

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

PE Basic/Advancing/Deep

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and Year 6
<p>Revise and refine the fundamental movement skills they have already acquired:- rolling - running- crawling - hopping- walking - skipping- jumping - climbing• Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • 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. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.</p>	<p>Pupils should develop fundamental movement skills, become 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. Pupils should be taught to: <input type="checkbox"/> 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 <input type="checkbox"/> participate in team games, developing simple tactics for attacking and defending <input type="checkbox"/> perform dances using simple movement patterns.</p>	<p>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: <input type="checkbox"/> use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> 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 <input type="checkbox"/> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <input type="checkbox"/> perform dances using a range of movement patterns <input type="checkbox"/> take part in outdoor and adventurous activity challenges both individually and within a team <input type="checkbox"/> compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>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: <input type="checkbox"/> use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> 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 <input type="checkbox"/> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <input type="checkbox"/> perform dances using a range of movement patterns <input type="checkbox"/> take part in outdoor and adventurous activity challenges both individually and within a team <input type="checkbox"/> compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>

Vocabulary	Jump Hop Run Walk Throw Catch Hit Team Movement	stop on command Sprint Skip Gallop Single balance Apparatus Side roll Climb Roll Target Kick Accuracy Aim Dribble Balance Strike Obstacle Pass	Opponent Control Rules Cooperate Control Accuracy Team Work Dance Theme Pattern Beat Sequence Mirror	Forward roll Backward Roll Speed Level Improve Compare Develop	Over Arm Throw Under Arm Throw Competition Perform Direction Level Speed Attack Defend Control	Coordination Dynamics Control Fluency Precision Consistency Evaluate Create Adapt Refine Compose Participation Contrast Transition	Chest pass Volley Pivot Bounce Direction Coordination Dribble Tactics Defence Competitive Compete Mark Expressive dance phase Expression Symmetry
Learning Objective	EYFS	Key Indicators	Year 1 and 2	Key Indicators	Year 3 and 4	Key Indicators	Year 5 and 6
To develop practical skills in order to participate, compete and lead a healthy lifestyle - Games		Take part in competitive games using a range of skills, tactics and language, including: rolling, hitting, running, jumping, catching and kicking, using tactics, using the terms opponent and team-mate and developing leadership skills	There are examples of some skills developing and strengths emerging in some areas. Generally, skills are developing well in most areas. Tactics are used well and language is developing. There are some good examples of emerging leadership skills. Skills are well developed in almost all areas and there are a few areas where they are highly developed.	Take part in competitive games using a variety of skills, including: throwing and catching with control and accuracy, striking and fielding a ball with control, choosing appropriate tactics to cause problems for the opposition, following the rules of the game and playing fairly, maintaining possession of a ball, passing to team-mates at	There are some good examples of skills developing and strengths are emerging in some areas. Throwing and catching is becoming accurate, ball skills are developing and there is some development of more advanced tactics. Fair play is understood and there is some good cooperation with team-mates. Generally, skills are developing well in most areas. Control and accuracy are developing well in a range of situations. Advanced tactics are	Compete in competitive games using a range of skills, including: choosing and combining techniques in game situations, working alone, or with team mates in order to gain points or possession, striking a bowled or volleyed ball with accuracy, using forehand and backhand when playing racket games, fielding, defending and	Games skills are becoming frequently well applied and show some level of control and coordination. Solo and team efforts are becoming sustained and a range of tactics, moves and techniques are increasingly applied to games. There are some good examples of beginning to anticipate the direction of play and planning ahead as a result. There is increasing confidence in attacking and defending and the spirit of fair play is generally upheld. Generally, games skills are well developed in most areas. Control and coordination is good and tactics, moves and techniques well developed. Solo and team efforts are sustained in a wide range of game situations. The direction of play is usually anticipated and used to plan ahead, giving a competitive advantage over opponents. Attacking

