

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”

John F Kennedy

PHYSICAL EDUCATION

SUBJECT OVERVIEW AND PURPOSE

WHY IS PHYSICAL EDUCATION IMPORTANT?

At Excel Learning Trust, the intent for our PE curriculum is to engage all pupils in physical activity. Through a range of positive experiences pupils develop an understanding and awareness of the importance of physical and mental health and well-being, thus encouraging a healthy lifestyle in and out of school.

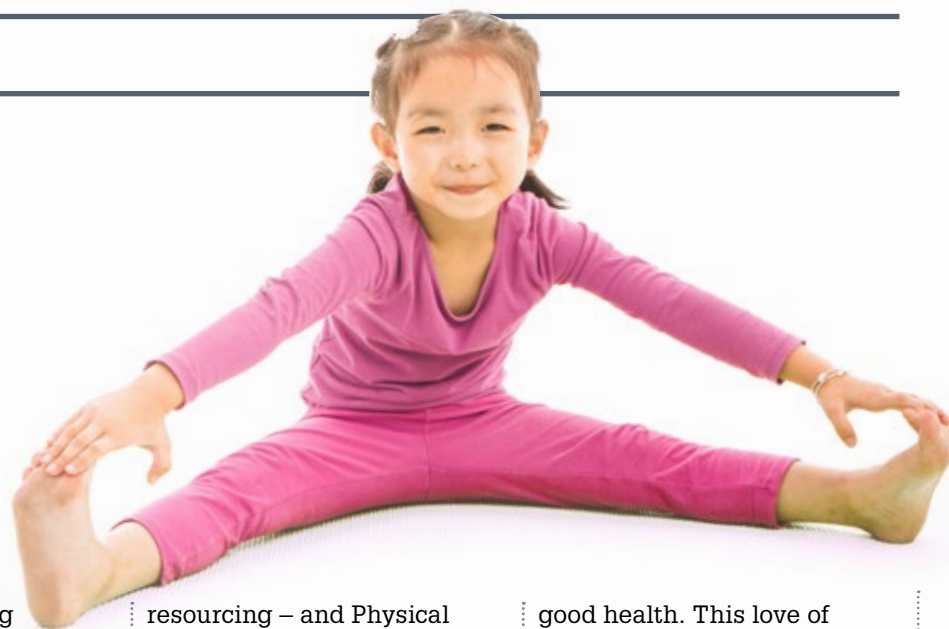
The teaching of PE in our Trust encourages children to succeed and excel in a broad range of physical activities, be physically active for sustained periods of time and engage in competitive sports and activities. The Trust's PE curriculum aims to provide a varied and engaging approach to physical education embedding fundamental skills through:

- Invasion Games
- Net Games

- Striking and fielding
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor Adventurous Activities

Every school also provides opportunities for children to compete against themselves and others (including other schools), participate in extra-curricular and enrichment activities and be inspired by real life sporting events and sportspeople.

The PE and Sport premium is used to enhance our curriculum offer throughout the MAT. The funding, and school delegated funding is used creatively and with imagination, so impact of provision and expertise is maximised. It is also of significant importance that sustainability and legacy of



resourcing – and Physical Education and Physical and Mental Health – is a priority. Each school within the MAT has specific strategies to provide a bespoke curriculum to meet the needs of their children.

PE AND BEYOND

We build our children's transferable skills base through PE in skills such as teamwork, evaluating performance, creativity and problem solving that can be utilised in all aspects of a child's life. Valuing oneself, working hard, contributing to a team, celebrating success, managing defeat and self-improvement – are all life qualities that innate to physical education.

JOBS

The curriculum promotes the enjoyment of physical activity as a cornerstone of

good health. This love of sport children gain through our curriculum, will promote a lifelong engagement in being active and healthy. This may be displayed in a sports career as a professional sportsman or in a sports setting, or enhance work-life balance by embracing social and family enjoyment of sport.

