

# PHYSICAL EDUCATION AT INGOLDISTHORPE C of E VA PRIMARY SCHOOL



## Intent

At Ingoldisthorpe Primary school, it is our intent that pupils are provided with high quality teaching and nurturing in physical education, sport, wellbeing, health, and fitness. This is provided through exciting and challenging sports and games. Our aim is to nurture and develop the knowledge, skills, confidence, and competence of every child in PE so they can continue to excel throughout primary school and beyond. Our PE curriculum, following the National Curriculum objectives, is designed to enable all children to succeed and thrive in a range of sports and other demanding physical activities as well as learn through the subject of PE and cross-curricular links, how to be healthy, which includes exercise, diet, physical and mental-wellbeing, and hygiene. In EYFS and KS1, they will learn the fundamentals of agility, balance and co-ordination and master basic movements in running, jumping, catching, and throwing. This progresses to sport specific, rules, tactics, and game situations for a range of sports in KS2. Pupils will learn about teamwork and collaboration, persistence and practice, fair play and rules, communication and respect and have the skills to evaluate their own and others' performances in PE. We want our pupils to demonstrate excellent sportsmanship. We believe these skills are essential to all aspects of life and children from this school, leave well-equipped to deal with challenges and situations as they grow.

## Implementation

At Ingoldisthorpe Primary school we have carefully mapped out progressive, sport specific objectives, building on prior learning, which each pupil should know by the end of each year group or Key Stage, in an extensive PE curriculum. Pupils across Key Stages 1&2 have weekly access to two hours of PE provision with other opportunities in the week engaged in some form of physical activity. We offer extra-curricular provision during break and lunch play, with adults leading sports, games, and activities and after school clubs with football, cricket, netball, dance, and multi-sports on offer to the pupils. We offer pupils a range of sports and games as part of our PE curriculum including sports such as lacrosse and boccia which are not common in many schools' curricula provision. There is a wide range of resources used to support the teaching of PE and activity takes place within the school hall, the playground, and the school field.

We work closely with our parents and families, enabling us to deliver opportunities outside of school. At Ingoldisthorpe, we keep close ties with our

cluster and feeder schools, engaging in friendly and competitive events. With the support of our WNSSP representative, we take part in many events with some leading to county and regional finals. The WNSSP representative offers CPD opportunities for staff who deliver PE.

	Autumn (1xIntra-School competition & Sports Day)	Spring (1xIntra-School competition)	Summer (1xIntra-School competition & MiniGear Run & Dance Festival)
Year 1 & 2	Cluster Cross country & Finals		Tri-Golf festival Cluster Cycle Races Area Sports KS1 Festival
Year 3 & 4	Cluster Cross country & Finals Bikeability	Junior football tournament	Tri-Golf festival Cluster Cycle Races Area Sports Smithdon Yr.3/4 Athletics
Year 5 & 6	Cluster Cross country & Finals Croydon Cup football tournament NLT football tournament with KLTFC Bikeability SSP Tag Rugby	SSP BEE Netball Cluster Girls Football Tournament	Cluster Cycle Races Area Sports DYNAMOS Cricket & Final SSP

As well as inter-school competition, we hold termly intra-school events where pupils play cohesively and collaboratively in their house teams, sporting their team's colours and developing fair play, teamwork, and leadership opportunities.

As part of the schools offer, we organise two KS2 residential trips which allow the children to experience a greater number of OAA. The school ensures quality delivery of swimming lessons, with professional coaches, trained staff and teaching staff delivering lessons, from Year 1 right through to Year 6 allowing all our pupils to be competent and confident in the water. We love expressive arts, and with our fantastic music provision and qualified dance teacher, we enjoy whole termly dance lessons in PE, tailored to our topic work.


We share, praise and encourage out of school sport and physical activity, with a huge percentage of our pupils engaged in sports outside of school. The school encourages the promotion of local community clubs and welcomes specialists to promote sport outside school hours as well as specialists coming into the setting, to deliver exciting opportunities such as archery and fencing.


The school's Sports Council gives pupil's a voice and opportunities to organise events and lead activities. We believe it is important for our pupils' voices to be heard, and through KOBOCA, we listen and respond to pupil voice meaning the children have an input in the curriculum they are learning.