			Well-developed tactics are used, language is fluent and there are some excellent examples of leadership skills.	appropriate times, leading others and acting as a respectful team member	devised and used well to gain advantage over opponents. Fair play is generally adopted and there is a good level of communication and cooperation with team-mates Skills are well developed in almost all areas and there are a few areas where they are highly developed. Excellent control, accuracy and welldevised tactics are shown which often outwits opponents. Fair play is always paramount and there is an excellent sense of team.	attacking tactically by anticipating the direction of play, choosing the most appropriate tactics for a game, upholding the spirit of fair play and respect in all competitive situations, leading others when called upon and acting as a good role model within a team.	and defending is confident and the roles of team player and leader are developing well, always within the spirit of fair play. Games skills are well developed in all areas and highly developed in some. Exceptional control and coordination is shown in a wide range of situations. Tactics are very well planned . Competitive efforts are sustained in a wide range of situations. Highly perceptive observations of the movement of play help in planning excellent strategies to gain a competitive advantage over opponents. The roles of leader and team player are very well developed and there is a strong spirit of fair play.
To develop practical skills in order to participate, compete and lead a healthy lifestyle - Dance		Perform dances using a range of skills, including: copying and remembering moves and positions, careful control and coordination, sequences of actions, communicating a mood or idea.	Dance skills are beginning to develop with some control and coordination shown. There is an awareness of sequences of movement. Generally, skills are developing well in most areas. Moves are becoming fluent, coordinated and controlled and sequences of actions are followed. There are some good examples of actions devised to communicate a mood. Dance skills are well developed in all areas and there are a few areas where they are highly developed. Moves show excellent fluency, movement and coordination. Sequences are devised and remembered and mood is communicated very well.	Perform dance movements and pieces by using a range of skills, including: planning, performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements into sequences, creating dances and movements that convey a definite idea, changing speed and levels within a performance, developing physical strength and suppleness by practising moves and stretching	Dance skills are beginning to develop with some control and coordination shown. There are some good examples of planning and performing sequences of moves which are becoming clear, fluent and expressive. Dances are beginning to convey ideas well and changes in speed and level show a growing strength and suppleness. Dance skills are generally developing well in most areas. Planning and performances of sequences of moves are well developed and movement is clear, fluent and expressive. Dances convey a definite idea well and strength and suppleness is shown in well-coordinated changes in height, speed, level and direction. Dance skills are well developed in all areas and there are a few areas where they are highly developed. Performances show excellent movement that is strong, fluent, coordinated and highly expressive. Ideas for expressing a mood are defined and implemented extremely effectively. Shapes are strong and stretches show a high level of suppleness.	Perform dance movements and pieces using a range of practical skills, including: composing creative and imaginative dance sequences, performing expressively and holding a precise and strong body posture, performing and creating complex sequences, expressing an idea in original and imaginative ways, planning to perform with high energy, slow grace or other themes and maintaining this throughout a piece, performing complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	There are some good examples of developing dance skills. Composition of creative and imaginative dance sequences is beginning to develop and performance becoming strong and controlled. More complex sequences are attempted and there are some good attempts to combine high energy and slower, more graceful movements. There is some evidence of some gymnastic skills being used within pieces. Dance skills are generally well developed in most areas. Composition of pieces is creative and imaginative and performances strong with good posture. More complex sequences are developed, which show original and expressive ideas. A good mixture of high energy and slower, more graceful movements are planned and sustained throughout a performance. There is a strong display of strength and stamina and a good use of gymnastics skills. Dance skills are well developed in all areas and are highly developed in some. Compositions are excellent and show highly creative and imaginative ideas. Performances are very strong and show excellent body position and posture. Complex sequences are devised and contain highly original and expressive ideas. Well-judged changes in energy levels are chosen very appropriately. Strength and stamina are exceptional
To develop practical skills in order to participate, compete and lead a healthy		Perform gymnastics pieces, developing a range of skills including: copying and remembering	Gymnastics skills are beginning to develop with some control and coordination shown. There is some awareness of space,	Perform gymnastic movements and pieces using a range of skills, including: planning, performing and repeating sequences,	Gymnastics skills are developing with some control and coordination shown. Sequences of movements are developing and beginning to show clarity, fluency and expression. There are some	Perform gymnastic movements and pieces using a variety of skills, including: complex and well-executed sequences that include	There are some good examples of gymnastics skills developing well. Complex sequences that include a full range of movements are beginning to be developed and executed well. Shapes are beginning to be held well and set pieces are beginning to be

