

PE

- National Curriculum
- Projects and Beacons



“Learn. Believe. Achieve.”

*Resilient, Persistent, SelfMotivated, Creative
Risk Takers, Good Citizens, Entrepreneurial*

KS1 National Curriculum	KS2 National Curriculum	Statutory Physical Health and Well-Being in PE
<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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) • Drugs, Alcohol and Tobacco • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <p><u>Basic First Aid</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries

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PE Curriculum Statement of

Intent: We aim to give our children a life-long love for sports, creating a lasting legacy of fitness, health and well-being. We inspire our children to be the best athletes they can be through aspirational figures from the world of sport and actively build positive sporting relationships within the community. We instil a desire in our pupils to be successful in all they do and promote a healthy competitive attitude to help them succeed in all areas of life.

SGV of the term							
EYFS	Moving and Handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.			Health and Self Care Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.			School Games Values Determination: Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back. Honesty: Be Honest with others and with yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation. Passion: Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity. Respect: Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect every day, in everything you do and for everyone around you. Self-Belief: You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best. Teamwork: Treat everyone equally, support each other and work together to have fun and achieve. Celebrate each other's success. Be a good friend and a positive team player in school, sport and life. C= Competition organised by the sports partnership
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<ul style="list-style-type: none"> Fundamental Skills 	<ul style="list-style-type: none"> Fundamental Skills 	<ul style="list-style-type: none"> Fundamental Skills Movement to music 	<ul style="list-style-type: none"> Gymnastics Movement to music 	<ul style="list-style-type: none"> Ball Skills Games 	<ul style="list-style-type: none"> Athletics/Sports Day 	
Year 1	<ul style="list-style-type: none"> Gymnastics Fundamental/Action Mat 	<ul style="list-style-type: none"> Body Management Sending and Receiving 	<ul style="list-style-type: none"> Ball Skills Net Wall 	<ul style="list-style-type: none"> Movement to music Invasion Games 	<ul style="list-style-type: none"> Striking and Fielding Team Building 	<ul style="list-style-type: none"> Athletics/Sports Day 	
Year 2	<ul style="list-style-type: none"> Fundamental/Action Mat Para Games 	<ul style="list-style-type: none"> Body Management Fundamental 	<ul style="list-style-type: none"> Movement to Music Ball skills 	<ul style="list-style-type: none"> Striking and Fielding Invasion 	<ul style="list-style-type: none"> Athletics Striking and Fielding 	<ul style="list-style-type: none"> Athletics/Sports day Team Building OAA 	
Year 3	<ul style="list-style-type: none"> Invasion Games Para Games 	<ul style="list-style-type: none"> Gymnastics Fundamental 	<ul style="list-style-type: none"> Dance Gymnastics 	<ul style="list-style-type: none"> Balls Skills Health and Fitness (Fit Kids) 	<ul style="list-style-type: none"> Swimming Net Wall 	<ul style="list-style-type: none"> Athletics Swimming 	
Year 4	<ul style="list-style-type: none"> Swimming Invasion Games 	<ul style="list-style-type: none"> Swimming Fundamental 	<ul style="list-style-type: none"> Swimming Dance 	<ul style="list-style-type: none"> Swimming Tri-Golf 	<ul style="list-style-type: none"> Gymnastics Invasion Games 	<ul style="list-style-type: none"> Athletics/Sports day Tennis 	
Year 5	<ul style="list-style-type: none"> Fundamental Skills Invasion Games 	<ul style="list-style-type: none"> Invasion Game Invasion Games 	<ul style="list-style-type: none"> Movement to music Gymnastics 	<ul style="list-style-type: none"> Striking and Fielding Net and Wall 	<ul style="list-style-type: none"> Striking and Fielding Athletics 	<ul style="list-style-type: none"> Athletics/Sports day OAA 	
Year 6	<ul style="list-style-type: none"> Paralympics Fundamental Skills 	<ul style="list-style-type: none"> Dodgeball Basketball 	<ul style="list-style-type: none"> Dance Basketball 	<ul style="list-style-type: none"> Gymnastics Net Wall 	<ul style="list-style-type: none"> Athletics Invasion Games 	<ul style="list-style-type: none"> Athletics/Sports day Striking and Fielding OAA 	