## Our curriculum overview


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Acorns Reception</b>	Athletics Large Ball Skills	Dance	Gymnastics Yoga	Dance Gymnastics	Racket Skills Small ball skills	Athletics
<b>Hazel &amp; Willow Year 1 &amp; 2</b>	Athletics Netball / Basketball Dance	Gymnastics Circuits	Football	Tennis Tri-Golf	Swimming Cricket	Swimming Athletics OAA
<b>Maple Year 3 &amp; 4</b>	Athletics Dance Tag Rugby HIIT / Circuits	Dance Hockey Lacrosse	Swimming Boccia Gymnastics	Swimming Football Dodgeball	Cricket OAA Netball / Basketball	Tri-Golf Tennis / Badminton Athletics
<b>Oak Year 5 &amp; 6</b>	Athletics Swimming Football Hockey	Swimming Gymnastics HIIT/ Circuits	Tri-Golf Netball / Basketball	OAA Tag-Rugby Boccia	Dance Cricket Rounders	Dance Tennis / Badminton Athletics

## Our Progression Maps


 <b>Adventurous Activities</b>	EYFS	Years 1 & 2	Years 3&4	Years 5&6
<b>OAA</b>  <b>Forest schools/Outdoor Learning</b>	Learners will be comfortable with interacting within groups. Following instructions. Work effectively in small groups having confidence and trust in partners and members of the group. Physically support each other. Building shelters. Play team games. Use outdoor equipment such as the trim trail.	To work collaboratively and individually in a range of OAA. To follow simple mats and use directional language such as forwards, backwards etc. Team building games and activities.	To use directional language including North, East, South & West. Use familiar maps and familiar environments in orienteering. Describe strength, balance and control when participating in outdoor activities. Complete challenges in a group and independently. Build trust with peers in activities.	To use the 8 points of the compass when using directional language. To use turns using technical vocabulary such as $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ turns or by degrees 90 etc, clockwise and anti-clockwise. Use familiar and possible unfamiliar maps and environments in orienteering. Use teamwork and trust in OAA effectively.

 <b>Aesthetic Activities</b>	EYFS	Years 1 & 2	Years 3&4	Years 5&6
<b>Dance</b>	Learners improvise involving, exploring, discovering, and creating their own movements. They will refine their dance movements through practise, repetition and extending them to build a sequence which they can perform to others. Children will learn to observe and comment on dance performances.	To copy and repeat actions. To remember and repeat actions. Put a sequence of actions together to create a motif and begin to create a motif inspired by stimulus (Usually linked to topic work). Express feelings through actions. Vary the speed and level of actions. Begin to use simple choreographic devices such as unison and mirroring. Begin to improvise independently. To move in time to music. Perform using a range of actions and body parts. Begin to compose short sequences with some co-ordination.	Begin to improvise with a partner or group to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movement to create larger sequences. Use simple dance vocabulary. Perform with an awareness of rhythm and expression. Compose a dance that reflects a chosen dance style. Demonstrate some precision and control in movements. Demonstrate spatial awareness. Develop the quality of actions including speed, level, co-ordination. Change parts of a dance because of self-evaluation.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group performances that reflect a chosen dance style. Demonstrate change of pace and timing in movements. Use dramatic expression in dance movements and motifs. Perform with confidence using a range of movement patterns. Demonstrate imagination and creativity in movements in response to stimuli. Demonstrate strong and controlled movements. Use transitions to link motifs smoothly together. Demonstrate a good level of improvisation. Ensure actions fit the rhythm

