

Subject: Physical Education

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.”

(Nelson Mandela, 2000)

“You’re going to have highs and you’re always going to have some lows, where you are disappointed with how you performed. For the bigger picture, I’ll be thanking those moments”

(Emma Raducanu, 2021)

At Education South West our purpose is to: ‘educate pupils so they can lead great lives’. Our Physical Education curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all pupils:

- develop transformational knowledge and skills that take them beyond their experience.
- strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary underpinned by a focus on Tier 2 and Tier 3 words.
- shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.

Our Physical Education curriculum incorporates fundamental physical and sporting knowledge, allowing pupils to build on a firm foundation in future years. As a school we have mapped the core Knowledge that children need in this subject from the Early Years Foundation Stage through to Year 6 and beyond. This knowledge is carefully planned and approached at key points to interleave with the learning in other subjects across the curriculum. It is through this thoughtful interlinking of knowledge that purposeful connections can be made to prior knowledge and support the transfer of this knowledge to long term memory. The key aims we use in all units of work in our curriculum are:

- developing competence and confidence to excel in a broad range of team and individual physical activities
- being physically active for sustained periods of time
- engaging in competitive sports and activities
- leading healthy, active lives both physically and mentally

Learning is now driven by children developing their: competence and confidence in physical activity, sustaining longer periods of being physically active, engaging in competitive opportunities, and participating in healthy lifestyles. Ofsted's three pillars of navigation for physical education (motor control; rules, tactics, and strategy; and engaging in healthy participation) are immersed in ESW's Head, Heart, Hands PE framework. Head, Heart, Hands enables a bridge to be created between primary and secondary learning, providing continuity and recall of prior knowledge, and allowing children to be truly physically educated.

The Head, Heart Hands framework is:

- **Head:** Knowledge, Understanding, Feedback, Responsibility, Analysis, Rules
- **Heart:** Effort, Communication, Respect, Leadership, Resilience, Confidence
- **Hands:** Fitness, Physical ability, Technique, Competition, Problem-solving

In addition to the aims and Head, Heart, Hand framework, the PE curriculum has been developed around the local community, drawing upon physical activity and sports that children can realistically access, and is related to their local landscape and environment, but not exclusive to the wider national and global physical education context.

EYFS: PE's roots are deeply and explicitly embedded within the EYFS curriculum, through the physical nature of the development of pupils. The Physical Development and Personal, Social, and Emotional Development areas of learning, within EYFS, drives PE through: moving more fluently with control and grace, developing overall body strength, coordination, balance and agility; using core muscle strength for good posture; to confidently and safely use a range of small apparatus; develop and refine physical activity and sports related skills; and develop competence, precision and accuracy within physical development.

These areas of learning will be channelled through physical activities and sports, such as: ball skills, dance, fun and games, me and myself, movement development, throwing and catching, and PE life-skills. This programme of study will provide EYFS children with basis for their future learning, as well as a platform to develop the substantive and procedural knowledge of being physically educated.

KS1: In Key stage one we develop upon previous learning and initially focus upon: invasion games, dance, gymnastics, and striking and fielding. Where appropriate, schools have flexibility to introduce children to swimming & water safety which will be built upon in key stage two, and made appropriate to the local landscape. Our declarative/substantive and procedural knowledge then moves to 'knowing what' is needed to be component and confident in: fundamental movement; coordination skills in athletics; and net/wall games, while being able to 'know how' to perform physical skills and techniques.

KS2: In key stage two children will learn about and have a choice of invasion games, such as netball and hockey, then focus on: dance, gymnastics, outdoor adventurous activities, striking and fielding/ target sports, and advanced net/wall games, such as tennis, badminton and squash. Swimming and water safety will be either built upon from key stage one or introduced to children. The declarative/substantive knowledge primarily focuses on: tactics, strategies, rules and understanding of these components. The procedural knowledge is centred upon motor competence, and actually performing the declarative/substantive knowledge or knowing how to apply it. Understanding of how PE contributes toward healthy participation, emerges through the combining of both declarative/substantive and procedural knowledge.

