



Our PE Curriculum

From tiny seeds beautiful minds blossom and grow...



Developed with reference to



PE Curriculum Intent

At East Herrington Primary Academy, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

PE Curriculum Implementation

- Teachers create an environment that allows pupils to focus on learning. The teaching materials teachers select, reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- In EYFS, children are given the opportunity to move freely and with pleasure and confidence in a range of ways, to experiment with different ways of moving and develop stances and balances.
- Using the REAL PE scheme of work, all children are given the chance to progress and achieve success. Because of this success, children are more likely to push themselves further and try new things which leads to more children enjoying PE and more progress being made.
- Teachers use warm ups to discuss the scientific response the body has to exercise and the related benefits.
- Teachers use science lessons and national events such as "Healthy Living Week" to underline the importance of a healthy diet alongside regular exercise.

PE Curriculum Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Children show good control and coordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- Children have positive experiences in PE lessons which raises self esteem, improves/maintains health and makes children more likely to develop healthy attitudes toward eating and exercise in the later life.

Talk like a Sportsperson

Sentence Stems

- I liked / I disliked...
 - I think that...
 - Can I make a suggestion?
- I agree / disagree with your suggestion of...
 - I felt the most energetic movement was the...
 - We worked together best as a team when we...
 - We encountered difficulties when...
 - During this activity, we noticed the following changes on our bodies...
- We composed our movements by...
 - The strengths / weaknesses of our work were...
 - An advantage / disadvantage of this technique was...
 - We believe the highest impact on our bodies came from...
 - To improve your technique, I would suggest...
 - I think your technique would be more efficient if you...
- Personally, I found this activity..., therefore...
 - This movement contrasts with..., because...
 - In comparison, I preferred this sports technique to..., due to...
 - Physically, I found this movement the most demanding, as...
 - After careful consideration, I have evaluated the effects on my body and these were...
 - I found...the most successful / unsuccessful, because...

EYFS



Our main link to PE is within our 'Physical Development' area of learning :

3-4 year olds	Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 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. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
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Our main link to PE is within our 'Physical Development' area of learning :

Reception	Physical Development	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. • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
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Other areas of learning which may link to PE:

3-4 year olds	Personal, Social and Emotional Development	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. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
Reception	Personal, Social and Emotional Development	Manage their own needs. • personal hygiene Know and talk about the different factors that support overall health and wellbeing: • regular physical activity • shows confidence in choosing resources and perseverance in carrying out a chosen activity
Reception	Expressive arts and design	Respond to what they have heard, expressing their thoughts and feelings. Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas

How might we do this in our provision?

Access to our outdoor areas in Nursery and Reception.

Practise skills we learnt with Mr Football during our play.

Ride bikes and scooters

Participate in multi skills session with 'Mr Football'

Take part in Yoga sessions

Use the climbing wall and climbing apparatus

Comment on images of familiar situations in the past.

Learn about our bodies and how we stay healthy.

Learn to dress and undress ourselves

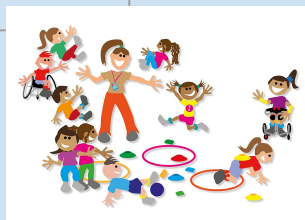
Have access to OPAL play on a lunchtime to explore additional outdoor spaces.

Year 1



PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I try several times if at first I don't succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely	Social Skills I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	Cognitive Skills I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. I can name some things I am good at. I can understand and follow simple rules.	Creative Skills I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements.	Physical Skills I can perform a range of movements with some changes in direction, level and speed. I can perform a range of skills with some control and consistency I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.	Health and Fitness I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.
Coordination Footwork Static Balance One Leg	Dynamic Balance to agility Jumping and Landing Static Balance Seated	Dynamic Balance On a line Static Balance Stance	Coordination Ball Skills Counter Balance With a Partner	Coordination Sending and Receiving Agility Reaction/Response	Agility Ball Chasing Static Balance Floor Work

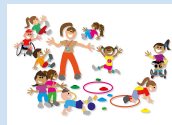


Year 2



PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself.	Social Skills I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	Cognitive Skills I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise the similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.	Creative Skills I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements.	Physical Skills I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	Health and Fitness I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.
Coordination Footwork Static Balance One Leg	Dynamic Balance to Agility Jumping and Landing Static Balance Seated	Dynamic Balance On a Line Static Balance Stance	Coordination Ball Skills Counter Balance With a Partner	Coordination Sending and Receiving Agility Reaction/Response	Agility Ball Chasing Static Balance Floor Work

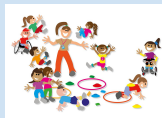


Year 3



PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I can persevere with a task and improve my performance through regular practise I cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I try several times if at first I don't succeed I ask for help when appropriate.	Social Skills I cooperate well with others and give helpful feedback I help organise roles and responsibilities and I can guide a small group through a task. I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning.	Cognitive Skills I can identify specific parts of a performance to work on. I can understand ways (criteria) to judge a performance. I can use my awareness of space and others to make good decisions. I can explain what I am doing well and have begun to identify areas for improvement. I have begun to order instructions, movements and skills. I can explain why someone is working or performing well. With help I can recognise similarities and differences in performance.	Creative Skills I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and fit movements together to fit a theme. I can begin to compare my movements and skills with those of others.	Physical Skills I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm up and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before during and after exercise.
Coordination Footwork Static Balance One Leg	Dynamic balance to Agility Jumping and Landing Static Balance Seated	Dynamic Balance on a Line Coordination Ball Skills	Coordination Sending and Receiving Counter Balance With a partner	Agility Reaction/Response Static Balance Floorwork	Agility Ball Chasing Static Balance Stance

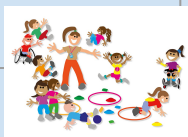


Year 4



PE:

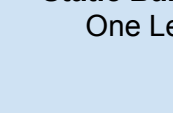
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I can persevere through a task and improve my performance through regular practise I cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I try several times if at first I don't succeed. I ask for help when appropriate.	Social Skills I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning.	Cognitive Skills I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.	Creative Skills I can link actions and develop sequences or movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	Physical Skills I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.
Coordination Footwork Static balance One leg	Dynamic balance to Agility Jumping and Landing Static balance Seated	Dynamic balance On a Line Coordination Ball Skills	Coordination Sending and Receiving Counter Balance With a partner	Agility Reaction/Response Static balance Floor Work	Agility Ball Chasing Static Balance Stance



Year 5 and 6



PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognitive Skills I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which increase chances of success. I have a clear idea of how to develop my own and others' work. I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions.	Creative Skills I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movement that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Social Skills I can involve others and motivate those around me to perform better. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Physical Skills I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sports specific contexts. I can perform a range of skills fluently and accurately in practise situations. I can perform a variety of movements and skills with good body tensions. I can link actions together so that they flow.	Health and Fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm-ups and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Personal Skills I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.
Coordination Ball Skills Agility Reaction/ response	Static balance Seated Static Balance Floor Work 	Dynamic Balance On a Line Counter Balance With a Partner 	Dynamic Balance to Agility Jumping and Landing Static Balance One Leg 	Static Balance Stance Coordination Footwork 	Coordination Sending and Receiving Agility Ball Chasing