SEQUENCE OF KNOWLEDGE EXPLANATION

The sequence of knowledge (of Physical Education) is explicit but may be applied in different ways in different settings. It may be that PE is delivering sporting genres (Invasion, gymnastics, netball etc), or may be delivered in skill based themes (catching and throwing etc). The substantive and disciplinary knowledge of skills and tactics is however always clear and transparent across all schools.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
INVASION GAMES					
DRIBBLING - Travel with a variety of balls. PASSING/RECEIVING - Pass ball to partner whilst stationary. - Receive ball from partner whilst stationary. ATTACKING - Understand where the ball needs to go in order to score. DEFENDING - Can chase/follow an opponent. OTHER KNOWLEDGE - Able to talk about what they can do. MOVEMENT FUNDAMENTALS - Run and jump forward, backwards, sideways. Stop when required. Recognise space around them.	DRIBBLING - Travel with ball and be able to stop and change direction. PASSING/RECEIVING - Pass using more than one technique. - Track a ball and get in line to receive. ATTACKING - Understand the word 'attack'. - Move ball through dribbling and passing towards a goal. DEFENDING - Understand the word 'defend'. - Be able to move into a position that makes it difficult for the opponent. OTHER KNOWLEDGE - Understand how body feels during exercise. - Understand basic rules. - Understand have a weaker/stronger hand/foot. MOVEMENT FUNDAMENTALS - Ability to change direction at pace when required.	DRIBBLING - Increased speed when dribbling. - Dribble under pressure in game situation. PASSING/RECEIVING - P/R with increased speed and accuracy. - P/R on the move. - Understand the importance of possession. ATTACKING - Work on shooting/scoring technique. - Movement to evade markers. - Move into space to receive. - Begin to communicate. DEFENDING - Regain possession through intercepting. - Introduce marking. - Begin to communicate. OTHER KNOWLEDGE - Understand basic science behind warm-up and cool-down. - Know why exercise is good for you. - Show respect to opponents. MOVEMENT FUNDAMENTALS - Fluency when changing direction at pace and being aware of space.	DRIBBLING - Head up to observe whilst travelling. - Select best direction to travel in a game situation. PASSING/RECEIVING - P/R over longer distances. - P/R consistently under pressure in a game situation. ATTACKING - Understand when to pass and/or shoot - Introduce feinting. - Frequent communication. DEFENDING 1 v 1 defending techniques. - Movement to get back into a defensive position. - Frequent communication. OTHER KNOWLEDGE - Analyse own strengths/areas of improvement. - Understand teamwork is vital. - Be able to lead small group warm-up/cool-down. - Show respect to teammates. MOVEMENT FUNDAMENTALS - Understand a change of pace is useful in game situations.	DRIBBLING - Understand when to dribble/when to pass. - Difference between dribbling into space or dribbling past an opponent. PASSING/RECEIVING - Select best passing technique. - Select best receiver. ATTACKING - Effective communication linked to movement. - Constant movement to support attack and get into optimum position to receive. DEFENDING - Safe tackling techniques. - Understand that defending space is different to marking an opponent. - Effective communication. OTHER KNOWLEDGE - Understand different team positions. - Understand basic long-term effects of exercise. - Lead class warm-up/cool-down. - Understand rules of several sports. MOVEMENT FUNDAMENTALS - Agility demonstrated by optimum body position (low centre of gravity, knees bent etc).	DRIBBLING - Use more than one technique. - Dribble in sensible areas of the pitch. - Fluency between dribbling and passing. PASSING/RECEIVING - Fluency between receiving and transitioning to dribble. - Quick decisions: P/R in shortest time. ATTACKING - Ability to score. - Impact teams performance. - Instant transition from defence to attack. - Constant effective communication. DEFENDING - Alter tactics during game if not successful. - Constant effective communication. OTHER KNOWLEDGE - Coach/captain teams. - Referee games. - Analyse teams strengths and areas of improvement. MOVEMENT FUNDAMENTALS - Revise all movement patterns at maximum pace.

