

Collaboration

I am a team player and I understand the values of fairness and respect .

PE Curriculum **BIG IDEAS**



Challenge

I am physically active and challenge myself to be the best I can be.

Performance

I am confident in a range of physical activities and can evaluate my performance in order to improve.



PE Curriculum

PE at Nanstallon Primary School aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual’s abilities in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE 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. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

BIG IDEA	EYFS	KS1	KS2
Collaboration	◇	<p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p>	<p>Communicate effectively with team mates and work as part of a team and lead a team effectively.</p> <p>Work alongside team mates to gain and keep possession of the ball.</p> <p>Effectively make a team plan and communicate this to others. Leading others in and out of a game situation.</p>
Challenge	◇		
Performance	◇	<p>Recognise good quality in performance.</p> <p>Use information provided by others to improve their own work.</p>	<p>Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve.</p> <p>To be able to confidently talk about injury and ways of overcoming these to improve performance in various games (warming up).</p>



PE Curriculum

Dance skills Progression

Dance	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Acquiring and Developing Skills</u>	<p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p> <p>Explore the change of rhythm, speed, level and direction.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves sensitively.</p>	<p>Explore, improvise and combine movement ideas fluently, effectively and being creative, on their own, with a partner or in a small group.</p> <p>Show controlled movements which express emotion and feeling</p>
<u>Selecting and Applying Skills</u>	<p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p> <p>To begin to respond with their bodies to different types of music.</p>	<p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Create and link dances using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, with good control.</p>	<p>Use simple choreographic principles to create motifs and narrative. Take the lead/control when working with a partner or in a group.</p> <p>Perform complex dance dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Create and structure motifs, sections and whole dances.</p> <p>Begin to use basic compositional principles when creating their own dances.</p> <p>Select their own music, style and dance based on interests.</p>
<u>Evaluating and Improving Performance</u>	<p>Watch and copy simple actions and sequences.</p> <p>Simply show (using strategies) whether they enjoyed something or not.</p>	<p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch, remember and describe dance movements.</p>	<p>Watch and describe dance phases and dances and use what they learn to improve their own dance.</p>	<p>Describe and evaluate some of the compositional features of dance performed by others.</p> <p>Talk in more detail and be specific about what they might improve in their own dance.</p>	<p>Describe, interpret and evaluate their own and others dances, taking into account narrative and character. Can they use appropriate language related to dance.</p>	<p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>Understand and talk about how a dance is formed and pre-formed.</p> <p>Evaluate, refine and develop their own work and others work using an appropriate criteria.</p>
<u>Knowledge and Understanding of Fitness and health</u>	<p>Recognise that the body changes during exercise.</p> <p>Children begin to understand the importance of healthy eating and exercise.</p> <p>Children can briefly talk about ways to stay safe.</p>	<p>Recognise and talk about how their body feels when still and during exercise.</p>	<p>Recognise how different rhythms and paces make them feel.</p> <p>Understand the basic importance of warm up and cool down.</p>	<p>Keep up actively over a period of time and know they need to warm up and cool down for dance.</p>	<p>Know and describe what an effective warm up and cool down is, and how to do this safely.</p>	<p>Organise their own warm up and cool down activities, to suit their own dance.</p> <p>Show an in-depth understanding of the importance of warm up/cool down and how to do this safely.</p> <p>Explain some important safety principles when preparing to exercise.</p>	<p>Understand and talk about why dance is good for health, fitness and wellbeing.</p> <p>Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm up and cool down strategies, independently.</p>
<u>ICT</u>	Use of digital cameras, video recorders to record and evaluate performance.						