At the beginning of Key stage two, in Year 3, pupils are introduced to concepts of positions and basic tactics, spatial awareness in game situations, exploring physical education vocabulary and knowledge, and developing their sporting technique and physical competence. Such knowledge will be capitalised upon in subsequent years, laying important foundations for their future physical education learning. As pupils progress through the key stage, they will build upon previously learnt skills, combining and using them in isolation. For example, in Year 4, children will combine positions from invasion games to tactical plans. In year 5 they will exploit space for tactical advantage and in year 6 lead teams, peer-coach and apply their learning to new sports/physical activities, to deepen their understanding. This knowledge and understanding supports their comprehension of not just having technical ability to participate, but the core knowledge behind PE. This is further enhanced through self and peer evaluation of performance and knowledge for continuous improvement.

By supporting pupils' understanding of: technique development; tactical understanding; grasping key vocabulary and knowledge; and embedding a strong physical competence and confidence in them, they can begin to approach complex tactical, evaluative and improvisational methods. They will then have greater depth and breadth of knowledge to be truly physically educated, hence promoting pupil cultural capital. Crucially they will be able to make informed positive choices about healthy participation, both now and for the future.

As previously outlined, declarative/substantive knowledge and procedural knowledge that underpins a subject is key. We want pupils to think like a sports performer and be physically competent, confident and healthy participants. Therefore, we plan and teach the declarative/ substantive and procedural knowledge that allows this. In the case of our PE curriculum, this means developing children's ability to explain their learning in an applied manner and orally through recall of: key concepts of motor; rules, strategies & tactics; healthy participation; and evaluation of self and others. Ultimately these approaches are merged into the Head, Heart, Hands framework, which is used with key stage 3, 4 and beyond, providing alignment between secondary and primary learning for all our pupils.

In all key stages, children are assessed at the end of the unit of work, with children receiving teacher-feedback to help them improve for the next steps within the PE learning. At the end of key stage 2, children will undertake a low-stakes quiz to assess 'what they know' (declarative/substantive) and 'know how to' (Procedural) perform skills. The assessment will enable both primary and secondary teachers to plan for gaps in knowledge and provide a smooth transition.

PE lessons are typically taught in using the PE Planning format of: Learning outcome and Warm-Up (DIN), Skill/Technique development, then whole game. Yet structural and pedagogical flexibility is used, allowing for teachers to adapt to the learning needs of the children at the time. In addition, a whole, part, whole lesson model can also be applied, which aligns with the commonly used secondary education PE approach. Advisory PE lesson structures are provided on the ESW Primary PE Teams tile.

Planning and colour codes

- Resource available from each site PE planning (PEP) Association for PE (AfPE), Premier League Primary Stars (PLS), National Governing Body (NGB) and Olympics and Paralympics (O&P)
- Concepts to be taught
- Declarative/substantive knowledge and procedural knowledge has been coloured coded to help teachers identify where and when it takes place within the learning.

- Head, Heart, Hands is highlighted in green, yellow and no-colour to help teachers know what should be emerging in that year group (yellow) and what should be secure in that year group (green). No -colour means that there is no expectation for that aspect of the framework to be present at that time of learning

