

# Physical Education Curriculum

In teaching children Physical Education, our intent is ....

**Threshold concepts and skills**

**Coordination**

**Social Skills (ie-  
sportsmanship)**

**Resilience**

**Breadth of study**

## **EYFS**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for PE are taken from Physical Development, Personal, Social and Emotional Development and Expressive Arts and Design.

## **KS1**

Pupils should continue to 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.

## **KS2**

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 sequences of movements. 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.

# Birth to three Physical Education Skills

## Physical Development

Enjoy moving when outdoors and inside.

Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Enjoy starting to kick, throw and catch balls.

Walk, run, jump and climb - and start to use the stairs independently.

Spin, roll and independently use ropes and swings (for example, tyre swings).

## Personal, Social and Emotional Development

Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating

# Nursery Physical Education Skills

## Physical Development

- T1 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- T2 Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- T3 Use large-muscle movements to wave flags and streamers, paint and make marks.
- T4 Start taking part in some group activities which they make up for themselves, or in teams.
- T5 Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- T6 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- T7 Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- T8 Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- T9 Show a preference for a dominant hand.
- T10 Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

## Personal, Social and Emotional Development

- T11 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- T12 Increasingly follow rules, understanding why they are important.
- T13 Do not always need an adult to remind them of a rule.

# Reception Physical Education Skills

## Physical Development

- T1 Use fundamental movement skills such as - rolling - running - crawling - hopping - walking - skipping - jumping - climbing
- T2 Developing control and grace when moving.
- T3 Develop overall body-strength, balance, coordination and agility.
- T4 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- T5 Be able to copy actions and follow rules.
- T6 Begin to learn how to use a range of large and small apparatus indoors and outdoors, alone and in a group.
- T7 Develop overall body strength, balance, coordination and agility.

## ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts and Design

- T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- T10 Create collaboratively, sharing ideas, resources and skills.
- T11 Listen attentively, move to and talk about music, expressing their feelings and responses.
- T12 Watch and talk about dance and performance art, expressing their feelings and responses.
- T13 Explore and engage in music making and dance, performing solo or in groups.

## ELG: Creating with Materials

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Personal, Social and Emotional Development

- T 14 Manage their own needs.

## ELG: Managing Self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

# Year 1 Physical Education Skills

## Physical Development

T1 Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing

T2 Progress towards a more fluent style of moving, with developing control and grace.

T3 Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sports.

T4 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

T5 I can copy and remember actions.

T6 Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.

T7 I can talk about what I have done during the lesson and describe what other people have done.

## ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts and Design

T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings.

T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them.

T10 Create collaboratively, sharing ideas, resources and skills.

T11 Listen attentively, move to and talk about music, expressing their feelings and responses.

T12 Watch and talk about dance and performance art, expressing their feelings and responses.

T13 Explore and engage in music making and dance, performing solo or in groups.

## ELG: Creating with Materials

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Personal, Social and Emotional Development

T 14 Manage their own needs.

## ELG: Managing Self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Know the difference between right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

# Year 2 Physical Education Skills

## **Physical Development**

- T1 Develop fundamental movements, becoming increasingly competent and confident.
- T2 Show control and grace when moving.
- T3 I can explain how my body feels during different activities
- T4 Use their core muscle strength to perform different movements or exercises.
- T5 Start to participate in team games, developing simple tactics.
- T6 Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- T7 Begin to understand the reasons for physical education and why it is good for health and general well being.

## **ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate all the fundamental movements to a good standard.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **Expressive Arts and Design**

- T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- T10 Create collaboratively, sharing ideas, resources and skills.
- T11 Listen attentively, move to and talk about music, expressing their feelings and responses.
- T12 Watch and talk about dance and performance art, expressing their feelings and responses.
- T13 Explore and engage in music making and dance, performing solo or in groups.

## **ELG: Creating with Materials**

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## **Personal, Social and Emotional Development**

- T 14 Manage their own needs and to understand others needs.

## **ELG: Managing Self and Building Relationships**

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

# Year 3 Physical Education Skills

## Physical Development

T1 To be able to use fundamental movement skills to help them progress in their physical development.

T2 To be confident with moving freely in different sports knowing correct rules of games.

T3 To increase their own understanding of what sport and why it is good for them. Knowing why regular physical activity is good for us, demonstrating some movements I can use on my own. While also getting help to improve what factors and support health and fitness.

T4 Continue progress towards a more fluent style of moving, with developing control and grace

T5 To be knowledgeable in different types of sports.

