



# Woodhall Primary School Curriculum Subject Overview

## Subject: Physical Education

### Planning and delivery expectations

**EYFS:** Physical Education will be achieved through the Early Years Framework's use of Child Initiated Learning (CIL) opportunities. Children will be supported through child centred activities that develop the fundamental skills that they require to achieve the Early Learning Goals. CIL should provide opportunities to: experience large and small movements developing good control and coordination; push, throw, catch, kick and pat objects developing increasing control; move freely with confidence and in different ways being able to change speed and direction to avoid obstacles; climb on, off, under, over, and through equipment; and develop balance through squatting without hands and then onto one foot.

**Key Stage One:** Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. They should be taught to: master basics movements such as 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; and perform dances using simple movement patterns.

**Key Stage two:** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 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.

**Swimming and water safety** -Pupils should be taught to: 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.

**Equal Opportunities:** All children should be able to take part in PE regardless of age, gender, physique, ability or disability. Working to their own capability is encouraged.

**Impact on health:** Across all year groups pupils will learn the impact of physical activity on their bodies and develop their knowledge of fitness and health and what benefits it has on their overall wellbeing now but also in the future.



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Autumn 1	<p><b>Moving and Handling</b> Move freely, with pleasure and confidence – run skilfully, negotiate space, adjust speed and direction</p> <p><b>Dance –</b> Enjoy joining in with dancing and ring games</p>	<p><b>Gymnastics –</b> Explore different ways of moving with coordination and control</p> <p><b>Dance -</b> choose appropriate dance movements</p>	<p>Understand tactics &amp; composition</p> <p><b>Gymnastics –</b> Travel and flight using low equipment Showing control</p>	<p>Use strategy, tactics and composition in different situations</p>	<p><b>Dance –</b> use simple motifs/ movement patterns</p> <p><b>Swimming</b> Programme delivered by ASA qualified instructors to meet curriculum requirements</p>	<p>Use advanced tactics and compositional ideas, apply and modify when needed.</p> <p><b>Winter Games -</b> Use advanced tactics and compositional ideas, apply and modify when needed.</p>	<p>Use advanced tactics and compositional ideas, apply and modify, proficiently and with flair</p> <p><b>Winter Games -</b> Use advanced tactics and compositional ideas, apply and modify, proficiently and with flair</p>
Autumn 2	<p><b>Moving and Handling</b> Move freely, with pleasure and confidence – slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding, hopping</p> <p><b>Dance –</b> Begin to move rhythmically</p>	<p><b>Gymnastics:</b> Travel with weight on different body parts, selecting and using skills, actions and ideas appropriately</p> <p><b>Dance –</b> Develop different ways of moving appropriately</p>	<p>Link skills, techniques, ideas accurately</p> <p><b>Dance –</b> Develop movement with different dynamic qualities to create a dance phrase</p>	<p>Select/combine skills, ideas, techniques accurately and apply them in suitable ways</p>	<p><b>Dance -</b> refine, repeat and remember dance phrases and dances</p> <p><b>Swimming</b></p>	<p>Select/combine advanced skills, ideas, techniques and adapting them accurately</p> <p><b>Winter Games -</b> Select/combine advanced skills, ideas, techniques and adapting them accurately</p>	<p>Consistently apply advanced skills, ideas, techniques accurately</p> <p><b>Winter Games –</b> Consistently apply advanced skills, ideas, techniques accurately</p>