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YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
STRIKING AND FIELDING					
STRIKING - Strike ball with hand. - Explore striking with a bat. THROWING/CATCHING - Explore under/overarm throwing. - Introduce catching technique. ATTACKING (BATTING) - Strike a ball for others to collect. DEFENDING (FIELDING) - Track and stop a moving ball. OTHER KNOWLEDGE - Able to talk about what they can do. MOVEMENT FUNDAMENTALS - Run and jump forward, backwards, sideways. Stop when required. Recognise space around them.	STRIKING - Some consistency when striking the ball with bat. THROWING/CATCHING - Develop power of underarm and overarm throws. - Some consistency with two handed catch. ATTACKING (BATTING) - Understand what a successful strike looks like and how it can be turned into points. DEFENDING (FIELDING) - Basic understanding of the role of the fielding team. OTHER KNOWLEDGE - Understand how the body feels during exercise. - Understand basic rules. - Understand having a weaker/stronger hand/foot. MOVEMENT FUNDAMENTALS - Ability to change direction at pace when required.	STRIKING - Strike a ball that has been bowled. THROWING/CATCHING - Correct throwing technique to match game situation. - Make a simple catches in game situation. ATTACKING (BATTING) - Understanding where to strike ball to give best chance of scoring. DEFENDING (FIELDING) - Create barriers to stop ball. - Quick pick-up and throw. OTHER KNOWLEDGE - Understand basic science behind warm-up and cool-down. - Understand why exercise is good for you. - Show respect to opponents. MOVEMENT FUNDAMENTALS - Fluency when changing direction at pace and being aware of space.	STRIKING - Strike ball with greater consistency. - Strike ball with correct technique. THROWING/CATCHING - Throw overarm over a greater distance. - Develop one-handed catch. ATTACKING (BATTING) - Choose correctly when and where to run. - Observe the fielding positions. DEFENDING (FIELDING) - Develop bowling technique. - Cover space and adjust position. OTHER KNOWLEDGE - Analyse own strengths/areas of improvement. - Understand teamwork is vital. - Be able to lead small group warm-up/cool-down. - Show respect to team-mates. MOVEMENT FUNDAMENTALS - Understand a change of pace can be useful in game situations.	STRIKING - Demonstrate technique differences between attacking and defensive shots. THROWING/CATCHING - Throw accurately in game situation. - Develop difficult catches: high balls, sprint and catch etc. ATTACKING (BATTING) - Understand different options regarding direction/type of strike. - Fully understand the rules. DEFENDING (FIELDING) - Team communication. - Develop back-stop/wicket-keeper. - Fully understand methods of getting out. OTHER KNOWLEDGE - Understand different positions within a team. - Understand basic long-term effects of exercise. - Lead class warm-up/cool-down. - Understand rules of different sports. MOVEMENT FUNDAMENTALS - Agility demonstrated by optimum body position (low centre of gravity, knees bent etc).	STRIKING - Strike ball with power and direction. THROWING/CATCHING - Make difficult catches under pressure in game situation. ATTACKING (BATTING) - Team communication to aid decision-making regarding attempting to run. DEFENDING (FIELDING) - Make correct decisions regarding areas to throw to. OTHER KNOWLEDGE - Coach/captain teams. - Umpire games. - Analyse teams strengths and areas of improvement. MOVEMENT FUNDAMENTALS - Revise all movement patterns at maximum pace.

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NET GAMES					
PLAYING STROKES - Explore hitting a dropped ball. SERVING - Throw ball over net to land in court. RALLYING (DURING A GAME) - Explore underarm throw for partner to hit. FOOTWORK (DURING A GAME) - Track and move towards the ball. OTHER KNOWLEDGE - Able to talk about what they can do. MOVEMENT FUNDAMENTALS - Run and jump forward, backwards, sideways. Stop when required. Recognise space around them.	PLAYING STROKES - Hit dropped ball over net towards target. SERVING - Accurately throw ball over net for partner. RALLYING (DURING A GAME) - Able to play stroke so partner can catch ball after one bounce. FOOTWORK (DURING A GAME) - Have a ready position before tracking ball. OTHER KNOWLEDGE - Understand how body feels during exercise. MOVEMENT FUNDAMENTALS - Ability to change direction at pace when required.	PLAYING STROKES - Return ball back to partner. - Explore backhand technique. SERVING - Explore underarm serving. RALLYING (DURING A GAME) - Cooperative forehand rally making it as easy as possible for partner to return. FOOTWORK (DURING A GAME) - Instantly return to ready position after playing a stroke. OTHER KNOWLEDGE - Understand basic science behind warm-up and cool-down. - Know why exercise is good for you. - Show respect to opponents. MOVEMENT FUNDAMENTALS - Fluency when changing direction at pace and being aware of space.	PLAYING STROKES - Show some consistency using backhand, forehand and volley. SERVING - Underarm serve with accuracy regarding target area. RALLYING (DURING A GAME) - Develop co-operative rally using full range of strokes. FOOTWORK (DURING A GAME) - Return to optimum receiving position and be set in ready position. OTHER KNOWLEDGE - Analyse own strengths/areas of improvement. - Understand teamwork is vital. - Be able to lead small group warm-up/cool-down. - Show respect to team mates. MOVEMENT FUNDAMENTALS - Understand a change of pace can be useful in game situations.	PLAYING STROKES - Demonstrate all strokes with a level of consistency. SERVING - Explore alternative serving techniques. RALLYING (DURING A GAME) - Understand difference between shot selection for cooperative and competitive rally. FOOTWORK (DURING A GAME) - Use efficient footwork patterns to move into position. OTHER KNOWLEDGE - Understand different positions on a court. - Understand basic long-term effects of exercise. - Lead class warm-up/cool-down. - Understand rules of several sports. MOVEMENT FUNDAMENTALS - Agility demonstrated by optimum body position (low centre of gravity, knees bent etc).	PLAYING STROKES - Demonstrate all strokes with a level of consistency whilst under pressure. SERVING - Serve making it difficult for opponent to return ball. RALLYING (DURING A GAME) - Making correct stroke selection in competitive rally. FOOTWORK (DURING A GAME) - Use efficient footwork patterns to move into position at pace. OTHER KNOWLEDGE - Umpire games. - Analyse others strengths and areas of improvement. MOVEMENT FUNDAMENTALS - Revise all movement patterns at maximum pace.