T6 To improve core muscle strengthening, posture, body-strength, balance, coordination and agility needed to engage successfully in physical education sessions. Such as indoor yoga, dance, gymnastic, outdoor and indoor athletics, health and fitness.

T7 Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.

## ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate all the fundamental movements to a good standard.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts and Design

- T7 Combine different movements with ease and fluency.
- T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- T10 Create collaboratively, sharing ideas, resources and skills.
- T11 Listen attentively, move to and talk about music, expressing their feelings and responses.
- T12 Watch and talk about dance and performance art, expressing their feelings and responses.
- T13 Explore and engage in music making and dance, performing solo or in groups.
- T14 To be able to remember steps and link different movements together using choreographic devices.

## ELG: Creating with Materials

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Personal, Social and Emotional Development

T14 Manage their own needs and to understand others needs.

## ELG: Managing Self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

# Year 4 Physical Education Skills

## Physical Development

- T1 Demonstrate the fundamental movements to a high standard and be able to explain in what sport or activity they would be used in.
- T2 Be confident in moving freely in different sports and understanding the rules.
- T3 Explain how my body feels during different activities.
- T4 Be able to identify some muscle groups used in different sports/activities.
- T5 Select and use the most appropriate skills, actions or ideas.
- T6 Begin to explain the reasons for warming up before physical activity.
- T7 Begin to understand the reasons for physical education and why it is good for health and general well being.

## ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate all the fundamental movements to a good standard.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts and Design

- T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Using perform quality to explox performances.
- T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- T10 Create collaboratively, sharing ideas, resources and skills.
- T11 Listen attentively, move to and talk about music, expressing their feelings and responses. Using choreographic devices to build on movements.
- T12 Watch and talk about dance and performance art, expressing their feelings and responses.
- T13 Explore and engage in music making and dance, performing solo or in groups.

## ELG: Creating with Materials

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Personal, Social and Emotional Development

- T 14 Manage their own needs and to understand others needs.

## ELG: Managing Self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

# Year 5 Physical Education Skills

## Physical Development

- T1 Explain some important safety principles when preparing for exercise.
- T2 Explain why exercise is important and the benefits of it.
- T3 Choose appropriate warm up and cool downs depending on what sport/activity is being performed.
- T4 Be able to demonstrate good control in all movements.
- T5 Link skills, techniques and ideas and apply them accurately and appropriately.
- T6 Create and manage their own small sided game.
- T7 I can talk about what i have done during the lesson and describe what other people have done.

## ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts and Design

- T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings using choreographic devices.
- T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them. Using different rhythms and beats to help show there own movement quality.
- T10 Create collaboratively, sharing ideas, resources and skills.To creative their own choreography based on tasks given.
- T11 Listen attentively, move to and talk about music, expressing their feelings and responses.
- T12 Watch and talk about dance and performance art, expressing their feelings and responses.To Talk about what they can do better why linking dynamics and movements together.
- T13 Explore and engage in music making and dance, performing solo or in groups.

## ELG: Creating with Materials

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Personal, Social and Emotional Development

- T 14 Manage their own needs.

## ELG: Managing Self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Know the difference between right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

# Year 6 Physical Education Skills

## Physical Development

- T1 Explain how the body reacts to different kinds of exercise.
- T2 Explain why we need regular and SAFE exercise.
- T3 Choose appropriate warm up and cool downs depending on what sport/activity is being performed.
- T4 Show precision, control and fluency.
- T5 Link skills, techniques and ideas and apply them accurately and appropriately.
- T6 Create and manage their own small sided game.
- T7 Evaluate my own performance and give myself targets to complete and work towards.

## ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Expressive Arts and Design

- T8 Explore, use and refine a variety of artistic effects to express their ideas and feelings using choreographic devices.
- T9 Return to and build on their previous learning, refining ideas and developing their ability to represent them. Using different rhythms and beats to help show their own movement quality.
- T10 Create collaboratively, sharing ideas, resources and skills. To create their own choreography based on tasks given.
- T11 Listen attentively, move to and talk about music, expressing their feelings and responses.
- T12 Watch and talk about dance and performance art, expressing their feelings and responses. To talk about what they can do better why linking dynamics and movements together.
- T13 Explore and engage in music making and dance, performing solo or in groups.

## Personal, Social and Emotional Development

- T14 Manage their own needs.
- T15 Be able to lead their own learning and others.
- T16 To understand targets to meet to improve their own self development, using peer to peer reflection.

## ELG: Managing Self and Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Know the difference between right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.