

Physical Education Curriculum at Soudley School

'Respect for Ourselves, Each Other and The Environment'

Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

KS1 Long Term Plan

[KS1%20long%20term%20rolling%20programme%20Soudley.pdf \(website-editor.net\)](#)

KS2 Long Term Plan

[KS2%20Long%20Term%20Rolling%20Programme%20Soudley%20.pdf \(website-editor.net\)](#)

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

Curriculum for **Physical Education**: when they leave Soudley School, we would like our children to have:

- The ability to acquire new knowledge and skills well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified and/or supported for those with SEND.

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Early Years Curriculum: The three prime areas of early education and learning are promoted through PE (communication and language; physical development; personal, social and emotional development).

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.

Physical development:

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key stage 1 National Curriculum:

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 National Curriculum:

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..

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Assessment and Progression at Soudley School

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans regarding curriculum content and coverage. The following outlines the progress expected within the subject and helps to provide progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

Curriculum Progression in PE

	Rainbow reference	GYMNASTICS AND DANCE Children can:	PLAYING GAMES Children can:	EVALUATING AND IMPROVING Children can:
Pre-school	White	Enjoy movement Jump in different ways	Enjoy participation Take turns in choosing gross motor equipment	Enjoy being active Enjoy winning!
Reception	Red	Copy some movements Jump and twist in different ways Use simple patterns/sequences Take part in simple yoga	Explore different ways of moving a ball Play simple bean bag and large ball games Use gross motor equipment in a more refined way	Talk about how their body feels during activity Make simple improvements in their activities
Year One	Orange	Change their body shape in a range of ways Perform simple and random dance moves Show some rhythm in movement and dance Take part in yoga and remember familiar sequences	Move a ball using simple throwing techniques Sometimes catch a ball Stop a ball moving in other ways Play simple ball games involving kicking, catching or throwing	Comment on others' actions Suggest simple improvements Talks about how their body feels during activity Understand that physical activity is good for them
Year Two	Yellow	Explore, copy, and repeat simple skills and actions Remember and repeat simple sequences in dance or gym	Kick and throw a ball, not always with accuracy Understand the importance of stopping a ball in different ways Begin to be able to work with a partner Start to link skills and actions within simple games	Talk about what they are doing and describe the work of others Suggest ways to improve own and others work See how their work is similar to and different from other children

		<p>Copy and remember actions in a sequence</p> <p>Begin to move with increasing control and care</p> <p>Make a short dance sequence by putting some movements together</p> <p>Begin to use rhythm in dance</p> <p>Make simple moves with increasing control and co ordination</p>	<p>Begin to understand some concepts of game e.g. opponent, team mate</p> <p>Begin to show some understanding of simple tactics</p>	<p>Understand the importance of being active</p> <p>Talk about how to exercise safely and how their bodies feel during an activity</p>
Year Three	Green	<p>Move across a room in different ways and with an awareness of space</p> <p>Make increasingly clear and fluent movements</p> <p>Show contrast in shape and movement</p> <p>Understand different uses of tense, relax, stretch, curl in movement</p> <p>Improvise with ideas and movements</p> <p>Copy, remember, repeat, explore simple actions and movements with control and co ordination</p> <p>Begin to sequence moves and link actions</p> <p>Begin to choose movement to show ideas</p>	<p>Move a ball with control and accuracy Show increasing confidence when rolling, hitting, kicking a ball</p> <p>Understand the importance of rules and fairness</p> <p>Follow rules in games</p> <p>Understand the concept of both team and opponent</p> <p>Develop and use simple tactics in team games</p>	<p>Talk about differences between their own and others' actions</p> <p>Comment on the skills and techniques used in their own and others' work</p> <p>Refine movement after evaluation from others</p> <p>Understand the importance of practice</p> <p>Describe what effects exercise has on their bodies</p> <p>Understand the importance of warming up and cooling down</p>
Year Four	Blue	<p>Move in an increasingly coordinated way</p> <p>Control take-off and landing when jumping</p> <p>Show increasing control in balance and agility</p> <p>Uses movements to communicate an idea, using expression and conveying emotion</p> <p>Refine movements into increasingly complex sequences</p> <p>Cooperate with others to form sequences</p> <p>Use different parts of the body for different effects</p>	<p>Throw, catch, strike, field, stop a ball with increasing control and accuracy</p> <p>Be increasingly accurate in throwing for distance</p> <p>Decide the best way to move a ball for different purposes and needs</p> <p>Choose an appropriate speed to move a ball</p> <p>Decide on the best position in team games</p> <p>Begin to make use of space</p> <p>Vary skills, actions and ideas within simple games</p>	<p>Analyse and comment on skills and techniques</p> <p>Understand how performances can be improved, through practice and reflection</p> <p>Explain and apply basic safety principles in preparing for exercise</p> <p>Explain how the body reacts during different types of exercise</p> <p>Warm up and cool down appropriately</p>
Year Five	Indigo	<p>Show control / coordination in travel and balance</p> <p>Perform a range of jumps, showing control</p> <p>Show increasing clarity and fluency in movements</p> <p>Make good use of creativity and imagination when composing sequences in dance or gym</p>	<p>Use a range of throwing techniques, with increasing power and accuracy</p> <p>Apply a broad range of skills to different situations</p> <p>Use a range of fielding skills and throw with accuracy to hit a target</p> <p>Plan different approaches to attacking and defending</p>	<p>Modify and refine skills and techniques to improve any performance</p> <p>Show a willingness to practise to develop and improve</p> <p>Conserve energy over longer distances</p> <p>Independently prepare for exercise, and use cooling down techniques</p>

		<p>Use movement expressively, to convey an idea, mood or feeling</p> <p>Combine changes of shape, speed and level in sequence</p> <p>Apply skills, and actions and ideas with increasing coordination and control</p>	<p>Choose the best pace to use in athletics or games</p> <p>Show growing awareness of space in team games</p> <p>Work to keep or gain possession</p>	
Year Six	Violet	<p>Demonstrate precision, control and fluency</p> <p>Sustain movements over a longer period of time</p> <p>Convey expression and emotion in performance</p> <p>Use changes in and combinations of direction, level and speed within increasingly complex sequences</p> <p>Begin to improvise, based on previous skills</p> <p>Plan, perform and repeat sequences, including changes in speed and level</p>	<p>Throw with accuracy and power</p> <p>Combine, vary and choose appropriate strategies and tactics</p> <p>Choose and use the most appropriate skills, tactics and actions to cause problems</p> <p>Know how to keep possession</p> <p>Work within a team, with less focus on self</p> <p>Understand that a winning team has not always been the best one</p>	<p>Use a range of criteria to judge own and others' work</p> <p>Monitor their own heart rate and breathing</p> <p>Understand how heart rate and breathing slows after exercise</p> <p>Know and use the relationship between power and stamina</p>