can float with the use of aids.<br><br>I can travel on my front and/or back with aids.<br><br>I can travel on my front and/or back without aids. | I can blow bubbles.<br><br>I can submerge my whole head.<br><br>I can float without aids.<br><br>I can push and glide.<br><br>I can jump into the water. | I understand how to achieve a streamlined body position.<br><br>I can swim 1 stroke with good technique over at least 10 metres.<br><br>I can swim 3 strokes with good technique over at least 10 metres. | I can push and glide.<br><br>I can submerge to pick up an object off of the bottom of the pool.<br><br>I am able to combine different floating shapes.<br><br>I am able to perform a sculling action. | I understand the importance of a streamlined body position.<br><br>I can swim 1 stroke with a controlled and an efficient technique.<br><br>I can swim 2 strokes with a controlled and an efficient technique. | I am able to tread water.<br><br>I am able to perform a sculling action.<br><br>I am able to demonstrate surface dives.<br><br>I can demonstrate a range of safe entry techniques. |

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| | | I can travel 10 metres on my front and/or back without aids. | | I can swim 25 metres competently and proficiently using at least one stroke. | I am able to jump into deep water. | I can swim 3 strokes with a controlled and an efficient technique.<br><br>I can swim at least 25 metres using front crawl, backstroke and breast stroke. | I am able to identify areas of good technique and areas of improvement. |