				of music. Show change in pace, timings, level, ways of travelling and moving, balance and co-ordination. Use more complex dance vocabulary.
<b>Gymnastics</b>	<p>To use basic gym shapes (star, straight, tuck).</p> <p>To explore how to travel in different gymnastic ways e.g. spin, leap, jump.</p> <p>Flight – learn simple take-off and landing techniques from low apparatus and on the floor.</p> <p>To learn basic rotation moves.</p> <p>Practise on the floor, low and medium height apparatus including wall bars.</p> <p>Balance along apparatus and when holding shapes.</p>	<p>To create and perform a sequence of movement. Copy actions and movement sequences with a beginning, middle and end. Link two and begin to add more actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways including rolling. To hold still shapes and simple balances on different points of the body. Carry out simple stretches. Ascend and descend equipment safely. Carry out a range of simple jumps. Move around under, over and through objects and apparatus. Begin to move with control and care. Perform sequences of own composition with co-ordination.</p>	<p>Choose ideas to compose a movement sequence independently and in paired or group work. Link combinations with increasing confidence and control including direction, speed and/or level. Create sequences that fit a theme. Develop the quality of actions, shapes, and balances. Use turns whilst travelling in a variety of ways. Use a range of jumps in a sequence. Begin to use equipment to vault and travel demonstrating flight. Improve the placement and alignment of body parts. Create interesting body shapes while holding balances with control and confidence. Recognise position of centre of gravity and how this affects balance. Demonstrate fluency and expression in sequences.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances. Create their own complex sequences involving the full range of actions and movements: balancing, holding shapes. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances. Apply skills and techniques consistently. Confidently use equipment to vault in a variety of ways. Develop strength, technique, and flexibility throughout performances. Combine equipment with movement to create sequences. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

 Athletic Activities	EYFS	Years 1 & 2	Years 3&4	Years 5&6
<b>Track &amp; Field athletics</b>	<p>Be taught how to run, jump and throw. Use a variety of equipment, different speeds, different environments. Learn to take turns. Balance different equipment on the head. Hold appropriately different equipment, quoits, batons, bean bags, balls, hoops.</p>	<p>To run over short distances and begin to run for longer periods of time at an appropriate pace for distance. Change speed quickly with balance. Understand that running for speed and running for distance requires different pace. Demonstrate effective use of arms to run fast. Improve own performance in running challenges. Demonstrate leg drive to run fast.</p>	<p>To run at different speeds and knows the difference between jogging, sprinting, and running. Can throw a variety of objects with increasing accuracy. Know a range of throwing techniques. Can perform a range of jumps. Understand the basic rules of athletic activities. Begin to use a short run-up when jumping. Can show pace for longer distances and for longer periods of time.</p>	<p>To sustain running over distance. Show control, speed and strength when running, throwing, and jumping. Show good technique when performing a range of throws. Throw with more accuracy at or into a target. Sustain effort for increasing periods of time. Know the rules for athletic performance. Record athletic activities in time and distance.</p>

		Demonstrate basic throwing techniques (push, pull and fling) Demonstrate the fundamentals of throwing with basic balance, co-ordination and control. Can demonstrate different take-offs and landings when jumping ("1, 1:1, 1:2 feet). Combine running and jumping with some control and balance. Sustain physical activity for a period of time. Can perform, running, jumping and throwing activities with increasing agility, control, balance and co-ordination (Mastery of Basic Fundamentals). To skip on the spot.	Performs with consistency when running, throwing, and jumping. Can throw with power and accuracy at or into a target. Demonstrate noticeable differences between speeds when running. Demonstrate individual and teamwork principles when performing in athletic activities. Take part in relay activities.	

 <p>Competitive Activities</p>	EYFS	Years 1 & 2	Years 3&4	Years 5&6
Football	Children will learn to move a ball in different ways including bouncing and kicking. Children will be able to kick an object at a target and play a range of games in pairs and small groups.	Explore different ways of using a ball. To walk/dribble with the ball and begin to vary speed. To pass between 2 people over a short distance. To move with the ball to keep possession. Begin to intercept a ball to gain possession. Begin to use space. Follow simple rules and understand the importance of rules in a game. To start showing some control with ball. Begin to compete against others.	To show basic control skills with a ball including dribbling. To demonstrate control with a ball whilst moving at speed and running. To send the ball with some accuracy and begin to pass over distance whilst maintain possession. Identify opportunities to intercept the ball to gain possession and begin to attack to gain possession of the ball. Find a useful space to support team and make use of space to pass and receive the ball. Introduce some defensive skills including marking opposing players. Use fielding skills to stop a ball from travelling and to prevent a player from scoring. Apply and follow rules fairly. Take part in competitive games of	To perform a wider range of more complex skills with a football. Demonstrate increasing to competent ball control whilst travelling with the ball at varying speeds. To pass the ball over varied distances with increasing accuracy and maintain possession of the ball. To relate a greater number of attacking and defending tactics in game play. Demonstrate a good awareness of space and the position of other players. Shoot in game situations with some accuracy. Think ahead and create a plan of attack or defence. Work as a team to develop fielding strategies to prevent the opposition from scoring. Know when to pass, travel or shoot in a game. Follow more complex rules to play a game successfully. Communicate plans to others during game