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ATHLETICS					
RUNNING - Explore running different speeds and distances. - Explore running over obstacles. JUMPING - Explore hopping, leaping and jumping for distance. THROWING - Explore throwing objects for distance. OTHER KNOWLEDGE - Able to talk about what they can do. MOVEMENT FUNDAMENTALS - Run and jump forward, backwards, sideways. Stop when required. Recognise space around them.	RUNNING - Develop sprinting action. - Explore hurdling technique. - Understand jog for distance, sprint for speed. JUMPING - Develop jumping action with controlled landing technique. THROWING - Develop overarm throwing technique. OTHER KNOWLEDGE - Understand how body feels during exercise. - Understand different events. MOVEMENT FUNDAMENTALS - Ability to change direction at pace when required.	RUNNING - Combine sprint technique with relay. - Rhythm when hurdling. JUMPING - Develop standing long-jump technique. - Develop vertical jump technique. THROWING - Explore javelin technique. - Overarm throw for distance. OTHER KNOWLEDGE - Understand basic science behind warm-up and cool-down. - Know why exercise is good for you. - Understand speed, stamina, strength. MOVEMENT FUNDAMENTALS - Fluency when changing direction at pace and being aware of space.	RUNNING - Coordinated arms and legs in sync. - Powerful sprinting technique. - Pacing for long distance. JUMPING - Develop technique for triple jump. THROWING - Develop javelin technique. - Explore technique with discuss, shot. OTHER KNOWLEDGE - Identify how attempt was performed and suggest improvements. - Set realistic targets. MOVEMENT FUNDAMENTALS - Control and coordinated movement during all actions.	RUNNING - Develop sprint start. - Demonstrate long run stamina. - Enjoy competing for personal bests. JUMPING - Develop powerful triple jump with fluency between phases. - Enjoy competing for personal bests. THROWING - Increase distance using powerful technique. - Enjoy competing for personal bests. OTHER KNOWLEDGE - Understand basic long-term effects of exercise. - Lead class warm-up/cool-down. - Accurately measure and record results. MOVEMENT FUNDAMENTALS - Agility demonstrated by optimum body position (low centre of gravity, knees bent etc).	RUNNING - Develop sprint acceleration phase. - Develop baton exchange technique. - Use pacing to beat personal bests. - Lead leg hurdle technique. JUMPING - Make adaptations to own technique after observing others. - Enjoy competing with others. THROWING - Make adaptations to own technique after observing others. - Enjoy competing with others. OTHER KNOWLEDGE - Set up equipment and run event stations. - Analyse body positions of others performing successfully. MOVEMENT FUNDAMENTALS - Revise all movement patterns at maximum pace.

