

Physical Education: Curriculum Content Overview

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities. We want our children to lead healthy, active lives, now and into the future.

This document shows the content for each area of PE over the academic year including Invasion Games, Gymnastic, Dance, Athletics and Swimming.

The pupils are taught PE each week, over two lessons. The areas of PE are organised as per table below, to ensure a broad range of opportunities to develop core fundamental skills and aptitudes.

	Area of PE for Autumn	Area of PE for Spring	Area of PE for Summer
Years 1 and 2	Invasion games/dance	Gymnastics/invasion games	Athletics/dance
Years 3 and 4	Gymnastics/invasion games	Dance/invasion games	Athletics/swimming
Years 5 and 6	Dance/Invasion games	Invasion games /gym.	Athletics/swimming/dance

Cycle A: Invasion Games overview

‘Invasion Games’ is the term to describe modified competitive sport and games. These are used to develop pupils’ running, jumping, throwing and catching skills both in isolation and in combination. They might include badminton, basketball, cricket, football, hockey, netball, rounders and tennis. These ‘Invasion games’ also enable pupils to apply basic principles suitable for attacking and defending, as taught by the teacher, modifying these principles to support and challenge pupils according to age and stage.

	Autumn	Spring	Summer
Early Years Foundation Stage	Multi-skills sports. Develop body-strength, balance and coordination and agility needed to engage in sport.	Multi-skills sports. Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping and climbing. Develop overall body strength, balance, coordination and agility.	Football enables pupils to apply key skills and demonstrate strength, balance and coordination when playing. Move energetically,
Years 1 and 2	Multi-skills on the ‘five fundamentals’ through football and hockey: <ul style="list-style-type: none"> • I throw underarm • I catch with both hands. • I can balance and apply coordination • I move and stop safely. • I throw and kick in different ways 	Multi-skills on the ‘five fundamentals’ through cricket and netball: <ul style="list-style-type: none"> • I pass accurately in a game. • I shoot or strike a ball with focus and determination. • I use a tactic in a game. • I decide the best space to be in during a game. • I follow rules as a team player 	Enrichment opportunities to apply key skills throughout the year, especially a full summer calendar of tournaments and festivals. See ‘athletics’ and ‘swimming’ overview for summer term content.
Years 3 and 4	Continue to build the ‘five fundamentals’ to progress skills through tag rugby and hockey: <ul style="list-style-type: none"> • I throw and catch with control • I am aware of space and use it to support team-mates and to cause 	Continue to build the ‘five fundamentals’ to progress skills through cricket and football: <ul style="list-style-type: none"> • I catch with one hand. • I throw and catch accurately. • I hit a ball accurately with control. 	Enrichment opportunities to apply key skills throughout the year, especially a full summer calendar of tournaments and festivals.

	<p>problems for the opposition</p> <ul style="list-style-type: none"> • I know and use rules fairly. 	<ul style="list-style-type: none"> • I keep possession of the ball. • I vary tactics and adapt skills depending on what is happening in a game 	<p>See 'athletics' and 'swimming' overview for summer term content.</p>
<p>Years 5 and 6</p>	<p>Application of all key fundamentals through football, frisbee and tag rugby:</p> <ul style="list-style-type: none"> • I gain possession by working a team. • I pass in different ways. • I use forehand and backhand with a racket. • I can field. • I choose a tactic for defending and attacking. • I use a number of techniques to pass, dribble and shoot. 	<p>Application of all key fundamentals through hockey, tennis and netball:</p> <ul style="list-style-type: none"> • I play to agreed rules. • I explain rules to others. • I can umpire. • I make a team and communicate a plan. • I lead others in a game situation. 	<p>Enrichment opportunities to apply key skills throughout the year, especially a full summer calendar of tournaments and festivals.</p> <p>Sports Leader scheme enables opportunities for pupils to lead other year groups in different competitive games.</p> <p>See 'athletics' and 'swimming' overview for summer term content.</p>

Cycle B: Invasion Games overview

‘Invasion Games’ is the term to describe modified competitive sport and games. These are used to develop pupils’ running, jumping, throwing and catching skills both in isolation and in combination. They might include badminton, basketball, cricket, football, hockey, netball, rounders and tennis. These ‘Invasion games’ also enable pupils to apply basic principles suitable for attacking and defending, as taught by the teacher, modifying these principles to support and challenge pupils according to age and stage.