PE Curriculum

Gymnastics Skills Progression

Gym	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Acquiring and Developing Skills</u>	<p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p>	<p>Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p>	<p>Consolidate and improve the quality of their actions, body shapes and balance, and their ability to link movements together.</p>	<p>Develop the range of actions, body shapes and balances they include in their performance.</p> <p>Perform skills and actions more accurately and specifically.</p>	<p>Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.</p>	<p>Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and consistent.</p> <p>Combine sequences together with partners or small groups.</p>
<u>Selecting and Applying skills</u>	<p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Copy simple movements and simple sequences.</p> <p>Make shapes with their bodies, according to commands.</p> <p>Jump off an object and land appropriately.</p>	<p>Copy, create and link movement phrases with beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled.</p> <p>Can they explore different ways of stretching, balancing, rolling, and travelling.</p>	<p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Adapt basic sequences to suit different types of apparatus.</p> <p>Work with a partner sharing ideas and creating a simple sequence starting to introduce matching and mirroring a partner.</p>	<p>Create gymnastic sequences that follow a set criterion, follow a specific theme or piece of music.</p> <p>Use compositional devices when creating their sequences, such as change in speed, level and direction.</p> <p>Work with a partner to create, repeat and improve a sequence with more than two phases.</p>	<p>Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations. Can they extend their sequence?</p>	<p>Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles.</p> <p>Set sequences to specific timings and strictly stick to them, individually, with a partner or in a small group.</p>
<u>Evaluating and Improving Performance</u>	<p>Simply show (using strategies) whether they enjoyed something or not.</p>	<p>Watch, copy and describe sequences they and others have done.</p>	<p>Improve their work using feedback from others and from what they have observed by watching others sequences.</p>	<p>Describe and evaluate the effectiveness and quality of a performance. Commenting on similarities and differences in sequences.</p> <p>Be able to talk about how their own performances have improved and what was adapted.</p>	<p>Describe their own and others work, making simple judgements about the quality of the performance and suggesting ways in which they can improve.</p>	<p>Choose and use information and basic criteria to evaluate their own and other's work.</p> <p>Adapt their sequences to suit specific audiences.</p>	<p>Appropriately evaluate their own and other work, making fair judgements and offering appropriate tips to improve.</p>
<u>Knowledge and Understanding of Fitness and health</u>	<p>Begin to recognise equipment which may be dangerous and harmful.</p> <p>Children can briefly talk about ways to stay safe.</p>	<p>Know how to carry and place equipment with adult input and supervision.</p> <p>Recognise how their body feels when still and exercising.</p>	<p>Recognise and describe what their bodies feel like during different paced activities.</p> <p>Lift, move and place equipment/apparatus safely.</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Begin to understand the importance of suppleness and strength.</p>	<p>Describes how the body reacts during different types of activity and how this affects the way they perform.</p>	<p>Know and understand the basic principles of warming up and why it is important to lead to a good quality performance.</p> <p>Understand and explain why physical activity is good for their health and well-being.</p>	<p>Understand why exercise is good for health, fitness and well-being and how to become healthier themselves.</p> <p>Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body.</p>
<u>ICT</u>	Use of digital cameras, video recorders to record and evaluate performance.						



PE Curriculum

Games Skills Progression

Games	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Selecting and Applying skills</u>	<p>Start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>Explore and use skills effectively for particular games: o Roll a ball or hoop o Throw a ball underarm o Explore balancing.</p>	<p>Choose and use skills effectively for particular games: o Throw a ball accurately underarm to a target using increasing control. o Show increasing control when rolling an object, using a technique. o Hit a ball with control using an appropriate object. o Explore throwing and catching in different ways. o Explore kicking in different ways with increasing control.</p>	<p>Choose use and vary simple tactics. o Catch and control a ball in movement working with a partner or in a small group. o Take part in games where there is an opposition. o Decide where to stand during a team game, to support the game. o Begin to lead others in a simple team game.</p>				
<u>Evaluating and Improving Performance</u>	<p>Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights) ,</p>	<p>Watch, copy and describe what they and others are doing.</p>	<p>Recognise good quality in performance.</p> <p>Use information provided by others to improve their own work.</p>	<p>Recognise good quality in performance and specifically identify the parts which need developing.</p> <p>Use what they have learnt to improve their own performance.</p> <p>To set targets to improve performance.</p>	<p>Be able to clearly explain their plans and ideas and share these with others.</p> <p>Specifically identify the parts of others performances which need developing.</p> <p>Suggest practices to improve their play</p>	<p>Choose and use information to evaluate their own and others' work.</p> <p>Specifically identify the parts of their own and others performances which need developing and professionally approach these.</p>	<p>Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve.</p> <p>To be able to confidently talk about injury and ways of overcoming these to improve performance in various games (warming up).</p>
<u>Knowledge and Understanding of Fitness and health</u>	<p>Use simple words and phrases to describe how the body feels after exercise.</p> <p>Begin to understand the importance of exercise.</p>	<p>Know and understand that being active is good for the body and can be fun (due to personal opinion some activities/ games are more enjoyable than others).</p>	<p>Recognise and describe what their body feels like during different activities/ games.</p>	<p>Know and describe the short term effects of different exercise activities on the body.</p> <p>Know and understand how to improve stamina.</p> <p>Begin to understand and explain the importance of warming up.</p>	<p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities/games can affect specific parts of the body.</p>	<p>Know and understand the principles of warming up and understand why it is important for high quality performance.</p> <p>Understand the importance of physical activity and can talk confidently about why.</p>	<p>Understand why exercise is good for their fitness, health and well-being and supports energy for day-to-day life.</p> <p>Understand and explain the need to prepare properly for activities/games and to understand that preparation may differ dependent on activity.</p>
<u>ICT</u>	<p>Use of digital cameras, video recorders to record and evaluate performance. Watch videos of professional teams, training videos, to improve understanding of team play and tactics.</p>						



