



<p>Rationale: The PE curriculum aims to give pupils the knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We provide a broad and balanced programme of physical education; with activities planned to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged, as well as promoting positive attitudes towards a healthy lifestyle, including positive mental health.</p>		
<p>Intent: The aim of PE and physical activity at Errington Primary School is to; develop competence to excel in a broad range of physical activities, ensure pupils are physically active for sustained periods of time, engage in competitive sports and activities, whilst leading healthy and active lives.</p>	<p>Implementation: In line with the National Curriculum our programme of study will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. It will allow pupils to compete in sport and other activities, build character and help to embed values such as fairness and respect.</p>	<p>Impact: Teachers and additional coaching staff employed by school will provide a sustained programme of physical activity for all children. They will provide provision in safe and stimulating areas in which children can develop physical, social and thinking skills. Class teachers will monitor pupils' level of involvement in physical activity inside and outside of school hours and their progress against their age-related expectations below.</p>

	EYFS Checkpoint	Y1		Y2		Y3	
Key concepts		Knowledge	skills	knowledge	skills	knowledge	skills
Linear themes							
Dance	<p>Physical Development Gross Motor 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.</p> <p>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 music.</p> <p>Move to music – Diwali dancing / Chinese New year dancing. School Discos and parties.</p>	<p>I know the language to describe movements. I know why I need to warm up. I know what a phase is. I know how to respond in movement to music.</p>	<p>I can use changes in speed, direction & level. I can repeat and copy body shapes. I can warm up and cool down after dance. I can compose a basic dance.</p>	<p>I know why my heart beats faster after a dance. I know how to create a phase with spatial awareness & greater control. I know how to describe phrases and say what I liked and why.</p>	<p>I can demonstrate a variety of movement. I can control my body to create different body shapes. I can co-ordinate my movements. I know where my heart is and understand why it beats faster when exercising. I can experiment with actions, directions and levels.</p>	<p>I know the language to describe choice of movement. I know why I need to warm up and cool down. I know what makes a good dance phrase. I have an awareness of others. I know how to sustain my effort in my dances.</p>	<p>I can use canon and unison. I can compose a dance with a clear order with clear start / finish. I can show imaginative response to stimuli through choice of movement. I can link actions to make dance phrases with a partner. I can explore and develop new actions whilst working with a partner or small group. I can perform with expression.</p>



<p>Invasion Games</p>	<p>N/A</p>	<p>I know the language to describe what I have done or seen others doing. I know how to copy what I see and say why it is good. I can talk about what I have done.</p>	<p>I can change speed and direction (avoiding collision). I can demonstrate with control & accuracy when: passing & receiving, roll, underarm pass, chest pass, side foot pass. I can pass and move to receive a ball. I can co-operate with a partner to pass / receive a ball.</p>	<p>I know how to choose and use simple tactics to help my partners and makes it difficult for our opponents. I know how to score and keep the rules of the games.</p>	<p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. I can find a space. I can make simple decisions about when and where to run. I can communicate and work with others in small sided games. I can show a good awareness of opponents in running, chasing and avoiding games. I can copy actions and ideas, and use the information collected to improve my skills.</p>	<p>I know how to use space and tactics. I understand the rules of a game. I know how to make good decisions about what to do in order to keep possession. I can identify what I find most difficult. I recognise players who play well in games and give some reasons why.</p>	<p>I can pass with control and accuracy. I can use a range of skills to help keep possession and control of the ball. I can pass, receive and dribble the ball, keeping control and possession consistently with others.</p>