			football and football activities.	situation. Take part in competitive games with a deeper understanding of tactics.
Tag Rugby			To pass the ball from a stationary position (pocket pass). Handle the ball appropriately. Show control of handling the ball when travelling with the ball. Begin to catch the ball when in the air. To show some accuracy passing the ball (backwards) and over greater distances. Select appropriate tactics for defending when in possession of the ball including dodging, speed, side stepping. To use tactics for defending including shadowing and marking the opposition. To follow tag-rugby rules including aspects of safety.	To handle the ball correctly using the dominant hand for greater power and distance when throwing the ball. To pass the ball from stationary and whilst travelling with greater speed and greater accuracy. Intercept/catch the ball when on the move in game play. Show greater hand/eye co-ordination when moving, throwing and catching the ball. Demonstrate control when scoring a try. Follow rules and play fairly regarding being tagged. Select appropriately when to defend with tactics including shadowing/marketing, defensive line, intercepting ball. Demonstrate good teamwork, calling for the ball, using space. Use tactics for attacking including dodging, speeding up, side stepping, fooling opponent.
Hockey	To push a ball along the ground understanding that the harder I push, the further the ball will travel.	To move a ball along the ground. To vary force to push the ball further.	Show control when handling a hockey stick. To begin to use space to send and receive the ball. To show some degree of accuracy and power when striking the ball.	To use both dominant and least dominant hand when striking the ball. Show control of the ball when moving with varying speed. To make use of space. To work collaboratively as a team to defend and attack. To show accuracy when striking the ball. To play fairly and follow rules of hockey.
Lacrosse	Fundamental ball skills: To throw a ball in the air and catch it using hand/eye co-ordination. To keep my eye on the ball. To throw and catch a ball with a partner over a short distance. To use different size balls.	Fundamental ball skills:	Scoop the ball with the crosse stick from a stationary position. Show some control when cradling the ball. Begin to catch the ball through the air demonstrating hand/eye co-ordination. Show some accuracy when shooting the ball at a target. Begin to use space and select areas to stand or move into. Select an appropriate tactic to defend the goal. Be aware of safety aspects relating to lacrosse.	To scoop the ball with the crosse stick whilst moving. To vary pace and speed in game situation. Hold the crosse stick appropriately with the dominant and less-dominant hand. Show control of the ball when cradling and on the move. Show control of distance and accuracy when shooting and passing the ball. Begin to catch the ball in the air whilst on the move. Select appropriate tactics for defence including marking players. Use space and select areas to stand or move into whilst defending or attacking. Demonstrate clearer communication in game situation. Be aware of