PE Curriculum

Athletics Skills Progression

Athletics	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Acquiring and Developing Skills</u>	Learn skills of running, jumping and throwing with a range of equipment.	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.		Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Begin to develop their ability to choose and use simple tactics and strategies in different situations.		Develop the consistency of their actions in a number of events. Increase the number of techniques they use.	
<u>Selecting and Applying skills</u>	Develop the following skills: o Vary speed of running based on commands given. o Use comparative language i.e. faster, longer, and be able to physically demonstrate this.	Develop the following skills with increasing accuracy and velocity: o Explore and throw a variety of objects with one hand. o Jump from a stationary position with control. o Change speed and direction whilst running.		Develop the following skills with increasing accuracy and velocity: o Throw a variety of objects with one hand and know how to aim these to improve performance (using strategies). o Show accurate pace - Run at a speed that is appropriate for the distance being run. o Take a running jump with appropriate foot patterns/movements. o Take part in relay activities, understanding the concept.		Confidently choose appropriate techniques for specific events. Develop the following skills with increasing accuracy and velocity: o Improve and sustain running techniques at different speeds. o Demonstrate accuracy and technique in a range of throwing and jumping activities. o Controlled take-off and landing when jumping. o Combine running and jumping well with fluency. o Be accurate and precise when throwing at a target. o Follow and explain rules to others confidently.	
<u>Evaluating and Improving Performance</u>	Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights).	Watch, copy and describe what they and others are doing. Set simple targets to improve performance – i.e. to be able to jump 10cm further. To be able to measure performance accurately using tools.		Describe and evaluate the effectiveness of performances, recognising the aspects that need improving.		Evaluate their own and others work and suggest constructive feedback.	
<u>Knowledge and Understanding of Fitness and health</u>	Use simple words and phrases to describe how the body feels after exercise. Begin to understand the importance of exercise.	Recognise and describe what their body feels like during different types of exercise		Know, measure and describe the short term effects of exercise on the body.		Understand and explain the principles of warming up. Understand why fitness is good for health and wellbeing. Identify and explain good athletic performance.	
<u>ICT</u>	Use of digital cameras, video recorders to record and evaluate performance. Watch videos of professional teams, training videos, to improve understanding of team play and tactics.						



PE Curriculum

Swimming Skills Progress-

Swimming	Beginners (Non-swimmers and developing swimmers)	Developing and competent swimmers
<u>Acquiring and Developing Skills</u>	<p>Work with confidence in the water.</p> <p>Explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions; hold their breathe under water.</p> <p>Remember, repeat and link skills learnt.</p>	<p>Consolidate and develop the quality of their skills. i.e. front crawl, back crawl, breaststroke, floating, survival skills.</p> <p>Improve linking movements and actions together more fluently</p>
<u>Selecting and Applying skills</u>	<p>Know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction.</p> <p>Improve the control and co-ordination of their bodies in the water.</p> <p>Swim up to 25m unaided, co-ordinating stroke and breathing.</p>	<p>Choose and use a variety of strokes and skills, according to the task and the challenge. i.e. swimming without aids, distance and time challenges.</p> <p>Swim up to 50m unaided, co-ordinating stroke and breathing.</p>
<u>Evaluating and Improving Performance</u>	<p>Know that swimming is a type of exercise and that being active is fun and good for health</p> <p>Recognise and describe what their bodies feel like during different activities</p>	<p>Know and describe the short term effects of exercise on the body and how it reacts to different types of activity.</p>
<u>Knowledge and Understanding of Fitness and health</u>	<p>Watch, copy and describe what they and others have done and use the information to improve their work.</p>	<p>Describe and evaluate the quality of swimming and recognise what needs improving.</p>
<u>ICT</u>	<p>Use of videos to show correct technique</p>	



PE Curriculum

Skills Progression

Pupils exceeding Key Stage 2 expectations:

Physical education opportunities:

- I can play competitive sports such as, football, netball, rounder's, cricket, hockey, basketball, badminton, tennis, rugby, athletics and gymnastics.
- I can perform dances using advanced movement patterns.
- I can take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team.