<p>Striking and Fielding Games</p>	<p>Physical Development Gross Motor 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. Throwing and catching – PE with some accuracy (bean bags then balls) Opportunities outdoors – continuous provision</p>	<p>I understand the concept of aiming. I know how to use skills differently, trying to win by changing the way I use skills and space in reaction to my opponent. I know how to describe what I have done or seen others doing. I know to say what was good.</p>	<p>I can move fluently, change speed and direction avoiding collisions. I can show control and accuracy for rolling, underarm throwing, striking and kicking a ball. I can move to receive a ball.</p>	<p>I know how to score and keep the rules of the games. I anticipate what I will feel like after playing games (winning & losing).</p>	<p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. I show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. I can choose and use tactics to suit different situations. I can react to situations in a way that helps my partner and makes it difficult for my opponents. I can use the correct body position to throw / catch. I can lead others- communicate.</p>	<p>I can choose where to stand as a fielder to make it hard for the batter. I know what is successful in my own and others' play. I know how to work well as a team to make it hard for the batter.</p>	<p>I can intercept and stop the ball with consistency and sometimes catch the ball. I can with throw and strike a ball (kicking / rackets / bats). I can adjust my body position / movement as a fielder. I can judge how far to run to score points. I can change positioning whilst fielding, e.g., for different batters.</p>
<p>Net and Wall Games</p>	<p>Physical Development Gross Motor 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. Throwing a bean bag Opportunities outdoors continuous provision.</p>	<p>I understand the concept of aiming, hitting into space and taking the ball to a good position for aiming. I know how to use skills differently, trying to win by changing the way I use skills in reaction to my opponent. I can describe what I have done or seen others doing. I know how to copy what I see and say why it is good.</p>	<p>I can control and stop a ball. I can change direction – avoiding others. I show control and accuracy for rolling, underarm throwing, striking and kicking a ball. I can move in line with a ball to receive it.</p>	<p>I know how to score and keep the rules of the games. I anticipate what I will feel like after playing games.</p>	<p>I can move into space to send / receive. I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. I can show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. I can choose and use tactics to suit different situations. I can react to situations in a way that helps my partner and makes it difficult for my opponents. I can react to situations to help my partner.</p>	<p>I know how to vary length, height & speed of ball to beat an opponent. I know the good places to stand when receiving and give reasons for my choice. I know the rules and keep games going without disputes. I can describe what is successful in my own and other's play.</p>	<p>I can throw accurately at a target and into space. I can perform basic skills needed for games with control and consistency. I can vary the speed and direction of the ball. I can play games using a racket, getting my body into position, hitting a ball fed to me and keeping a rally going using a small range of shots.</p>



<p>Outdoor and Adventurous Activities</p>	<p>Physical Development Gross Motor 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.</p> <p>I can move in a range of ways in space e.g., Crawling through tunnels. I can demonstrate control in my movements in a range of ways. I can use apparatus indoor and outdoor with control and coordination, climbing and balancing independently.</p>	<p>I can think through and plan solutions to problems. I know how to interpret a simple plan (map). I am able to communicate ideas physically and verbally. I am aware of safety for myself and others.</p>	<p>I can follow simple routes and trails. I can work with a partner / small group. I can explore the school and surrounds.</p>	<p>I know how to communicate.</p>	<p>I can participate in team challenges and games. I can work cooperatively in a small group. I can solve problems – showing persistence and sustained effort. I show good teamwork – I cooperate with others.</p>	<p>I am able to evaluate performance towards an activity / challenge and modify in order to improve and succeed. I know how to be resilient. I can act as leader + follow a leader.</p>	<p>I can create and use a simple map of a classroom / school. I can identify / explore different roles within group.</p>