	Autumn	Spring	Summer
Early Years Foundation Stage	Multi-skills sports. Develop body-strength, balance and coordination and agility needed to engage in sport.	Multi-skills sports. Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping and climbing. Develop overall body strength, balance, coordination and agility.	Football enables pupils to apply key skills and demonstrate strength, balance and coordination when playing. Move energetically,
Years 1 and 2	Multi-skills on the ‘five fundamentals’ through netball and cricket: <ul style="list-style-type: none"> • I throw underarm • I catch with both hands. • I can balance and apply coordination • I move and stop safely. • I throw and kick in different ways 	Multi-skills on the ‘five fundamentals’ through rounders and tag rugby: <ul style="list-style-type: none"> • I pass accurately in a game. • I shoot or strike a ball with focus and determination. • I use a tactic in a game. • I decide the best space to be in during a game. • I follow rules as a team player 	Enrichment opportunities to apply key skills throughout the year, especially a full summer calendar of tournaments and festivals. See ‘athletics’ and ‘swimming’ overview for summer term content.
Years 3 and 4	Continue to build the ‘five fundamentals’ to progress skills through football and basketball: <ul style="list-style-type: none"> • I throw and catch with control • I am aware of space and use it to support team-mates and to cause 	Continue to build the ‘five fundamentals’ to progress skills through tennis and football: <ul style="list-style-type: none"> • I catch with one hand. • I throw and catch accurately. • I hit a ball accurately with control. 	Enrichment opportunities to apply key skills throughout the year, especially a full summer calendar of tournaments and festivals.

	<p>problems for the opposition</p> <ul style="list-style-type: none"> • I know and use rules fairly. 	<ul style="list-style-type: none"> • I keep possession of the ball. • I vary tactics and adapt skills depending on what is happening in a game 	<p>See 'athletics' and 'swimming' overview for summer term content.</p>
<p>Years 5 and 6</p>	<p>Application of all key fundamentals through basketball, football and hockey:</p> <ul style="list-style-type: none"> • I gain possession by working a team. • I pass in different ways. • I use forehand and backhand with a racket. • I can field. • I choose a tactic for defending and attacking. • I use a number of techniques to pass, dribble and shoot. 	<p>Application of all key fundamentals through cricket, tennis and tag rugby:</p> <ul style="list-style-type: none"> • I play to agreed rules. • I explain rules to others. • I can umpire. • I make a team and communicate a plan. • I lead others in a game situation. 	<p>Enrichment opportunities to apply key skills throughout the year, especially a full summer calendar of tournaments and festivals.</p> <p>Sports Leader scheme enables opportunities for pupils to lead other year groups in different competitive games.</p> <p>See 'athletics' and 'swimming' overview for summer term content.</p>

Cycle A: Gymnastics overview

Gymnastics enables pupils to develop flexibility, strength, technique, control and balance either through floor work on mats, solo or in pairs/groups or on larger apparatus such as beams and gym horses. It teaches pupil to apply discipline and care in their muscle movements, as well as requiring them to communicate in different ways – non-verbally and through expressive movement. We apply the principals and schemes of work from the ‘Callington School Sport Partnership’, which builds and progresses core movement and confidence when using your body. It puts the emphasis on ensuring pupils can challenge themselves safely.

	Autumn	Spring
Early Years Foundation Stage <i>Single year group so Cycle do not apply. These skills are developed over the term.</i>	Unit 1: Develop body-strength, balance and coordination as they learn to use the space in the hall. Introduced to safety and creativity on mats.	Unit 3: Apply skills to learn how to complete different rolls safely and with minimum use of voices. Skipping and jumping, of different varieties are added as confidence grows. Coordination as part of a team is developed.
Years 1 and 2	Unit 5: Mat work to: <ul style="list-style-type: none"> • I make my body curled, tense, stretched and relaxed. Apply different rolls. • I control my body when travelling and balancing • I copy sequences and repeat them • I roll, curl, travel and balance in different ways 	Unit 7: Larger apparatus to: <ul style="list-style-type: none"> • I plan and perform a sequence of movements. • I improve my sequence based on feedback. • I think of more than one way to create a sequence which follows some ‘rules’. • I work on my own or with a partner
Years 3 and 4	Unit 9: Mat work to: Recap different rolls. <ul style="list-style-type: none"> • I adapt sequences to suit different types of criteria • I explain how strength and suppleness affect performance • I compare and contrast gymnastic sequences 	Unit 11: Larger apparatus to: <ul style="list-style-type: none"> • I adapt sequences to suit different types of apparatus and criteria • I work in a controlled way. • I include a change of speed and direction • I include a range of shapes • I work with a partner to create a three-phase set
Years 5 and 6	Unit 13a: Mat work to: Apply all rolls. <ul style="list-style-type: none"> • I make complex extended sequences • I combine action, balance and shape • I perform consistently to different audiences 	Unit 14a – Partnership and Performance: I combine my own work with that of others I sequence to specific timings I can apply mat and apparatus to a complex degree

Cycle B: Gymnastics overview

Gymnastics enables pupils to develop flexibility, strength, technique, control and balance either through floor work on mats, solo or in pairs/groups or on larger apparatus such as beams and gym horses. It teaches pupil to apply discipline and care in their muscle movements, as well as requiring them to communicate in different ways – non-verbally and through expressive movement. We apply the principals and schemes of work from the ‘Callington School Sport Partnership’, which builds and progresses core movement and confidence when using your body. It puts the emphasis on ensuring pupils can challenge themselves safely.