Term	Nursery and Class 1	Class 2	Class 3	Class 4	Class 5
Autumn	<u>Ball skills & Me and myself</u>	<u>Invasion Games</u> Modified games from football and tag games (tag rugby)	<u>Invasion Games</u> Football and Tag/Rugby	<u>Invasion Games</u> Netball and Hockey	<u>Invasion Games</u> Choice/Options of new games. e.g .PEWEB Invasion games & Rugby/Football If Basketball and hockey have not been taught to this year group then they must be taught here
	<u>Resources to support learning</u> PEP Select appropriate NGB O&P	<u>Resources to support learning</u> PEP PLS NGB FA and RFU O&P	<u>Resources to support learning</u> PEP PLS NGB FA and RFU Olympics and Paralympics O&P	<u>Resources to support learning</u> PEP PLS NGB EN and EH Olympics and Paralympics O&P	<u>Resources to support learning</u> PEP PLS NGB EHA and BD NGB FA and RFU O&P
	<u>Aims from NCPE</u> <ul style="list-style-type: none">developing competence and confidence to excel in a broad range of team and individual physical activitiesbeing physically active for sustained periods of timeengaging in competitive sports and activitiesleading healthy, active lives both physically and mentally	<u>Aims from NCPE</u> <ul style="list-style-type: none">developing competence and confidence to excel in a broad range of team and individual physical activitiesbeing physically active for sustained periods of timeengaging in competitive sports and activitiesleading healthy, active lives both physically and mentally	<u>Aims from NCPE</u> <ul style="list-style-type: none">developing competence and confidence to excel in a broad range of team and individual physical activitiesbeing physically active for sustained periods of timeengaging in competitive sports and activitiesleading healthy, active lives both physically and mentally	<u>Aims from NCPE</u> <ul style="list-style-type: none">developing competence and confidence to excel in a broad range of team and individual physical activitiesbeing physically active for sustained periods of timeengaging in competitive sports and activitiesleading healthy, active lives both physically and mentally	<u>Aims from NCPE</u> <ul style="list-style-type: none">developing competence and confidence to excel in a broad range of team and individual physical activitiesbeing physically active for sustained periods of timeengaging in competitive sports and activitiesleading healthy, active lives both physically and mentally
	<u>Skills and knowledge to be learnt</u> Declarative/Substantive & Procedural knowledge Ball skills Children show consideration for safety when engaging in new challenges and using new equipment.	<u>Skills and knowledge to be learnt</u> Declarative/Substantive & Procedural knowledge Football and Tag Rugby Children will explore different ways to use, move and send the ball to another child/player.	<u>Skills and knowledge to be learnt</u> Declarative/Substantive & Procedural knowledge Football and Tag Rugby Children will be able to move with the ball and keep control of it. They will be able to pass, shoot/attempt to score, and do	<u>Skills and knowledge to be learnt</u> Declarative/Substantive & Procedural knowledge Netball and Hockey Children will move within a game to support teammates, getting into good positions within the game area.	<u>Skills and knowledge to be learnt</u> Declarative/Substantive & Procedural knowledge Football, Tag rugby/Rugby, Basketball and Hockey Children will develop control of the ball, whilst performing at speed within a game.