<p>Gymnastics</p>	<p>Physical Development Gross Motor 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.</p> <p>Move in a range of ways. I can demonstrate and control movements. YR – Yoga to cool down from PE.</p>	<p>I know which movements can be linked. I can watch and describe accurately a short sequence of basic actions using appropriate language. I know when my body is active and talk about differences of tension and relaxation. I know how to carry and place apparatus safely.</p>	<p>I can perform basic travelling actions: rolling, jumping, sliding & climbing. I can hold body shapes in stillness. I am aware of space, other children, mats and apparatus. I can create and perform simple movement phrases in response to simple tasks. I can create & repeat phrases - beginning middle & end I can copy a partner's sequence.</p>	<p>I understand contrasts of height. I know how to devise, repeat and perform a short sequence with clear beginning, middle and end. I know how to describe my own and partner's sequence accurately, comment on what it contains and if performed smoothly and controlled. I know how I can improve one aspect of my sequence.</p>	<p>I can travel by rolling forward, backwards, sideways. I can demonstrate shapes, e.g., straight, curved. I can jump in a variety of ways landing with increasing control and balance. I can perform a range of actions with control and coordination. I can repeat sequences accurately moving smoothly from stillness to travelling. I can adapt a sequence to include apparatus or a partner. I can use different combinations of equipment showing control, accuracy and fluency.</p>	<p>I understand my actions, e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands. I understand the quality of performance, recognising the quality of a performance. I know what makes a best performance and why. I can identify when they have same elements and order and comment on their quality. I understand what is involved in the process of improving performance. I understand importance of warm up.</p>	<p>I can adapt sequences to improve performance, quality of action and transition. I can compare and contrast sequences. I can adapt a sequence to improve performance. I work well on own and contribute to partner's sequence.</p>
<p>Athletics</p>	<p>Physical Development Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength,</p>	<p>I can identify and describe different running, jumping and throwing actions. I can explain what is successful and what I have to do to perform better.</p>	<p>I can recognise & perform changes in pace: walk, jog, run, sprint. I can use changes to meet challenges. I can maintain a continuous running pace.</p>	<p>I can watch and describe specific aspects of running, jumping and throwing styles. I can suggest, with guidance, a target for improving distance or height.</p>	<p>I can run consistently and smoothly at different speeds. I can demonstrate different combinations of jumps, showing control, coordination and consistency. I can throw a range of implements into a target area</p>	<p>I understand how to cover distance as a team – faster over set distance / paced for set time. I know how to organise myself in a small group safely and take turns and different roles.</p>	<p>I can make suggestions to improve performance. I can sustain my pace over long distances, e.g., sprint for 7 secs, run for 1 or 2 mins.</p>



	<p>balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>I can move with increased control, running and avoiding objects. I can move in a range of ways such as walking, jogging, running, jumping.</p>		<p>I can perform the basic 5 jumps.</p> <p>I can recognise & perform push, pull, sling actions when throwing various objects.</p> <p>I can use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p>	<p>I know how to identify and record when my body is cool, warm and hot.</p> <p>I can recognise and record that my body works differently in different types of activity.</p>	<p>with consistency and accuracy and distance.</p> <p>I can stop and start safely.</p> <p>I can recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.</p> <p>I can pace my effort well in different types of events so that I can keep going steadily.</p>	<p>I know and understand the basic principles of relay take-overs.</p> <p>I can explain how warming up can affect my performance.</p>	<p>I can throw with greater control, accuracy and efficiency.</p> <p>I can take part well in a relay event.</p> <p>I can identify the main strengths and suggest improvements of a performance.</p>
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		Y4		Y5		Y6	
Key concepts							
		Knowledge	skills	Knowledge	skills	Knowledge	Skill
Linear themes							
Dance		<p>I know that unison means that two or more dancers move at the same time.</p> <p>I know that canon means that two or more dancers take turns to perform an action, commonly one after another.</p> <p>I know that a phase is a particular section of a dance.</p>	<p>I can link actions to perform a short dance routine.</p> <p>I can describe and make suggestions to improve dance routines.</p> <p>I can link actions to make dance phases with a group.</p> <p>I can recognise unison and canon and suggest improvements.</p> <p>I can structure and perform dances following a sequence.</p> <p>I can show imaginative response to stimuli through choice of interpretive movement.</p> <p>I can perform with expression.</p> <p>I can perform a range of actions whilst working with a partner or small group.</p>	<p>I can describe and interpret dance styles using appropriate vocabulary.</p> <p>I can suggest how performances can be improved, so I communicate more effectively.</p>	<p>I can adapt and refine the way I use weight, space and rhythm in my dances.</p> <p>I can perform different styles of dance clearly and fluently.