	Autumn	Spring
Early Years Foundation Stage <i>Single year group so Cycle do not apply. These skills are developed over the term.</i>	Unit 2: Develop body-strength, balance and coordination as they learn to use the space in the hall. Introduced to safety and creativity on mats.	Unit 4: Apply skills to learn how to complete different rolls safely and with minimum use of voices. Skipping and jumping, of different varieties are added as confidence grows. Coordination as part of a team is developed.
Years 1 and 2	Unit 6: Mat work to: <ul style="list-style-type: none"> • I make my body curled, tense, stretched and relaxed. Apply different rolls. • I control my body when travelling and balancing • I copy sequences and repeat them • I roll, curl, travel and balance in different ways 	Unit 8: Larger apparatus to: <ul style="list-style-type: none"> • I plan and perform a sequence of movements. • I improve my sequence based on feedback. • I think of more than one way to create a sequence which follows some ‘rules’. • I work on my own or with a partner
Years 3 and 4	Unit 10: Mat work to: Recap different rolls. <ul style="list-style-type: none"> • I adapt sequences to suit different types of criteria • I explain how strength and suppleness affect performance • I compare and contrast gymnastic sequences 	Unit 12: Larger apparatus to: <ul style="list-style-type: none"> • I adapt sequences to suit different types of apparatus and criteria • I work in a controlled way. • I include a change of speed and direction • I include a range of shapes • I work with a partner to create a three-phase set
Years 5 and 6	Unit 13b: Mat work to: Apply all rolls. <ul style="list-style-type: none"> • I make complex extended sequences • I combine action, balance and shape • I perform consistently to different audiences 	Unit 14b – Partnership and Performance. I combine my own work with that of others I sequence to specific timings I can apply mat and apparatus to a complex degree

Cycle A and B: Athletics and swimming overview

Athletics, closely linked to gymnastics, enables pupils to develop flexibility, strength, technique, control and balance. Sports coaches are introduced in the summer term to ensure pupils develop key skills outlined below, which they are able to demonstrate during summer term events and festivals, including the annual school Sports Day. We want our pupils to be determined and competitive, challenging themselves to improve each lesson and over time. Swimming and water safety takes place each year for pupils who enter Key Stage 2. All schools must provide swimming instruction and we make use of experts at Mount Kelly School and its Olympic sized pool.

	Cycle A: Summer term athletics	Cycle B: Summer term athletics
Early Years Foundation Stage <i>Single year group so Cycle do not apply. These skills are developed over the term.</i>	Develop body-strength, balance and coordination as they learn to run in a straight line and move around in space, in the hall and a larger space (field). Instill values of effort and fairness is.	Apply skills to learn how to complete different types of movement, using different parts of the body. Use a fuller range of equipment
Years 1 and 2	Running and aiming <ul style="list-style-type: none"> • I learn to run at different speeds 	Jumping and throwing <ul style="list-style-type: none"> • I learn different jumping techniques
Years 3 and 4	Sprinting and relay <ul style="list-style-type: none"> • I run at fast, medium and slow speeds; changing speed and direction. • I take part in a relay, remembering when to run and what to do. 	Hurdles and jumping <ul style="list-style-type: none"> • I run over a long distance. • I sprint over a short distance. • I throw in different ways. • I hit a target • I jump in different ways.
	Swimming lessons at Mount Kelly with coaches: Pupils are assessed by swimming coaches and organised into groups. Progress is planned from their individual starting points. Pupils begin to swim with growing competence. They develop stroke technique and begin to change these on request, such as moving from their front to their back.	
Years 5 and 6	Hurdles and javelin <ul style="list-style-type: none"> • I am controlled when taking off and landing. • I throw with accuracy. • I combine running and jumping. 	Shot-put and long-jump <ul style="list-style-type: none"> • I demonstrate stamina. • I can reflect on how to improve • I have body confidence
	Swimming lessons at Mount Kelly with coaches: Pupils are assessed by swimming coaches and organised into groups, making progress from LKS2 over previous years. Pupils are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are taught to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. They are taught to master how to perform safe self-rescue in different water-based situations.	