				safety aspects relating to lacrosse.
<b>Netball/Basketball</b>	<p>Large ball skills: Children will roll equipment in different ways. They will throw underarm and aim at a target. Children will learn to catch balls using both hands.</p>	<p>To catch the ball with some accuracy using two hands. To use the different passes (chest, over the head/shoulder, bounce pass). Begin to aim and shoot at a target. Begin to think about using space.</p>	<p>To know how to pass the ball using the different passes and select an appropriate pass when stationary. To use the footwork rule and pivoting. Show some control when dribbling the ball in basketball. Demonstrate some precision when shooting and passing the ball. Begin to use defensive tactics. To show awareness of space to move into.</p>	<p>To know how to pass the ball using the different passes and select an appropriate pass in gameplay and when travelling with the ball. To use defensive tactics including marking a player and body position. To use positions and follow rules in games of netball and basketball. Show greater control when dribbling the ball in basketball including when walking and running. To use techniques for shooting the ball at different distances. Select areas to receive the ball. Use techniques for dodging and moving round players when defending or attacking including straight, dodge or roll tactics. Play in different positions in game situations.</p>
<b>Tennis/Badminton</b>	<p>To roll a ball and begin to aim for a target. To move a ball along the ground with appropriate equipment. Hit a ball with a bat or racket. To use equipment to control a ball.</p>	<p>To keep the ball off the ground by balancing on a racket. To move with the ball balanced on a racket. To keep the ball in the air when tapping the ball.</p>	<p>To alternate between forehand and back hand. To move the ball along the ground with a racket. To pass the ball between two posts. To bounce the ball between two posts. To vary distance between players. To begin to keep rallies between players.</p>	<p>To learn the rules of tennis/badminton. To play the ball over a net keeping rallies between two or more players. To show the correct posture and stance to receive the ball. To serve the ball with some accuracy wither underarm or overarm. To know the ball can only bounce once. To keep scores.</p>
<b>Boccia</b>	<p>To roll a ball and begin to aim for a target. To roll different size balls.</p>	<p>To roll a ball and aim for a target. To roll different size balls. To throw underarm with some control. Compete in throwing and target games.</p>	<p>To know boccia is a target game. Understand how boccia is an inclusive sport. To throw underarm towards a target. To roll a ball towards a target. Explore types of propel and release for throw, testing strength of power. Compete in throwing/ target games.</p>	<p>To learn the rules of boccia. To practice throwing from a seated position. To consider technique when throwing the ball, types of throws, power, propelling and releasing the ball towards a target, with some accuracy. To demonstrate ability to think ahead and possible opponent moves and link with working collaboratively.</p>
<b>Tri-Golf</b>	<p>To push a ball along the ground understanding that the harder I push, the further the ball will travel.</p>	<p>Can understand the different uses of a putter. Show some hand/eye co-ordination. To vary strength of swing and realise that this equates to distance. Show correct posture to aim towards a target/ area. To experience playing shots with a putter. Experience shots with a chipping club.</p>	<p>To show how to aim with both a putter and a chipper, thinking about posture and correct handling of the equipment. Show control of aim when putting. Show control of balance when striking. To independently select correct club in game play and activities.</p>	<p>To hold the club appropriately. To stand appropriately for putting. To stand appropriately for chipping. To stand appropriately for striking the ball. Show control of distance when putting. Show how to aim with accuracy a putter and a chipper. Show control of aim, distance, and balance with the different clubs.</p>




				To select appropriate equipment for type of shot. Know terminology for a course layout.
<b>Cricket</b>	To hit a ball with my hand. To begin to catch a ball with two hands. To throw a ball towards a target. To control a ball with a bat or a racket.	To roll the ball with some control and stop the ball with two hands. To throw underarm with some accuracy. To begin to bowl underarm towards a target with some accuracy. Hold the bat correctly and hit off a tee with some control (direction). To catch a ball with two hands.	To roll the ball accurately and stop the ball with two hands. To throw the ball over distance with some accuracy. To bowl underarm towards a target with accuracy in regard to distance and arc of the ball. To begin to bowl over arm. To show correct posture for bowl. To show correct posture for batting and handling the bat. To catch a ball with two hands over greater distance.	To roll and throw the ball accurately and stop the ball with two hands, kneel/ body position when fielding. To throw the ball accurately over greater distances. To catch the ball most of the time. To bowl overarm towards a target with accuracy. To use hand/ eye co-ordination to make contact with the ball more accurately. To understand some rules of cricket/ qwik cricket. To identify spaces for fielding. May begin to take a run up for bowling. To use teamwork in batting and fielding positions.
<b>Rounders</b>	To hit a ball with my hand. To begin to catch a ball with two hands. To throw a ball towards a target.	To hit a ball with a tennis racket. To catch a ball with two hands. To throw a ball with increasing distance with some accuracy.	To hit a ball with a small paddle. To catch a ball with two and or one hand over greater distances. To throw a ball with more accuracy. To play as a team to score points.	To hit a ball with a rounders bat. To catch a ball most of the time. To call for a ball when fielding. To recognise use of space when fielding and batting. To bowl the ball underarm with some accuracy. To play games of rounders, following rules.
<b>Dodgeball</b>	To maintain eye contact with a moving object.	To throw with some accuracy. To track a moving ball towards me. Beginning to catch with two hands. To roll a ball to hit a target. Send and receive a ball using throwing and catching skills. Begin to understand simple tactics.	To understand the aim of the game. To throw with some accuracy and consistency at a target. Begin to work collaboratively as part of a team. To track a ball and begin to use tactics to dodge the ball and to catch the ball. To begin to be aware of space and others around me.	To know the aims and rules of the game. To consistently throw, catch and dodge the ball with greater power, strength, flexibility, and co-ordination. To use tactics to deflect the ball. Demonstrate good use of skills under pressure of game situation. To use space and is conscious of space and other players in game situation. To work as a team with good communication.