	<p>They can play in a group, extending and elaborating play ideas within a group.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>They start to show increased control when throwing and catching a large ball.</p> <p>Me and Myself</p> <p>Children engage in conversations with others about the activities they are learning about.</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles</p> <p>They move freely, with pleasure and confidence in a range of skilful ways</p> <p>They can link sounds to letters, naming and sounding the letters of the alphabet within physical activity games.</p>	<p>They will start to pass, send and catch/stop a ball using hands and feet.</p> <p>Children will develop fundamental movement skills as they progress, such as change direction and speed.</p> <p>Children will start to understand the basic rules of the chosen invasion game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.</p>	<p>these skills with increasing accuracy.</p> <p>Children will explore the use of space in a game, and start to exploit it</p> <p>Children will apply basic attacking/defensive skills within the game and in isolation.</p> <p>They will continue to develop their movement competencies by moving in different directions to avoid their opponents.</p> <p>Children will be able to pass and catch successfully in a game and in isolation.</p> <p>They will understand the basic game rules, which should be taken from PE planning or the NGB.</p>	<p>They will be able to pass the ball using different techniques, in a game and in isolation.</p> <p>Children will be able to find space and use it to their team's advantage.</p> <p>They will be able to move with the ball (not in netball) while keeping it under control and changing direction.</p> <p>They will understand the more complex rules associated with the game, which should be taken from PE planning or the NGB.</p>	<p>They will understand and apply different ways to attack and defend as a team, using agreed tactics.</p> <p>Children will understand the importance of quick reactions, and use them within a game.</p> <p>They will be able to successfully catch a ball and send it towards the correct target.</p> <p>Children will apply the principles of marking, covering, tracking opponents and space exploitation.</p> <p>Children will know the importance of keeping possession and know how to do this</p> <p>They will be able to pass and receive /catch the ball while running.</p> <p>Children will understand and apply defensive duties in games and the importance of them.</p> <p>They will understand the importance of keeping to positions within a game, for tactical advantage.</p> <p>They will self and peer evaluate to suggest improvements, and lead teams.</p>
	<p>Head/Heart/Hands Head: Rules, tactics, strategies, regulations, peer and teacher feedback Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p>Head/Heart/Hands Head: Rules, tactics, strategies, regulations, peer and teacher feedback Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p>Head/Heart/Hands Head: Rules, tactics, strategies, regulations, peer and teacher feedback Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p>Head/Heart/Hands Head: Rules, tactics, strategies, regulations, peer and teacher feedback Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>	<p>Head/Heart/Hands Head: Rules, tactics, strategies, regulations, peer and teacher feedback Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels</p>
Term	Nursery and Class 1	Class 2	Class 3	Class 4	Class 5
Spring	Fun and Games/ Dance	Gymnastics and Dance	Gymnastics & Dance and fitness	Outdoor Adventurous Activities & Gymnastics	Outdoor Adventurous Activities and Dance or Gymnastics Choice/Option of dance or gymnastics (Inclusion of fitness should be applied to gymnastics or dance)
	Resources to support learning PEP Select appropriate NGB O&P	Resources to support learning PEP NGB BG and EADA O&P	Resources to support learning PEP NGB BG and EADA O&P	Resources to support learning PEP NGB BO NGB BG O&P	Resources to support learning PEP NGB BO NGB BG and EADA
	Aims from NCPE • developing competence and confidence to excel	Aims from NCPE	Aims from NCPE • developing competence and	Aims from NCPE • developing competence and confidence to excel in a broad	Aims from NCPE • developing competence and confidence to excel in a broad

	<p>in a broad range of team and individual physical activities</p> <ul style="list-style-type: none"> being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	<ul style="list-style-type: none"> developing competence and confidence to excel in a broad range of team and individual physical activities being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	<p>confidence to excel in a broad range of team and individual physical activities</p> <ul style="list-style-type: none"> being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	<p>range of team and individual physical activities</p> <ul style="list-style-type: none"> being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	<p>range of team and individual physical activities</p> <ul style="list-style-type: none"> being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally
	<p>Skills and knowledge to be learnt</p> <p>Declarative/Substantive & Procedural knowledge</p> <p>Fun and Games</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles.</p> <p>They move freely, with pleasure and confidence in a range of skilful ways.</p> <p>Children show consideration for safety when engaging in new challenges and manage some risks using new equipment.</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>Dance</p> <p>Children explore and copy basic body actions and rhythms.</p> <p>They can negotiate space confidently, using appropriate strategies.</p> <p>Children use their bodies to respond to stories, topics and music</p>	<p>Skills and knowledge to be learnt</p> <p>Declarative/Substantive & Procedural knowledge</p> <p>Gymnastics</p> <p>Children will be able to perform basic gymnastics movements: travelling, rolling, jumping, and staying still through games and isolated skills</p> <p>They will explore combining movements, such as a leap to a jump, a jump with a spin.</p> <p>Children will develop basic balance, agility, and coordination through games and in isolated skills.</p> <p>Dance</p> <p>Children respond imaginatively to a range of stimuli</p> <p>Children move confidently and safely within their own and general space, using changes of speed, levels and direction</p> <p>Perform movement phrases, using a range of different body actions and body parts</p>	<p>Skills and knowledge to be learnt</p> <p>Declarative/Substantive & Procedural knowledge</p> <p>Gymnastics</p> <p>Children will perform a range of actions, agility tasks, and skills with increasing consistency, fluency and clarity of movement.</p> <p>They will explore spatial patterns, speed and body tension in isolation and in sequences.</p> <p>Children will explore and create, perform and repeat sequences, motifs and phrases.</p> <p>Children will develop their understanding and use actions of: canon, unison, repetition and action/reaction.</p> <p>Dance</p> <p>Children explore and create characters and narratives in response to a range of stimuli</p> <p>Children perform dances using a range of movements patterns - accurately, consistently, fluently, with control, on your own and with a partner</p> <p>Children develop dances phrases, and know what canon, unison, repetition, action, reaction and questions/answers mean, and use them</p>	<p>Skills and knowledge to be learnt</p> <p>Declarative/Substantive & Procedural knowledge</p> <p>OAA</p> <p>Children will recognise where they are on a map (using previously learnt skills and knowledge from geography).</p> <p>They will develop basic understanding of map reading, map making and applying these skills (using skills and knowledge previously learnt in geography).</p> <p>Gymnastics</p> <p>Children will apply agility, balance and coordination for orienteering activities, by building on previous knowledge and skills from gymnastics and dance.</p> <p>They will learn and develop resilience, confidence, self-efficacy and teamwork skills through a range of outdoor adventurous activities.</p> <p>Children understand and correctly create gymnastic sequences that meet a theme or set of conditions showing a clear beginning, middle and end</p> <p>Children create, perform and repeat a combination of actions that include changes of dynamic – speed, levels, direction, clarity of shape and can</p>	<p>Skills and knowledge to be learnt</p> <p>Declarative/Substantive & Procedural knowledge</p> <p>OAA</p> <p>Children will develop their map reading and orienteering navigation techniques (using previously learnt skills and knowledge in geography).</p> <p>They will develop their teamwork and resilience skills through problem-solving activities.</p> <p>Children will self and peer evaluate to suggest improvements, and lead their teams.</p> <p>Dance</p> <p>Children know what they need to do to improve their performance through exploring, improvising and combining ideas inspired from a stimulus</p> <p>Children will continue to develop their own imagination and expressive qualities, through motifs and phrases through peer and teacher feedback</p> <p>Children perform to an audience with rhythm and confidence</p> <p>Gymnastics</p> <p>Children will develop, flexibility, fitness, strength, control, technique and balance</p> <p>Children know what combinations work best using dynamics and the space effectively</p> <p>Children will work in small groups to develop their own longer sequences, through choosing from a range of compositional ideas (varying direction, levels, speeds, strength and fitness)</p>

