

SUBJECT: Physical Education

Statement of INTENT:

Broadwater C. E. Primary School believes that P.E. is essential to the development of the whole child- academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem. There is little virtue in providing the future with highly academic citizens who are physically unhealthy.

“Within Physical Education, students learn to move, improving their physical competence and use movement to learn through a range of different physically active contexts.” (*Safe Practice: in Physical Education, School Sport and Physical Activity, 2016*)

Age related Breadth of Study

	EYFS	KS1	KS2
	Referenced from the EYFS Framework and the Development Matters documents.	<p>National Curriculum statements:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 	<p>National Curriculum statements:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -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. <p>Swimming and water safety:</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	I can stand on one leg. I can hold a pose.	Hold and balance on one foot.	Hold several different balances.	Begin to use control and balance to make a variety of shapes with my body.	Link together several balances whilst showing control.	Use control and technique to perform a longer series of complex gymnastic movements.	Use control and technique to perform a longer series of complex movements in a synchronized group.
	Demonstrate strength, balance and coordination (ELG Gross Motor Skills)	Hop on the spot without losing balance.	Hop along a line using co-ordination and balance.	Use my strength to hold a balance for a long time.	Demonstrate flexibility in various ways.	Continue to demonstrate strength and flexibility in various ways.	Demonstrate a wide range of movements that require strength and flexibility.
	Show the fundamental movement skills: Rolling, crawling, climbing.	Begin to safely perform different rolls.	Safely perform different rolls.	Use my strength to hold a balance for a long time.	Establish a sequence of actions that have a clear start, middle and end.		
	Negotiate space and obstacles safely with consideration for themselves and others (ELG Gross Motor Skills)	Jump off apparatus and land using correct technique.	Perform a turning movement in the air and land correctly.	Mirror someone else's movements (symmetrical/asymmetrical).			
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG Gross Motor Skills)	Begin to use agility and co-ordination to climb and travel on apparatus.	Demonstrate agility, balance and co-ordination when climbing and travelling on apparatus.				
	Climb apparatus using alternative feet.						

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Move freely and with pleasure.</p> <p>Experiment with different ways of moving.</p> <p>Use sequences and patterns of movements which are related to music and rhythm.</p> <p>Show the fundamental movement skills: Walking, jumping, hopping, skipping.</p> <p>Negotiate space and obstacles safely with consideration for themselves and others (ELG Gross Motor Skills)</p>	<p>Copy a simple routine.</p> <p>Begin to make simple movement patterns.</p>	<p>Create and perform a sequence of simple movement patterns.</p>	<p>Begin to dance in time to more complicated routines.</p> <p>Begin to use a range of movement patterns whilst being synchronized with a group.</p>	<p>Dance in time to more complicated routines.</p> <p>Use a series of relevant movements to represent different scenarios.</p>	<p>Perform a longer dance sequence using a range of movements.</p>	<p>Perform a longer dance sequence using a range of movements in a synchronized group.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>I can start to show ball skills (throwing, catching, kicking, passing, batting and aiming).</p> <p>I can show the fundamental movement skills: Walking, jumping, running.</p> <p>Negotiate space and obstacles safely with consideration for themselves and others (ELG Gross Motor Skills)</p>	<p>I can consistently catch a large ball thrown by an adult.</p> <p>I can roll a small ball with correct technique.</p> <p>I am beginning to use my skills to engage in competitive activities.</p> <p>I can consistently volley a tennis ball fed by an adult.</p>	<p>I can consistently catch a bean bag thrown by an adult.</p> <p>I can show control with a tennis racquet by balancing a ball as I move.</p> <p>I have co-ordination to sidestep, skip and gallop.</p> <p>I can use simple tactics for defending a ball.</p> <p>I can use simple tactics for attacking in a team game.</p>	<p>I am beginning to use a map in outdoor activities.</p> <p>I can consistently strike a tennis ball after it bounces fed by an adult.</p>	<p>I am beginning to use the correct action within a game (shoot, dribble, pass).</p> <p>I am developing my technique to kick a ball with power, strength and accuracy.</p> <p>I can consistently strike a golf ball.</p>	<p>I can consistently strike a ball with a variety of bats.</p> <p>I can say where I'm trying to hit a ball and why.</p> <p>I can dribble, shoot and pass in competitive games.</p> <p>I am developing my skills to bowl a ball accurately in team games.</p>	<p>I understand my positioning and purpose of my role in a variety of games including volleyball, netball and badminton.</p> <p>I can consistently strike a variety of objects including shuttlecocks, volleyballs and tennis balls with accuracy and power demonstrating strength and technique.</p> <p>I can bowl a ball with accuracy in variety of games.</p> <p>I can maintain a rally in various racquet sports with an adult.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<p>I can show the fundamental movement skills: Walking, jumping, running.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG Gross Motor Skills)</p>	<p>I can use agility to zigzag through a wide spaced slalom.</p> <p>I can run in a straight line.</p>	<p>I can use agility to zigzag through a tightly spaced slalom.</p> <p>I can master the technique for various jumping activities (long jump, speed bounce etc).</p> <p>I can throw a javelin with the correct technique.</p> <p>I can use agility and co-ordination to hurdle over obstacles.</p>	<p>I am improving my distances for isolated throws.</p> <p>I am improving my distances for isolated jumps.</p> <p>I am beginning to receive a baton on the move.</p>	<p>I can receive a baton on the move.</p> <p>I am developing my skills when performing a combination of jumping movements (triple jump, 5 strides etc).</p>	<p>I can perform a standing triple jump.</p>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teamwork	<p>I can take part in some group activities which I have made up myself, or in teams.</p> <p>Work and play cooperatively and take turns with others (ELG Building Relationships)</p>	I understand the importance of taking part in co-operative activities.	I can use my skills effectively when engaging in competitive, physical activities.	I can communicate with teammates.	I am beginning to understand my role within a game (attacker, defender).	I consistently select the correct action within team games (shoot, dribble, pass).	<p>I can communicate effectively with teammates using verbal and non-verbal language.</p> <p>I can work as a team to complete outdoor and adventurous activities and challenges.</p> <p>I can quickly make strategic decisions regarding attacking and defending within a game.</p>

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Feedback				<p>I can say what I did well and what I can improve.</p> <p>I am beginning to act on feedback to improve.</p>	I can compare a previous performance and say what I have done differently.	I can improve my performance by recognising my weaknesses and working on them.	I can analyse my previous and current performances to develop my strengths and weaknesses.