### Aquatic Activities

	EYFS	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<b>Swimming</b>	Understands water safety and the dangers of	Enter and exit water safely, using steps and wall.	Perform a tuck float/ mushroom float.	Swim 25m front crawl. Swim 25m back crawl.	Swim front crawl 75m showing land discipline.	Swim front crawl 100m, showing lane discipline and touch turns.	Swim front crawl 150m showing lane discipline and touch turns.

	being around water.	Travel on front for 10m with flotation support. Travel on back for 10m with flotation support. Blow bubbles in the water for 3 seconds. Star float on back for 5 seconds. Push and glide on front log roll to back. Show breaststroke kick with or without flotation. Show front crawl kick with or without flotation. Show back crawl kick with or without flotation. Swim/ travel 10m without aids. Understand pool rules.	Perform a sequence of changing shapes. Swim 2 widths showing front crawl. Swim 2 widths showing back crawl. Swim 2 widths showing breaststroke. Tread water in deep water for 30seconds. Handstand in shallow water. Swim underwater through a hoop in shallow water. Sculling headfirst for 5m. Pick up a sinker from shallow water. Show help position with floating objects for 3minutes. Swim/ travel 25m on front or back.	Swim 25m breaststroke. Sculling headfirst for 10m. Sculling feet first for 10m. Demonstrate a butterfly leg kick on front and back. Demonstrate a forward summersault in deep water. Straddle jump into deep water, tread water for 2mins, signal for help, kick to end. Demonstrate a help position for 3mins, signal for help, kick to end. Swim with a buoyancy aid for 10m showing conservation of energy. Practise land-based rescue, throw buoyancy aid, shout and signal.	Swim back stroke 75m showing land discipline. Swim breaststroke 50m showing lane discipline. Swim butterfly 12.5m full stroke or kick. Straddle jump into deep water, swim to floating object, help position for 2mins, shout and signal, kick to end. Sculling headfirst for 10m, return feet first. Tread water for a minimum of 3minutes. Practice 3 land-based rescues: reach, throw, shout and signal. Know cold water safety. Demonstrate touch turns. Push and glide front and back fly kick for 10m. 5minute swim, tally lengths.	Swim backstroke 100m, showing lane discipline and touch turns safely. Swim breaststroke 75m, showing lane discipline and touch turns. Fly 25m full stroke or kick. Swim in clothes 10m and tread water. Straddle jump into deep water, swim to floating object, help position 3minutes, shout and signal 3 times, huddle 3minutes, kick to end. Obstacle course: over, under and through, duck dive feet first and headfirst. Know open water safety rules including flags and not to enter the water, call for help. Jump into deep water, tread water for 5minutes, rotate. Sculling headfirst for 10m, return feet first. Demonstrate 3 land-based rescues: reach, throw, shout and signal. 10 minutes swim, tally lengths.	Swim backstroke for 150m showing land discipline and touch turns. Swim breaststroke 100m showing lane discipline and touch turns. Butterfly 25m. Fall in entry. Swim in clothes 25m. Sculling headfirst 10m, feet stationary. Safety scenario: swim in clothes for 5m, tread water for 30seconds, perform a help position and huddle. Obstacle course: over, under and through. Surface dives, duck dive and feet first. Scenario: emergency action for open water. Demo use of torpedo, buoy/ rope. 10minutes swim, tally lengths.
--	---------------------	---	---	---	---	---	---

 <p>Health, Fitness &amp; Wellbeing Activities</p>	EYFS	Years 1 & 2	Years 3&4	Years 5&6
	HIIT/Circuits (Beep test)			To compete in circuit activities. To set a benchmark and try and improve scores or times. To learn the importance

			of fitness and perseverance.	use timers and counters to keep track of scores. To set targets and try to improve.
Yoga	To follow and repeat actions. To make shapes with my body. To begin to link simple poses together. To show some balance. To name the parts of my body being used in yoga poses.			

