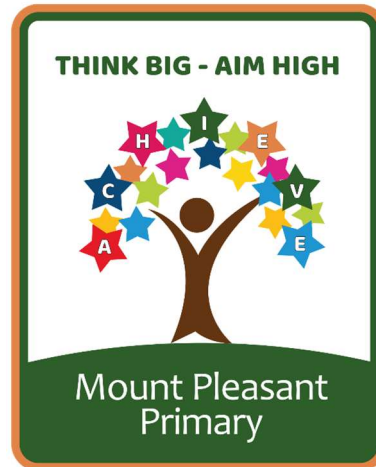


Mount Pleasant Primary School

Physical Education Curriculum



This document shares the Physical Education (PE) curriculum narrative from EYFS to Year 6, as well as a more in-depth look at how each unit builds up on prior learning and concepts.

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

At Mount Pleasant Primary School, we use Beyond the Physical, which is a transformative, physical literacy informed and mastery-based PE scheme of work to plan structured and sequential PE curriculum ensuring breadth of coverage across school, meeting National Curriculum and Early Years Framework requirements as a minimum.

Physical Education Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery and Reception	play move explore	move match magic	explore evade escape	search steal share	crawl climb collect	hands feet equipment
Year 1 and Year 2	agility balance coordination look run avoid	throw prepare catch hands feet equipment	jump shape create fair share dare	duel win lose inspire create perform	run jump throw react roll retrieve	target control combine send receive return
Year 3	hands feet equipment	Strike react rally	react roll retrieve	fair share dare	duel win lose	jump shape create
	Inspire create perform	Space chase dodge	agility balance coordination	run jump throw	pass position patience	accuracy power distance
Year 4	hands feet equipment	react roll retrieve	strike react rally	run jump throw	duel win lose	symmetry balance travel
	Inspire create perform	throw prepare catch	space chase dodge	fair share dare	pass position patience	accuracy power distance
Year 5	fair share dare	inspire create perform	watch move connect	symmetry balance travel	aim strike retrieve	run jump throw
	evade invade capture	block guard support	lend move score	explore solve challenge	serve set slam	Speed distance strength
Year 6	lend move score	aim strike retrieve	speed distance strength	evade invade capture	Hockey	Handball
	Football	Netball	Tchoukball	Tennis	Cricket	Rounders

Progression of Mastery Skills of key areas: Dance, Gymnastics, Games, Athletics, Outdoor Adventurous Activity, Evaluation, Health and Fitness

Fundamental skills development			
	Autumn	Spring	Summer
EYFS	<u>Physical development</u> • Creating games and providing opportunities for play both indoors and outdoors. • Support children to develop their core strength, stability, balance, spatial awareness coordination and agility. • Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. • Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy.	<u>Personal, social and emotional development</u> • Children should be supported to manage emotions, develop a positive sense of self and set themselves simple goals. • Have confidence in their own abilities. • To persist and wait for what they want and direct attention as necessary.	<u>Communication and language</u> • Quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. • By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. • Children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
Year 1 and 2	• Master basic movements including agility, balance coordination, throwing and catching. • Team games developing simple tactics for attacking and defending. • Develop fundamental movement skills – object control.	• Develop fundamental movement skills – locomotion and stability. • Team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns and embed values such as fairness and respect.	• Master basic movements including running, jumping, throwing and coordination. • Develop fundamental movement skills - locomotion and object control.
Year 3	• Competitive games; principles of attacking and defending. • Use running, jumping throwing and catching in isolation and in combination.	• Perform dances using a range of movement patterns and embed values such as fairness and respect. • Competitive games: principles of attacking and defending.	• Apply and develop a broader range of skills and use them in different ways. • Use running, jumping and throwing in isolation and in combination.

	• Develop flexibility, strength, technique, control and balance. • Apply and develop a broader range of skills and use them in different ways.		• Develop strength, technique, control and balance.
Year 4	• Competitive games; principles of attacking and defending. • Embed values such as fairness and respect. • Apply and develop a broader range of skills and use them in different ways.	• Perform dances using a range of movement patterns. • Develop flexibility, strength, technique, control and balance. • Competitive games; principles of attacking and defending.	• Apply and develop a broader range of skills and use them in different ways. • Use running, jumping and throwing in isolation and in combination. • Develop strength, technique, control and balance.
Year 5	• Competitive games; principles of attacking and defending. • Embed values such as fairness and respect. • Perform dances using a range of movement patterns.	• Use throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate. • Develop flexibility, strength, technique, control and balance. • Take part in outdoor and adventurous activity challenges.	• Apply and develop a broader range of skills and use them in different ways. • Use running, jumping and throwing in isolation and in combination. • Competitive games; principles of attacking and defending. • Demonstrate improvement to achieve their personal best.
Year 6	• Embed values such as fairness and respect. • Perform dances using a range of movement patterns. • Play competitive games, modified where appropriate.	• Competitive games; principles of attacking and defending. • Develop flexibility, strength, technique, control and balance. • Play competitive games, modified where appropriate.	• Apply and develop a broader range of skills and use them in different ways. • Demonstrate improvement to achieve their personal best. • Play competitive games, modified where appropriate.

Early Years Framework and National Curriculum

EYFS	ELG: Gross Motor Skills • Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others.
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	• Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
National Curriculum	Key Stage 1 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: • 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.	Key Stage 2 • 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: • 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.