</p> <p>I can vary and combine spatial patterns, speed, tension and continuity on own / with others.</p> <p>I can think about character and narrative ideas created by stimulus.</p> <p>I can use the following to create routines, action and reaction, question and answer.</p> <p>I can practise and combine longer and more complex phrases.</p> <p>I can compose motifs and plan dances creatively and collaboratively.</p> <p>I can choose appropriate warm up and cooling down activities.</p>	<p>I know how to use appropriate terminology, recognise and describe different styles in my own and others' dances and suggest how they can improve.</p> <p>I know the appropriate terminology to explain relationship between dance and music.</p>	<p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can use exercises that stretch and tone bodies and help them prepare for dance.</p> <p>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p> <p>I can explain the relationship between dance and music.</p>



			<p>I can work with others to refine and practise dance routines.</p> <p>I can show an awareness of myself, others and audience.</p>				
Invasion Games		<p>I know and understand the concept of attacking and defending and can explain what it means to partake in both positions.</p> <p>I understand the requirements of a particular role and position in a team, i.e., defence or attack.</p> <p>I know what skills are required to play a game safely and effectively.</p> <p>I can know the rules of a chosen game in simple terms.</p> <p>I know some subject specific vocabulary to explain the rules of a game.</p> <p>I know that some games use short bursts of speed.</p> <p>I know which games and activities have the biggest impact when trying to improve stamina.</p>	<p>I can select good attacking and defending tactics appropriate for a particular game.</p> <p>I can use both long and short passes effectively.</p> <p>I can use a set of skills to play a game safely and effectively.</p> <p>I can explain rules of a chosen game in simple terms, using some subject specific vocabulary.</p>		<p>I can play with greater speed and flow.</p> <p>I can pass, dribble and shoot with control.</p> <p>I can use a range of techniques to keep possession of the ball and get into positions to shoot and score.</p> <p>I can identify and use tactics to help my team keep the ball and take it towards the opposition's goal.</p> <p>I can make simple plans that I know I can make work.</p> <p>I can mark opponents and help each other in defence.</p> <p>I can describe the help I need to improve my play by identifying strengths and weaknesses.</p>	<p>I know how to evaluate performance and decide what I need to practise.</p> <p>I know how to make the most of strengths and weaknesses in games.</p>	<p>I can use a range of techniques when passing, e.g., high, low bounced, fast, slow.</p> <p>I can change direction and speed when dribbling the ball.</p> <p>I can show growing consistency and control in games.</p> <p>I can apply skills effectively in different types of game.</p> <p>I can defend effectively, slowing games down and making it hard to find space.</p>
Striking and Fielding Games		<p>I know which batting or throwing skills make the game challenging for opponents.</p>	<p>I can select and use batting or throwing skills to make the game challenging for my opponents.</p> <p>I can identify parts of mine or others performance that need improvement and suggest ways to do this.</p> <p>I can work collaboratively in pairs, group activities and small-sided games.</p>		<p>I can use a range of fielding skills, e.g., catching, throwing, intercepting, with growing control and consistency.</p> <p>I can use different ways & vary how I bowl.</p> <p>I can bat effectively, using different types of shot from both sides of the body.</p> <p>I can throw overarm with accuracy and for a good distance.</p> <p>I can direct the ball away from fielders, using different angles and speeds.</p> <p>I can gauge when to run after hitting the ball.</p> <p>I can use tactics which involve bowlers and fielders working together.</p> <p>I can identify what I need to improve in my performance and suggest how I could do this.</p> <p>I can work collaboratively in pairs, group activities and small-sided games.</p>	<p>I know how to make the most of strengths and weaknesses in games.</p>	<p>I can demonstrate and use an increasing range of skills in practices and game with confidence, control and accuracy.</p> <p>I can show awareness of which skills relate to different parts of a game, or to different roles in a game.</p> <p>I can use skills effectively in different types of game.</p> <p>I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding.</p> <p>I can use tactics which involve bowlers and fielders working together.</p> <p>I recognise, find and use space well in games.</p> <p>I can defend effectively, slowing games down and making it hard to find space.</p> <p>I can identify how I and others are more, or less</p>



							effective, in different parts of games. I can use information to decide what I need to practise.