Evaluating & Improving Performance	EYFS	Years 1 & 2	Years 3&4	Years 5&6
	Watch performances and say what I like about them or do not like about them. To know that through practice I will get better.	Watch and describe other performances. Begin to think about how I can improve. Watch other performances and begin to see what can be used to improve own performance. Talk about differences between performances. Is willing to practice improving performance.	Watch, describe and evaluate the effectiveness of a performance. Can describe how performance has improved over time. To say what my own strengths and weaknesses are. Share ideas for improvements after watching other' performances. Modify use of skills or techniques to achieve a better result.	Watch, describe and thoroughly evaluate the effectiveness of a performance. Choose and use criteria to evaluate own and others' performances. Explain why I have used a particular skill or technique and the effect it has had on a performance. Suggest thoughtful and appropriate improvements to own and others' performances.

Knowledge & Understanding of Fitness & Health	EYFS	Years 1 & 2	Years 3&4	Years 5&6
	To be aware of my breath and my heart and know how this gets faster when performing physical exercise. To know that to be healthy I need exercise, a balanced diet and to be clean. To know some reasons why we need to be safe and how to be safe including using equipment correctly and listening to an adult.	Describe how the body feels before, during and after exercise. Recognise how specific parts of the body feel. Carry and place equipment safely. Think about what is needed to stay healthy.	Recognise and describe the effects of exercise on the body. Demonstrate some knowledge of why it is important to warm-up before exercise and cool-down after exercise. Know the importance of strength and flexibility. Explain why exercise is good for your physical and mental wellbeing. Say when and why heart rate, temperature, and breathing change during physical activity.	Know the reasons for warming up before exercise and colling down after exercise. Explain some safety principles when preparing for and during exercise. Carry out warm up and cool downs effectively. Understand and explain why exercise is good for health, fitness, and physical and mental wellbeing. Know ways I can become healthier. To find pulse and record heart rate. Know how activities are linked to lifestyle now and beyond.

## EYFS - PE IN NURSERY & RECEPTION

Phase	Development Area	Target	How We Do It
Nursery	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.	Children listen and follow instructions. Children learn to move safely with a given space. Obstacle courses - managing and moving large objects. Playing games provide opportunities for children to learn and follow rules and apply them independently.
	Physical Development	Continue to develop their movement, balancing, riding and ball skills. Go up steps, and stairs, or climb apparatus using alternate feet. Skip, hop, stand on one leg and hold a pose for a game. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving along balance beams safely. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed.	Outdoor learning - using tools and resources, moving objects, climbing, balancing and use steps. Use bikes, trikes and scooters. Ball skills and games. Gymnastics, dance Body control, navigate space and control actions in different environments. Children select their own tools and resources to set out their obstacle course, play in the sand and use water. Obstacle courses - managing and moving large objects - working collaboratively. Mark making with different mediums to provide opportunities for selecting preferred hand. Dressing independently - coats, shoes/boots, hats etc.
	Expressive Arts and Design	Respond to what they have heard, expressing their thoughts and feelings.	Dance. Children will learn to move in time with the music, following the rhythm and use counting to help keep in time. Children have access to mark making resources to express themselves.
	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	Children can manage to toilet and dress independently. Children take part in daily physical activity: learning through play, break times, outdoor area, PE lessons, Healthy

# Reception

<h1>Reception</h1>			<p>eating, and exercise learning.</p>
	<p>Physical Development</p>	<p>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.</p>	<p>PE curriculum: key skills, vocabulary and use of resources. Children have access to apparatus that encourages movement and balance in the outdoor area. Children have access to the bikes, trikes, and scooters. Children have access to steps in the outside area, the balance toys at lunchtime and PE lesson resources, trim trail on the school field. Children have opportunity to dance in PE with professional dance teacher. Usually linked to topic work such as Diwali. Children develop rolling, running, crawling, hopping, walking, skipping, jumping and climbing during PE lessons, lunchtime play and in the outdoor learning environment. Children participate in sports day and intra-school events. Children have access to large chalkboards and chalks, painting. Children carry and move apparatus such as planks and crates to create a physical game or area. During lunchtime play, children have access to resources to create games, races, and obstacle courses. They work independently, in pairs or small groups. Children create complex courses using planks, crates, tyres and boards of varying widths and lengths and match their skills to the apparatus: for example, walking side-on when a balance beam is used. Expectations are clear for children - sit nicely- to encourage good posture and core strength. Children work together to create their spaces; some resources are too big for them to move on their own. They work together to create and tidy away large apparatus. The sand and water tables/ areas have a variety of resources on offer. Children can select the right size tool for the</p>