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GYMNASTICS					
SHAPES AND BALANCING - Explore simple balances using front, back and side. - Explore shapes using words such as stretch, curl etc. ROLLING - Explore simple rolling techniques (pencil, egg etc). JUMPING - Explore jumping from one foot and two. - Explore making shapes in the air. TRAVELLING - Explore different ways to travel (bunny hop, skipping etc). PERFORMING ROUTINE/SEQUENCE - Remember and perform a sequence including more than one action. - Describe actions of others.	SHAPES AND BALANCING - Explore balances using 1, 2, 3, 4 points. - Work with partner to mirror balances. ROLLING - Develop rolling techniques. - Introduce forward roll technique. JUMPING - Develop variety of jumps. - Focus on safe landing technique. TRAVELLING - Demonstrate posture and control whenever travelling. PERFORMING ROUTINE/SEQUENCE - Perform routine with partner including all four actions. 'Be a gymnast' – leg and arm extension to signal start and end of routine. - Evaluate routines of others.	SHAPES AND BALANCING - Explore balances considering body parts and levels. - Work with partner to mirror and contrast balances. ROLLING - Demonstrate a range of rolls. - Develop forward roll technique. JUMPING - Develop variety of jumps and include twists with focus on safe landing. TRAVELLING - Travel with partner in a synchronised manner. PERFORMING ROUTINE/SEQUENCE - Perform routine with partner including more than four actions. - Develop routine independently. - Evaluate own routines. - Awareness of safety when moving apparatus.	SHAPES AND BALANCING - Explore balancing with partner using apparatus. ROLLING - Demonstrate a range of rolls whilst synchronised with partner. JUMPING - Explore jumping from apparatus using safe landing technique. TRAVELLING - Travel with partner considering different levels, speeds and angles. PERFORMING ROUTINE/SEQUENCE - Perform routine with partner including eight actions. - Clear planning when creating routine. - Evaluate routines of others. - Display creativity and expression.	SHAPES AND BALANCING - Develop counter-balances. - Explore symmetrical and asymmetrical. ROLLING - Demonstrate a range of rolls while synchronised with partner using different starting positions. JUMPING - Explore jumping from and over apparatus using safe landing technique. TRAVELLING - Travel with partner considering different levels, speeds and angles and select appropriate to transition to next action. - Explore cartwheeling. PERFORMING ROUTINE/SEQUENCE - Perform routine with partner including minimum eight actions. - High standards. - In-depth analysis of own routine. - Display confidence.	SHAPES AND BALANCING - Develop fluency when transitioning between balances. - Develop partner balances on apparatus. ROLLING - Demonstrate synchronised rolling with fluency and clear start and end point. JUMPING - Explore jumping from and along apparatus creating shapes in the air and using safe landing technique. TRAVELLING - Fluency when travelling with partner considering different levels, speeds and angles select appropriate to transition to next action. - Develop cartwheeling. PERFORMING ROUTINE/SEQUENCE - Perform routine with partner including minimum eight actions including apparatus. - Fluency transitioning from floor to apparatus. - In-depth analysis of routines of others. - Refine own routine independently.

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DANCE					
ACTIONS/MOVEMENTS (WHAT) ■ Copy movements. ■ Create own movements using different body parts. SPACE/LEVELS (WHERE) ■ Dance in one space and move to others. ■ Alter levels (high/low). DYNAMICS (HOW) ■ Move in response to music. RELATIONSHIPS ■ Move in unison with a partner. PERFORMING DANCE ■ Link movements to perform with partner. ■ Display clear start and end. ■ Discuss their feelings about the dance.	ACTIONS/MOVEMENTS (WHAT) ■ Remember and repeat a series of actions. SPACE/LEVELS (WHERE) ■ Move fluently along different pathways. DYNAMICS (HOW) ■ Use expression to communicate mood/idea. ■ Alter speed. RELATIONSHIPS ■ Interaction with partner showing unison and canons. PERFORMING DANCE ■ Perform with partner linking at least four different actions. ■ Discuss how to make improvements to dance.	ACTIONS/MOVEMENTS (WHAT) ■ Create actions that match idea/stimuli. SPACE/LEVELS (WHERE) ■ Respond to movement of others showing differing levels/pathways. DYNAMICS (HOW) ■ Show sense of rhythm. ■ Movements controlled. RELATIONSHIPS ■ Explore working collaboratively within a small group. PERFORMING DANCE ■ Perform with group showing awareness of timing. ■ Identify strengths and areas of improvement for the group.	ACTIONS/MOVEMENTS (WHAT) ■ Create actions that match idea/stimuli and consider contrast. SPACE/LEVELS (WHERE) ■ Consider fluid transition between actions. ■ Use of available space provided. DYNAMICS (HOW) ■ Clear mood expressed and possible change of mood within dance. RELATIONSHIPS ■ Explore different formations. ■ Plan with purpose and thought. PERFORMING DANCE ■ Perform fluently with group with focus on count accuracy. ■ Demonstrate clear start, middle, end. ■ Analyse performance using some dance vocabulary.	ACTIONS/MOVEMENTS (WHAT) ■ Create actions that show creativity and match style of the dance. SPACE/LEVELS (WHERE) ■ Full consideration of pathways, directions, levels, space and formations. DYNAMICS (HOW) ■ Understand the music/idea/stimuli of a dance will produce very different outcomes. RELATIONSHIPS ■ Constantly refine and improve as a group. PERFORMING DANCE ■ Perform with control and confidence as a group. ■ Describe the journey from original plan through to the end of unit performance.	ACTIONS/MOVEMENTS (WHAT) ■ Create actions (including intricate) using different body positions. SPACE/LEVELS (WHERE) ■ Interesting and eye-catching change of levels and pathways. DYNAMICS (HOW) ■ Very clear mood/energy expressed. RELATIONSHIPS ■ Group fully interacts with purpose. PERFORMING DANCE ■ Perform with focus and confidence as a group. ■ Polished performance with clarity that shows successful rehearsal. ■ Evaluate other groups with positive feedback.

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