

INTENT

End of EYFS

Pupils will be given the opportunity to:

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.

End of Key Stage 1

Pupils will be given the opportunity to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination
- Begin to apply these movements and skills in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

End of Key Stage 2

Pupils will be given the opportunity 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
- Swim competently, confidently and proficiently over a distance of at least 25 metres including using a variety of strokes and performing safe self-rescue.

IMPLEMENTATION

End of EYFS

End of Key Stage 1

End of Key Stage 2

<p>Dance</p> <ul style="list-style-type: none"> • To explore changes in directions and levels. • Use variety of moves. • Link dance moves together. • Show increasing control. 	<p>Dance</p> <ul style="list-style-type: none"> • To explore changes in directions and levels. • Use variety of moves. • Link dance moves together. • Show increasing control. 	<p>Dance</p> <ul style="list-style-type: none"> • Explore different levels and speeds of movement with direction. • To compose and perform different dances. • To dance to music, showing rhythm and control.
<p>Ball games</p> <ul style="list-style-type: none"> • To explore static balancing. • To combine a number of coordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To practise ABC (agility, balance and coordination). 	<p>Ball games</p> <ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating movements that show rhythm and control. 	<p>Ball games</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance/ classical style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a street dance/ classical style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and analyse own and others' performance.
<p>Catching and Throwing</p> <ul style="list-style-type: none"> • To practise basic sending and receiving. • To use throwing and catching skills in basic activities. • To develop accuracy of throwing and consistent catching. • To strike with a racket or bat. 	<p>Catching and Throwing</p> <ul style="list-style-type: none"> • To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. • To practise throwing skills in a circuit. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. 	<p>Catching and Throwing</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To learn batting control. • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team.

<p>Athletics</p> <ul style="list-style-type: none"> • To recognise varying speeds when running. • To explore arm and leg mobility. 	<p>Athletics</p> <ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility. 	<p>Athletics</p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
		<p>Swimming</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.
IMPACT		
Pupil Voice		
Subject Monitoring		