<p>lifestyle - Gymnastics</p>		<p>actions, moving with some control and awareness of space, linking two or more actions to make a sequence, showing contrasts (such as small/tall, straight/ curved and wide/narrow), travelling by rolling forwards, backwards and sideways, holding a position whilst balancing on different points of the body, climbing safely on equipment, stretching and curling to develop flexibility, jumping in a variety of ways and landing with increasing control and balance.</p>	<p>and movement in a variety of ways is developing, including jumping and landing. Actions are linked to make a sequence. Generally, gymnastics skills are developing well in most areas. Movement, and sequences of movements, are generally coordinated and controlled. Travelling in a variety of ways is generally well developed and balance is usually maintained in a variety of situations. Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed. There is a high degree of control in a wide variety of movements and in travelling. Balance and poise is excellent and sequences of actions are devised and performed with great care</p>	<p>moving in a clear, fluent and expressive manner, refining movements into sequences, showing changes of direction, speed and level during a performance, travelling in a variety of ways including flight by transferring weight to generate power in movements, showing a kinaesthetic sense in order to improve the placement and alignment of body parts, swinging and hanging from equipment safely (using hands).</p>	<p>good examples of weight transference and a growing awareness of where the body is in space. Generally, gymnastics skills are developing well in most areas. Planning and refinement is effective and sequences are clear, fluent and expressive. Good changes in direction, speed, levels and balance are fluent. Alignment of body parts is strong and there is a good awareness of the body's position Gymnastics skills are well developed in all areas and there are a few areas where they are highly developed. Planning of exceptionally well refined sequences that are fluent and expressive are performed with a high level of control and poise. Dynamic movement that is powerful and dramatic is gained through excellent strength, balance and awareness of body position</p>	<p>a full range of movements, holding shapes that are strong, fluent and expressive, including, in a sequence, set pieces, choosing the most appropriate linking elements, varying speed, direction, level and body rotation during floor performances, demonstrating good kinaesthetic awareness, using equipment to vault and to swing (remaining upright</p>	<p>performed well. Sequences are generally well remembered and accurate. Variations to speed and direction are developing well, with some good attempts to rotate the body. There is a growing awareness of the body's position and equipment to vault and swing has been experienced. Gymnastics skills are generally well developed in most areas. Complex sequences contain a full range of movement are well executed. Strong, fluent and expressive shapes are held well, including set pieces. Appropriate linking elements are chosen and decisions about speed, direction, level and body rotation are well made. Strong positions show a good bodily awareness. The use of equipment to vault and swing is developing well Gymnastics skills are well developed in all areas and highly developed in some. Complex sequences are very well executed and show excellent fluency and expression. Highly appropriate linking elements are chosen and variations in speed, direction, level and body rotation are very well judged. Confident and controlled use of equipment to vault and swing is developing</p>
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle - Swimming</p>		<p>Swim unaided up to 25 metres using a basic stroke, controlled leg movements and breathing correctly.</p>	<p>Swimming skills are beginning to develop with some control and coordination shown. Generally, swimming skills are developing well in most areas Swimming skills are well developed in all areas and there are a few areas where they are highly developed</p>	<p>Swim between 25 and 50 metres unaided, using more than one stroke, coordinated breathing and arm and leg movements both at and below the surface.</p>	<p>Swimming skills are developing with some control and coordination shown for more than one stroke. There are some examples of swimming below the surface of the water. Generally, swimming skills are developing well in most areas. More than one stroke is used and coordination is generally good at and below the surface of the water. Swimming skills are well developed in all areas and there are a few areas where they are highly developed. Speed is achieved very well and more than one stroke is used. There is fluent, coordinated</p>	<p>Swim over 100 metres unaided and using a range of skills, including: using breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming, using controlled strokes, turning efficiently at the end of a length.</p>	<p>There are some good examples of swimming skills developing well. A range of strokes are developing and they are beginning to show control. Efficient turns are starting to develop. Swimming skills are generally well developed. Three strokes are used and generally show good breathing and controlled movements. Efficient turns are made at the end of a length. Swimming skills are well developed in all areas and highly developed in some. Three strokes are used with controlled breathing and coordinated and controlled movements. Very efficient turns are made at the end of a length</p>