			type of activity they are doing e.g. spades, trowels, rakes, scoops. This is the same for the water area: buckets, watering cans, containers of varying sizes. Children have access to a variety of mark making resources and have opportunities to select their preferred hand. Children are encouraged to put their own coats including doing up zips and buttons, hats, scarfs and gloves on. They have wellington boots and waterproofs to change to and from independently.	
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo and in groups.	Outdoor learning area - obstacle courses, sand tables, mud kitchen, climbing frame and slide with bucket winch, water play and musical instruments enable children to refine and build on prior learning. Children have weekly Charanga music lessons where they take part in finding the pulse activities, singing, dancing and playing instruments in time to the music. They also have the opportunity to listen to a variety of music to express their thoughts, feelings and movements. Role play, small world areas and mark making encourages children to express themselves.	
ELG	Physical Development	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.	Outdoor learning area, lunchtime play with apparatus, PE lessons and the classroom environment. Obstacle courses, equipment for lunch play, PE lessons, outdoor learning area.
	Expressive Arts and Design	Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.	PE lessons - dance Charanga music programme Musical instruments available for use. Mark making resources - using a variety of mediums.
	Personal, Social and Emotional Development	Managing Self	Be confident to try new activities and show independence, resilience, and perseverance in the face of a challenge.	Provide new experiences and resources. Children are encouraged to dress independently - boots/shoes, coats etc.

			Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.	Children develop good toilet habits especially when taking part in outdoor physical activities.
		Building Relationships	Work and play cooperatively and take turns with others.	Moving large objects. Playing with and alongside others. Playing games - turn taking and rules.

## SEND in PHYSICAL EDUCATION

Ingoldisthorpe Primary school is committed to giving all our pupils every equal opportunity in all aspects of school life. Our aim is to offer an inclusive curriculum that is relevant and adapted to the needs and abilities of all pupils. We ensure inclusive opportunities for raising self-esteem and celebrating success so that all learners can reach their true full potential.

Adjustments in PE may include:

- Adaptations to the learning objective or lesson outcomes
- 1:1 adult support
- Adapted sports equipment
- Specialist equipment
- Alternative activities which offer equivalent degree of challenge
- Changes to the space/where sports and games are played ensuring a safe environment
- Adapt size of the playing area
- Additional time to practice
- Group/peer work
- Visuals where appropriate
- Possible rest breaks
- Mixed ability grouping to support pupils with SEND
- Scaffolding, modelling and demonstration by adults, sports leaders, and peers

## Most able children in Physical Education

Those pupils who are identified as most able are given opportunities to progress in PE. These opportunities include leadership roles, demonstrating and explaining to peers, opportunities in friendly and competitive events, adapted play, deeper understanding of sport specific rules and tactics and encouraged to set their own personal targets. They will be encouraged to critically review their own and others' work and identify areas for improvement.

## Impact

At Ingoldisthorpe primary school we believe our children leave with life-long and transferable skills fostered and developed through our PE curriculum. A carefully mapped out curriculum and progressive learning objectives ensure skills are developed and extended throughout the children's time at Ingoldisthorpe Primary school. Our provision in PE and competitive events have awarded Ingoldisthorpe Primary with the Gold Sports Mark and Gold in KS1 Rising Stars. Our school are often medallists in events and move onto area and county finals.

The impact of our PE curriculum ensures:

Children who can participate in sports and physical activities either engaging, developing or competitive game play.

Children who enjoy PE and are determined to improve their skills and knowledge.

Children who understand fair play, team building and sportsmanship.

Children who can use their learning in PE in a range of other subjects and situations.

ALL children can swim at least 25m.

Children have improved or highly defined fine and gross motor skills.

Children are confident leading others and can communicate clearly.

Children with cycling proficiency and cycling safety.