Net and Wall Games		I know a diverse range of tactics to defend my own court.	I can keep up a continuous game, identifying score and tactics. I can keep games going using a range of ways of throwing / striking. I can direct the ball well towards my opponent's court or target area. I can use tactics (length, speed and height) to send a ball. I can use rules effectively and fairly. I can identify aspects of a game that need improving and say how and where improvements can be made.	I can spot the spaces in my opponent's court and try to hit the ball towards them.	I can use forehand, back hand and overhead shots increasingly well in games I play. I can hit the ball with purpose, varying speed, height and direction. I can show good backswing, follow through and feet positioning. I can position myself well on court. I can change speed in attack and know what to do to score points in the games. I can try things out and ask help to perform better. I can work well with others, adapting my play to suit my own and others' strengths.	I know how to plan as a team and organise ourselves into different roles then decide what we need to practise. I know how to make the most of strengths and weaknesses in games.	I can hit the ball with purpose, varying speed, height and direction. I can play the correct shots when the opportunity arises in a game. I can use skills with confidence, control and accuracy. I can defend effectively, slowing games down and making it hard to find space. I can position myself well on court and use space effectively. I can show awareness of which skills relate to different parts of a game, or to different roles in a game. I can recognise, find and use space well in the games.
Outdoor and Adventurous Activities		I know and understand symbols and scales. I know a range of ways to work with others co-operatively.	I can orientate maps and navigate simple courses. I can use symbols and scales and begin to use a compass. I can identify and show an understanding of the requirements of different roles with a group / team. I can work with others co-operatively I can take different roles in a team.		I can participate in challenging activities, increasingly more adventurous (including wild county). I can accurately read and interpret map symbols and control markers. I can work with others co-operatively.		I can participate in challenging activities, increasingly more adventurous (including wild county). I can accurately read and interpret map symbols and control markers. I can work with others co-operatively.
Gymnastics		I know how to improve my own performances.	I can perform a range of balances, body shapes and agilities with control and accuracy. I can plan, perform and repeat longer sequences that include changes of speed and levels. I can recognise quality of movement and suggest improvements for my own performance. I can plan, perform and repeat longer sequences with clear shapes and changes of level and speed. I can lead a partner through a short warm up.	I can show understanding of warming up and cooling down. I can describe the effects of exercise on the body.	I can understand composition by performing more complex sequences. I can demonstrate control and precision when performing basic skills. I can make imaginative use of apparatus and space. I can use contrasting actions, e.g., move from a low travel to a high travel, from a high balance to a low balance. I can describe how to refine, modify and improve performances. I can link ideas, skills & techniques.	I know how to analyse skills & suggest ways to improve quality of performance showing sound knowledge & understanding. I know the importance of warming up and cooling down. I know some of the factors influencing performance and can suggest improvements.	I can perform & create movement sequences with some complex skills & displaying accuracy & consistency. I can select & use a wide range of compositional skills in complex sequences alone & in groups. I can work in small groups to prepare and perform a sequence. I can demonstrate an ability to innovate. I can analyse skills & suggest ways to improve



					I can describe how to refine, improve & modify performances.		quality of performance showing sound knowledge & understanding. I can work in small groups prepare and perform a sequence.
Athletics		I know how to pace myself to work cooperatively in a team.	I can suggest ways to improve a performance. I can perform a range of jumps showing power, control and consistency at both take-off and landing. I can suggest ways to improve performance through observation evaluation. I can perform a role - record, measure, observe. I can work as part of a team and pace myself based on team / distance.	I am able to describe the changes in my body when running, jumping & throwing.	I can run at fast, medium and slow speeds, changing direction and speed. I can throw a variety of objects. I can demonstrate accuracy & technique in a range of throwing & jumping actions. I can link running and jumping and throwing activities with some fluency, control and consistency. I can understand and perform throws for accuracy and distance. I can apply these skills effectively. I can identify & explain good athletic performance.	I know how to improve technique in a variety of events. I can understand & explain the short- & long-term effects of exercise. I understand the need for a specific warm up & cool down.	I can improve and sustain running technique at different speeds. I can demonstrate accuracy & technique in a range of throwing & jumping actions. I can improve and sustain running technique at different speeds. I can understand & explain the short- & long-term effects of exercise. I can understand the need for a specific warm up & cool down. I can understand how to apply athletic skills & tactics to the competitive situation.