					movement at and below the surface of the water		
To develop practical skills in order to participate, compete and lead a healthy lifestyle - Athletics		Athletic activities are combined with games in Years 1 and 2	N/A	Compete in athletics activities using a variety of skills, including: sprinting over a short distance up to 60 metres, running over a longer distance, conserving energy in order to sustain performance, using a range of throwing techniques, throwing with accuracy to hit a target or cover a distance, jumping in a number of ways, using a run -up where appropriate, improving personal best performances.	There are some good examples of athletic skills developing. Short sprints and longer-distance running are developing well. Jumping and landing is becoming controlled and throwing techniques are becoming fluid and accurate. Generally, athletics skills are well developed. Sprints are becoming powerful and an ability to conserve energy over longer distances gives a competitive advantage. Jumping is becoming strong and landings controlled. Throwing is becoming accurate and powerful. Athletics skills are very well developed in all areas and highly developed in some. Sprints are powerful and speed is sustained over the distance, whilst over longer distances, careful planning of pace conserves energy. Jumping is strong, controlled and landings carefully planned. Throwing is accurate and powerful	Compete in athletics competitions using a range of skills, including: combining sprinting with low hurdles over 60 metres, choosing the best position for running over a variety of distances, throwing accurately and refining performance by analysing technique and body shape, showing control in take-offs and landings when jumping, keeping track of personal best performances and setting targets for improvement.	There are some good examples of athletics skills developing well. The ability to combine sprinting and hurdling is developing and there is some awareness that various running positions are required for different distances. Throwing is becoming more controlled and there is some degree of analysis of technique. Take-offs and landings when jumping are becoming more controlled and, with encouragement, targets are set for improvement. Athletics skills are generally well developed in most areas. Sprinting with hurdles is well developed over 60 metres and good decisions are made on body position for running over a variety of distances. Throwing is generally accurate and refinements through analysis of technique are naturally made. Take-offs and landings are controlled and targets to beat personal bests in a range of activities are set. Athletics skills are well developed in all areas and highly developed in some. Sprinting with hurdles over 60 metres is very efficient and there is a very good awareness of the different running positions required for a variety of distances. Throwing is very accurate and there is a high degree of analysis of technique. Take- offs and landings are very accurate and well planned. Targets to beat personal bests are made and achieved.
To develop practical skills in order to participate, compete and lead a healthy lifestyle – Outdoor and adventurous activities		Not applicable in Years 1 and 2.	N/A	Take part in outdoor and adventurous activity, using a range of skills, including: arriving properly equipped, managing risks, leading and being part of a team, supporting others and seeking support, showing resilience, using maps, compasses and digital devices, remaining aware of changing conditions and changing plans if necessary.	There are some good examples of developing outdoor and adventurous skills. When guided, the right equipment is used and there is some awareness of risk. There are some good examples of playing an important role in a team and orientation skills are beginning to emerge. Outdoor and adventurous activity skills are generally developing well. The right equipment is brought to activities and there is a good awareness of risks and steps are suggested to help manage them. Teamwork is well developed including some leadership responsibilities. Orientation skills are well	Take part in outdoor and adventurous activities using a range of skills, including: selecting appropriate equipment, identifying possible risks and ways to manage them, asking for and listening carefully to expert advice, embracing both leadership and team roles and gaining the commitment and respect of a team, empathising with others and offering support without being asked, seeking support from the team and the	There are some good examples of outdoor and adventurous activities skills developing well. When reminded, appropriate equipment is selected and packed. There is generally a good awareness of some risks and, with encouragement, suggestions on how they can be managed are given. Team roles are played well and there is some accomplishment at leadership level. A positive disposition is usually seen, even in challenging circumstances. Outdoor and adventurous activity skills are generally well developed. The correct equipment is selected and packed appropriately. Possible risks are identified and suggestions given as to how they may be minimised, seeking the advice of experts, if required. Both leadership and team roles are embraced and some good examples of showing support and encouragement are developing. Experts are always consulted if there is any doubt

					<p>developed Outdoor and adventurous activity skills are well developed in all areas and are highly developed in some. There is a very good level of planning of equipment, which is always suitable and appropriately packed. Risk management is very well understood and leadership roles are developing well. Orientation skills are very good</p>	<p>experts if in any doubt, remaining positive even in the most challenging circumstances, rallying others if need be, using a range of devices in order to orientate, quickly assessing changing conditions and adapting plans to ensure safety comes first</p>	<p>and a positive outlook maintained throughout. There is a growing awareness of the need to watch out for changing conditions, adapting plans as necessary. Outdoor and adventurous activity skills are well developed in all areas and in some they are highly developed. Possible risks beyond the obvious are identified and very good suggestions given as to how to minimise them. A very watchful eye is given to changing conditions and plans are adapted accordingly. Advice of experts is always sought if there is any doubt. Both leadership and team roles are embraced in a wide variety of different contexts and some excellent examples of support and encouragement rallies the morale of others. A positive outlook and good companionship which gains the respect and commitment of a team are displayed</p>
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