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Term	Nursery and Class 1	Class 2	Class 3	Class 4	Class 5
Summer	Movement Development and Throwing and Catching Working with others	Striking & fielding skills & Athletics	Swimming and Water Safety/Athletics (If swimming is taught in another year group or time of year, the sport/physical activity it replaces should be taught here.	Athletics and net/wall	Athletics & Net/wall (Tennis, badminton/squash games)
	Resources to support learning PEP Select appropriate NGB O&P	Resources to support learning PEP NGB ECB and RE	Resources to support learning PEP NGB SE O&P	Resources to support learning PEP NGB BA NGB LTA O&P	Resources to support learning PEP NGB BA NGB LTA and BE NGB ES O&P
	Aims from NCPE <ul style="list-style-type: none"> developing competence and confidence to excel in a broad range of team and individual physical activities being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	Aims from NCPE <ul style="list-style-type: none"> developing competence and confidence to excel in a broad range of team and individual physical activities being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	Aims from NCPE <ul style="list-style-type: none"> developing competence and confidence to excel in a broad range of team and individual physical activities being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	Aims from NCPE <ul style="list-style-type: none"> developing competence and confidence to excel in a broad range of team and individual physical activities being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally 	Aims from NCPE <ul style="list-style-type: none"> developing competence and confidence to excel in a broad range of team and individual physical activities being physically active for sustained periods of time engaging in competitive sports and activities leading healthy, active lives both physically and mentally
	Skills and knowledge to be learnt	Skills and knowledge to be learnt	Skills and knowledge to be learnt	Skills and knowledge to be learnt	Skills and knowledge to be learnt Declarative/ Substantive & Procedural knowledge