Developing practical skills:

- I can develop techniques and improve performances.
- I can compare performances with previous ones to achieve a personal best.
- I am becoming more competent, confident and expert in techniques.
- I understand what makes a performance effective and apply these principles to own and others work.

Being physically active:

- I can take part in competitive sports and activities outside of school through community links or sports clubs.
- I have developed the confidence and interest to get involved in exercise, sports and activities out of school and in later life.

Competing:

- I can use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.



PE Curriculum

Vocabulary Progression: YR-6

	Basic movement	Developing balance	Agility and coordination	Team games	Movement patterns
KS1	Jump Hop Stop on command Sprint Run Skip Gallop	Single balance Apparatus Side roll Climb Walk	Throw Catch Roll Target Kick Accuracy Aim Dribble Balance Strike Obstacle Hit Pass	Opponent Control Rules Team Cooperate Control Accuracy Team Work	Dance Theme Pattern Movement Beat Sequence Mirror
KS2 (The vocabulary for KS1 continues but is up-levelled in KS2)		Forward roll Backward Roll Control Coordination Precision Control Fluency	Over Arm Throw Under Arm Throw Chest pass Volley Pivot Bounce Consistency Dynamics Speed Direction Level Coordination Precision Control Fluency Dribble	Participation Tactics Attack Defend Defence Competitive Competition Compete Mark	Create Perform Expressive dance phase Expression Contrast Consistency Dynamics Speed Direction Level Coordination Precision Control Fluency Evaluate Improve Develop Transition Compose Compare Adapt Refine Symmetry



PE Curriculum

Assessment of Disciplinary Knowledge

These questions tease out the disciplinary knowledge within each subject – and should work when discussing any block of learning completed in the unit. How does each lesson contribute to being able answer the disciplinary questions?

KEY STAGE 1

1. What sport / activity have I been learning?
2. What skills have I developed?
3. Which skills have I had to practice most?
4. Why is this skill important in this sport / activity?
5. What do I need to improve to be even better in this game / sport?

KEY STAGE 2

6. What sport / activity have I been learning?
 7. What skills have I developed?
 8. Why is this skill an important aspect in this game / activity?
 9. How does this skill transfer to other sports / activities that I participate in?
 10. How can I develop my skills further to be more successful in this sport / game?
- For sports where tactical awareness is necessary:
- What tactics have I developed?
 - Which other sports / games does this tactic apply to?
 - Why is this tactic important to know about?
- For dance / gymnastics:
- What combination of movements / skills am I using?
 - What effect did I want to create when I chose them?



PE Curriculum END POINTS

Progression in PE happens over a period of time. Aligned to the 7 Qi skills, the statements below represent our aspiration of a sportsperson by the end of Y6, having had the breadth and depth of PE learning experiences on their primary journey.

ME	WE	WILL	WHY?
<p>Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball</p> <p>Contributes to an inclusive ethos, showing mutual respect in practice and performance environments</p>	<p>While learning together, and in leadership situations, they can:</p> <ul style="list-style-type: none"> ⇒ contribute to a supportive and inclusive environment ⇒ demonstrate behaviour that contributes to fair play <p>Brings out the 'best' in the group and allow others to reciprocate</p>	<p>Persistently practises, consolidates and refines skills to achieve the highest quality performance in a range of contexts</p> <p>Demonstrates the effort and perseverance required to work through challenges</p>	<p>Understands the link between diet, health and stamina</p> <p>Demonstrates understanding of heart rate and how to measure it</p> <p>Demonstrates understanding of how to sustain moderate to vigorous physical activity</p>
<p>In leadership situations, experiences different roles and take responsibility in organising a physical event</p> <p>Demonstrates understanding of the positive link between effort, perseverance, and personal achievement.</p> <p>Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance</p>	<p>WHAT IF?</p> <p>I'm aware of how the emotions of competition can impact both positively and negatively on performance</p> <p>Transfers skills learned in one performance environment effectively into a different one</p>	<p>WIGGLE</p> <p>Manipulates objects confidently and consistently while maintaining balance</p> <p>Uses eye/hand and eye/foot co-ordination consistently as part of skilful performance</p> <p>In a variety of challenges and contexts, demonstrates ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control</p>	<p>WOBBLE</p> <p>I can self-select coping strategies in response to the outcomes of competition.</p> <p>I can recognise my own and other people's emotions that come from performing, and I'm aware of how they can impact both positively and negatively on performance</p>