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	Key Skills and Knowledge					
	Beacon 1		Beacon 2		Beacon 3	
Knowledge	<ul style="list-style-type: none"> • Begin to apply the school games values independently: determination, honesty, passion, respect, self-belief, team-work • Use some key terms from the sport they are learning 		<ul style="list-style-type: none"> • Refer to the school games values for self-assessment and peer assessment of performance: determination, honesty, passion, respect, self-belief, team-work • Recall key terminology from the sports they are learning 		<ul style="list-style-type: none"> • Independently apply the school games values to their own practise and adapt performance accordingly, including supporting each other: determination, honesty, passion, respect, self-belief, team-work • Independently apply a wide range of terminology from the sports they are learning 	
	Understand the following key vocabulary:					
	Target	Balance	Target	Balance	Target	Balance
	Aim	Sportsmanship	Aim	Sportsmanship	Aim	Sportsmanship
	Direction	Reflection	Direction	Reflection	Direction	Reflection
	Control	Inclusive	Control	Inclusive	Control	Inclusive
Skills	Non-Negotiable Key Skills: <ul style="list-style-type: none"> • Hold a balance with control • Walk, run, hop, skip and jump with control • Accurate overhand and underhand throws • Catch a large ball • Begin to use bats and rackets effectively • Explore a wide range of body movements in the context of dance, showing personal response to stimuli • Positive participation in team games • Show confidence in water by floating flat on the front and back (with or without a flotation device) 		Non-Negotiable Key Skills: <ul style="list-style-type: none"> • Hold a range of balances within a sequence • Move appropriately in game situations • Throw accurately and make appropriate throwing choices in game situations • Use bats and rackets effectively in game situations • Catch objects ranging in size and weight • Dance showing awareness of position, control, timing and sequence • Show an understanding of attacking and defending in team games • Swim 15m unaided 		Non-Negotiable Key Skills: <ul style="list-style-type: none"> • Hold a range of balances both on and off equipment, showing control • Effectively evaluate own movement within game situations and work on improvements • Effectively evaluate own throwing skills within game situations and work on improvements • Catch and strike effectively in game situations and evaluate own performance, identifying areas for development and practise • Evaluate own performance in team games based on attacking and defending skills and identify areas for development and practise • Choreograph dance sequences in response to stimuli, focusing on position, control, timing and sequence • Swim 25m unaided 	
	Well-Being in PE: <ul style="list-style-type: none"> • I can identify healthy and unhealthy snacks • I am able to prepare a healthy snack for a selected meal e.g. breakfast/lunch/dinner • Recognise and describe how the body feels during and after different physical activities. • Understand that regular exercise is important for mental and physical well-being. • Identify who to take to about our mental health and well-being • Begin to understand why we warm-up and cool-down. • Explain what I need to stay healthy. • Move around equipment safely • Carry and place equipment safely 		Well-Being in PE: <ul style="list-style-type: none"> • I understand what constitutes a healthy diet and how it supports my physical and mental wellbeing • I am able to plan and prepare a range of meals e.g. breakfast and lunch • Begin to identify the different food groups. • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health and well-being. • Identify who to talk to about our mental health and well-being • Know some reasons for warming up and cooling down. 		Well-Being in PE: <ul style="list-style-type: none"> • Understand calories and nutritional content to describe what constitutes a healthy diet • Able to identify the different food groups and what foods belong to them • Begin to describe ways in which diet can have both positive and negative effects on my health and wellbeing • Confidently prepare a weekly healthy food diary taking into account the suggested calorie intake for males and females (discuss how it can different depending on, height and weight) • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Name different ways they can become healthier. • Identify who to take to about our mental health and well-being • Use and locate major muscle in the body e.g. knowing biceps and triceps are in the arm 	