	<p>Declarative/Substantive & Procedural knowledge</p> <p>Movement Development</p> <p>Children move freely and with pleasure and confidence in a range of skilful ways.</p> <p>They show consideration for safety when engaging in new challenges and manage most risks when using new equipment.</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles.</p> <p>They move freely, with pleasure and confidence in a range of skilful ways.</p> <p>Throwing and Catching</p> <p>Children show increased control when catching a smaller ball.</p> <p>They show increased control over an object when, pushing, throwing, catching and kicking it.</p> <p>Children are able to respond to simple instructions, showing good understanding of safety when using equipment.</p> <p>Working with Others</p> <p>They can play positively within a group.</p> <p>They keep play going by responding to what others are saying or doing</p> <p>Children begin to accept the needs of others and can take turns in sharing.</p> <p>Children run skilfully and negotiate space successfully, adjusting their speed and direction to avoid obstacles</p>	<p>Declarative/Substantive & Procedural knowledge</p> <p>Striking and fielding</p> <p>Children will throw and hit a ball in different ways, using a range of bats.</p> <p>They will successfully catch/stop a ball when it is sent towards them.</p> <p>Children will move to retrieve a ball and send it to an agreed target/area.</p> <p>Children will start to understand the basic rules of the chosen game. These rules can be created by the teacher or be taken from the NGB guidance and modified to make them age appropriate.</p> <p>Athletics</p> <p>Children will explore and use athletics-based skills within different activities and show developing balance whilst performing</p> <p>They can run showing some control and consistency in their technique</p> <p>They start to run over short and longer distances and start to understand the difference between the two.</p> <p>Children explore different ways to jump, showing control, coordination and increasing consistency</p> <p>Children start to throw using the over arm and underarm technique. They improve their accuracy as they begin to throw towards targets</p>	<p>Declarative/ Substantive & Procedural knowledge</p> <p>Swimming & Water Safety</p> <p>Children will use at least 3 different strokes competently, confidently and proficiently.</p> <p>They will be able to swim at least 25 metres using any stroke.</p> <p>Children will be able to understand and perform and self-rescue in different water situations.</p> <p>Children are showing knowledge of how athletics is used in different sports and physical activities</p> <p>Children can run at a slow, medium and quick pace and can explain when to do this</p> <p>Children are combining jumps actions (hop, skip, jump, vertical jump and two-footed)</p> <p>Children demonstrate pull or sling throw with a ball or quoit/bean bag</p> <p>Children are showing improved control, coordination and consistency in their athletics activities</p> <p>Striking and Fielding</p> <p>Children will throw a ball over increasing distances, and be able to catch a ball with increasing consistency</p> <p>Children are showing consistency in their throwing and catching</p> <p>They will be able to hit the ball with increasing consistency, with control and good technique</p> <p>Children work well as a team, particularly when deploying simple tactics in fielding</p> <p>They are able to strike to ball into gaps through the retrieval of tactical knowledge</p>	<p>Declarative/ Substantive & Procedural knowledge</p> <p>Athletics</p> <p>Children will show control, coordination and consistency when running, jumping and throwing.</p> <p>They will choose the correct running speed for the distance (sprint or longer distance)</p> <p>Children are improving the fluency of combined jump actions, such as a hop, skip and jump</p> <p>Children are able to jump vertically jump and two-footed with increasing distance and know how to improve each time</p> <p>Children demonstrate pull or sling throw with a ball or quoit/bean bag</p> <p>Net/Wall</p> <p>They will perform basic skills needed for a net/wall game, such as striking the ball over a net or against a wall.</p> <p>Children will throw, send and hit the ball at different speeds and heights to make it difficult for their opponent</p> <p>Children can keep a simple rally going using different shots</p>	<p>Athletics</p> <p>Children will judge and apply the correct pace for running long distances.</p> <p>They will Run, jump in isolation and combination, such as the triple jump and long jump.</p> <p>Children will demonstrate a range of throws (push, pull, sling) and propel them towards the desired target/distance.</p> <p>Net/Wall</p> <p>Children will play modified tennis and/or badminton games, and understand the basic rules.</p> <p>They will be able to hit the ball/shuttle with purpose, at varying speeds and heights.</p> <p>Children can identify a space/gap on the court and know why it is important to hit into that area</p> <p>Children will use forehand and backhand shots and direct it towards gaps on the court</p>
	<p>Head/Heart/Hands</p> <p>Head: Rules, tactics, strategies, regulations, peer and teacher feedback</p> <p>Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected</p>	<p>Head/Heart/Hands</p> <p>Head: Rules, tactics, strategies, regulations, peer and teacher feedback</p> <p>Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected</p>	<p>Head/Heart/Hands</p> <p>Head: Rules, tactics, strategies, regulations, peer and teacher feedback</p> <p>Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected</p>	<p>Head/Heart/Hands</p> <p>Head: Rules, tactics, strategies, regulations, peer and teacher feedback</p> <p>Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected</p>	<p>Head/Heart/Hands</p> <p>Head: Rules, tactics, strategies, regulations, peer and teacher feedback</p> <p>Heart: hard-workings, effort, resilient, role-modelling, leading groups, officiating, respectful and respected</p>

	Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels	Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels	Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels	Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels	Hands: technique for all skills, decision -making effectiveness, adaptive to challenges, excellent fitness levels
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NOTES and guidance for staff

Planning and information can be found:

- On PE planning website <https://peplanning.org.uk/the-staffroom/>
You will need to login using the details sent out prior to the end of term.
This website has all the planning you need, along with the overview, lesson plans and assessment sheets.
- The Olympics and Paralympics website <https://olympics.com/>
This website provides history and current stories related to the games. Children can watch the events from Tokyo, which can be used to promote learning across the PE subject planning overview and inspire participation.
- The Premier League Primary Stars website <https://plprimarystars.com/for-schools>
This website provides lesson ideas, plans and support resources to teach a broad range of PE activities and other subjects through PE.
Lesson plans include Maths, English, PSHE and other subject areas.
Teachers need to register to access resources and pupils can also register, providing them with a wealth of PE learning resources.
- National Governing Body websites provide safety advice, rules, news updates, explanations of their sport, and a range of resources.

https://www.thefa.com/	FA
https://www.englandrugby.com/home	RFU
https://www.englandnetball.co.uk/	EN
https://www.basketballengland.co.uk/	BB
https://www.englandhockey.co.uk/	EH
https://www.englandhandball.com/	EH
https://www.britishdodgeball.org/	BB
https://www.british-gymnastics.org/	BG
https://www.eada.co.uk/	EADA
https://www.britishorienteering.org.uk/	BO
https://www.ecb.co.uk/	ECB
https://www.roundersengland.co.uk/	RE
https://www.swimming.org/swimengland/	SE
https://www.britishathletics.org.uk/	BA
https://www.lta.org.uk/	LTA
https://www.baseballsoftballuk.com/ngb	BBS
https://www.badmintonengland.co.uk/	BE
https://www.englandsquash.com/	ES

- The Association for Physical Education <https://www.afpe.org.uk/physical-education/>
This website is mainly a membership resource, which anyone involved in PE can join. Some resources and advice are free to non-members.
- BBC Sport website <https://www.bbc.co.uk/sport>
This website provides current news updates and issues in sport both locally, nationally and globally. Children can watch sporting events that are taking place to promote learning and inspiration.

There are also historical stories, brief descriptions of how sports are played, quizzes and sporting debates.

CPD Links

The core CPD for staff is through the PE planning website
The team are on hand to answer any questions you have through a messaging service.
<https://peplanning.org.uk/the-staffroom/>

Premier League Primary Stars website also offers CPD for staff who require more subject knowledge or would like ideas for PE and how to link it to other subjects.
<https://plprimarystars.com/for-schools>

The Association for PE offers webinars to update and train staff on contemporary issues in the subject. It also provides advice, support and guidance in a number of areas. This is a membership service, which requires either the individual or school to join to access the full range of resources and help on offer
<https://www.afpe.org.uk/physical-education/>

Hannah Miller, HMI Ofsted, talks about developments within the National Curriculum for PE, and explains how PE is rich in declarative and procedural knowledge. The discussion provides ideas for refreshing the curriculum and the importance of a correctly sequenced curriculum
<https://www.youtube.com/watch?v=O-dLIWgxTOM>