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Spring 1	<p><b>Moving and handling</b> Observe the effects of activity on the body, Draw lines and circles using gross motor movements</p> <p><b>Dance –</b> Imitate movement in response to music, using movement to express feelings.</p>	<p><b>Gymnastics –</b> Develop Stretch, curl and rolling with coordination and control</p> <p><b>Dance:</b> develop dance phrases</p>	<p>Developing precision, control and fluency.</p> <p><b>Gymnastics –</b> Rocking, rolling and low equipment balance – comment and compare skills and techniques in my own work</p>	<p>Dance: share and create dance phrases/use dynamic, rhythmic &amp; expressive qualities with control</p> <p><b>Gymnastics -</b> Receiving body weight – analyse and comment on skills, techniques and ideas in my own work</p>	<p>Demonstrate precision, control and fluency consistently</p> <p><b>Swimming</b></p>	<p>Show precision, control, fluency and originality</p> <p><b>Dance –</b> Compose motifs, plan dances creatively and collaboratively</p>	<p>Show high standards of precision, control, fluency and originality.</p> <p><b>Dance –</b> Compose motifs and structure simple dances creatively, with imagination, fluency and control</p>
Spring 2	<p><b>Moving and handling</b> Stand momentarily on one foot when shown, Mount climbing equipment using alternate feet, Walk downstairs , two feet each step, while carrying a small object.</p> <p><b>Dance –</b> Develop preferences for forms of expression, create movement in response to music.</p>	<p><b>Gymnastics:</b> Develop balance on different body parts and compare similarities and differences with other’s work</p> <p><b>Dance –</b> Remember and repeat short dance phrases</p>	<p>Compare and comment on skills and techniques in my work</p> <p><b>Dance –</b> Remember and repeat dance phrases expressing ideas/moods/feeling</p>	<p>Analyse and comment on skills and techniques that apply to my or others performance</p> <p><b>Gymnastics -</b> Receiving body weight – analyse and comment on skills, techniques and ideas in my own work</p>	<p>Analyse and comment on skills, techniques and compositional aspects of my performance</p> <p><b>Swimming</b></p>	<p>Analyse and comment on my own work in relation to skills, tactics or composition</p> <p><b>Dance –</b> Compose motifs, plan dances creatively and collaboratively</p>	<p>Evaluate my own work in relation to skills, strategy, tactics or composition and fitness</p> <p><b>Dance –</b> Compose motifs and structure simple dances creatively, with imagination, fluency and control</p>



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Summer 1	<p><b>Moving and handling</b> Catch a large ball, and understand that equipment and tools need to be used safely.</p> <p><b>Dance –</b> Tap out simple repeated rhythms</p>	<p><b>Game On –</b> compare similarities and differences with other’s work to improve my performance</p> <p><b>Gymnastics -</b> Travel on low equipment – understand composition</p>	<p>Explain basic safety principles for exercise</p> <p><b>Gymnastics –</b> Travel and flight on large apparatus – compare and comment on skills and techniques of other’s work</p>	<p>Explain why regular safe exercise is good for me</p> <p><b>Summer games -</b> Analyse and comment on skills, techniques and compositional aspects of other’s performance</p>	<p>Explain how to prepare for, recover and how different exercise contribute to health</p> <p><b>Swimming</b></p>	<p>Explain principles of practice and training and benefits of exercise</p> <p><b>Summer games -</b> Analyse and comment on other’s work in relation to skills, tactics or composition</p>	<p>Use knowledge of fitness to plan an appropriate exercise and activity prog.</p> <p><b>Summer games -</b> Evaluate other’s work in relation to skills, strategy, tactics or composition and fitness</p>
Summer 2	<p><b>Athletics</b> Sports Day Practice &amp; Athletic Events ( Exploring Running, Jumping &amp; Throwing Skills)</p>	<p><b>Athletics</b> Sports Day Practice &amp; Athletic Events ( Exploring Running, Jumping &amp; Throwing Skills) Understand tactics.</p>	<p>Compare and comment on skills and techniques to improve my performance</p> <p><b>Athletics</b> Sports Day Practice &amp; Athletic Events (Developing Running, Jumping &amp; Throwing Skills)</p>	<p>Modify, refine skills and techniques to improve performance</p> <p><b>Swimming</b></p> <p><b>Athletics</b> Sports Day Practice &amp; Athletic Events (Developing Running, Jumping &amp; Throwing Skills)</p>	<p>Use analysis to modify mine and other’s skills and techniques to improve performance</p> <p><b>Athletics</b> Sports Day Practice &amp; Athletic Events (Consolidating Running, Jumping &amp; Throwing Skills)</p>	<p>Show understanding of how skills, tactics or composition relate to quality of performance</p> <p><b>Athletics</b> Sports Day Practice &amp; Athletic Events (Consolidating Running, Jumping &amp; Throwing Skills)</p>	<p>Evaluate mine and other’s skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance</p> <p><b>Athletics</b> Sports Day Practice &amp; Athletic Events (Refining Running, Jumping &amp; Throwing Skills)</p>