

Physical Education



AIM
Federation of Schools

Physical Education

Our 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.

Key Knowledge:

Our CT 'Know and Remembers'

We ensure that children know and remember key facts and information so that they can be successful in the subject they are learning. Children learn best when they are able to connect, retrieve and rehearse. Our lessons ensure that children have the opportunity to do all three of these things through carefully planned sequences of learning.

Key Skills:

Our CT Skills

Skills is a learned ability to do something well. Children at the Coastal Together Federation learn skills alongside knowledge. They have opportunities to practice and rehearse skills so that they are able to apply and make links between learning.



Skills Progression



Knowledge and Skills

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Multi-Skills	<ul style="list-style-type: none"> a. Experiment with different ways of balancing b. Experiment with different ways of moving (agility) c. Experiment with different ways of throwing a moving ball with different body parts (coordination) d. Working with friends in a team – taking turns 	<ul style="list-style-type: none"> a. Balance on low apparatus with good control b. Changing direction quickly with good balance and control (agility) c. Co-ordinating body whilst beginning to move at different speeds with various equipment d. Compete challenges in a team in various running/obstacle games and working together to improve team performance 	<ul style="list-style-type: none"> a. Balancing confidently using various equipment and body parts b. Agility focus - changing direction at speed with good technique c. Coordinate body efficiently to perform combination of movements or actions d. Complete a variety of fitness tests confidently and achieve a number of personal bests. 	<ul style="list-style-type: none"> a. Balance equipment on various body parts whilst moving or coordinating another body actions accurately b. Agility focus – can change direction at speed with balance and control whilst using various equipment c. Coordinate using both sides of the body with fluency to perform combination of movements or actions d. Complete each test with fluency and accurately measure and record e. Evaluate previous performance levels and demonstrate improvements to achieve their personal best
Gymnastics	<ul style="list-style-type: none"> a. Experiment with different space shapes b. Experiment with different jumps c. Experiment with different ways of rolling in small shape (moon roll) d. Experiment with a rocket roll e. Moving along the floor in different ways like aliens sliding, rolling, stretching etc. f. Show a start shape, rocket roll and finishing shape (beginning of a sequence) 	<ul style="list-style-type: none"> a. Perform shapes with a strong body and control b. Perform jumps (rocket, star, moon jump) with control and a strong body c. Perform a moon rock, moon roll and forward roll d. Perform a rocket roll and extend to a dish/saucer roll e. Perform a bunny hop, hands flat with straight arms f. Perform a sequence (roll, jump and balance) 	<ul style="list-style-type: none"> a. Perform a variety of shapes with good control when performing various skills b. Perform a rocket jump with a $\frac{3}{4}$ and full turn with pointed toes c. Perform a teddy bear roll with a partner/ group in sequence with pointed toes d. Perform matching and mirroring balance routines on apparatus e. Perform a bunny hop onto variety of apparatus with control f. Perform a short sequence on mats showing levels, control and pointed toes 	<ul style="list-style-type: none"> a. Perform complex shapes when performing sequences and skills with flexibility b. Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap c. Perform Side star roll, T-roll (with pointed toes), backwards roll d. Perform more complex point and patches balances in a sequence on apparatus e. Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board) f. Compete in teams to win points with sequences and a vault competitions
Athletics	<ul style="list-style-type: none"> a. Experiment with different ways of throwing under/overarm b. Experiment with different ways of jumping-measuring with various objects c. Working with friends in a team - taking turns 	<ul style="list-style-type: none"> a. Throw in correct stance 'Usain Bolt position' b. Use arms to improve jumping technique – beating their own score c. Compete in a team in various running /obstacle games and working together to improve team performance 	<ul style="list-style-type: none"> a. Throw a javelin/ vortex with height and distance b. Perform a hop, step and jump (standing triple jump) c. Pass a relay baton with control with a partner in adapted games d. Run and jump over hurdles with some speed and control e. In warm ups develop running for distance increasing each lesson 	<ul style="list-style-type: none"> a. Throw a javelin/vortex /shot put safely with accuracy and power b. Perform a jump for distance varying techniques to improve performance c. Pass a relay baton in competitive situations (timed) d. Develop long distance running- learning to pace and show good technique
Dance	<ul style="list-style-type: none"> a. Moving in time to happy and sad music b. Experiment with different ways of moving c. Experiment with actions at different levels e. Moving around as different characters or animals to the music 	<ul style="list-style-type: none"> a. Move in time to the music showing some expression b. Perform dance movements with control c. Perform dance movements showing a variety of levels d. Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing e. Remember simple dance steps f. Perform with control in time to the music 	<ul style="list-style-type: none"> a. Cooperate to make a dance warm up and take on a leadership role b. Respond imaginatively to a stimulus c. Dance in unison with a partner/ group d. Performing a range of movement patterns e. Perform canon showing a range of movement patterns 	<ul style="list-style-type: none"> a. cooperate, communicate and collaborate with group to make up a warm up with good rhythm and timing b. Translate ideas from a stimulus into movement showing expression, precision, control and fluency c. Dance in unison in a group showing good timing, energy and strength d. Dance in canon in a group showing good timing, energy and strength

Skills Progression



Knowledge and Skills

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Tennis	<ul style="list-style-type: none"> a. Throw and catch to self with a soft ball and attempt to bounce catch to self b. Balance an object e.g. beanbag on racket c. Hand eye coordination passing ball to a partner d. Move on the floor ball with hand in a variety of ways e. Push the ball with throw down strips to develop hand eye coordination 	<ul style="list-style-type: none"> a. Throw and catch from one hand to the other and bounce catch into a target with a partner b. Throw and catch from one hand to the other and bounce catch into a target with a partner c. Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving d. Racket Familiarisation – moving a ball in backhand position whilst moving e. Tap up tennis with a partner to keep control of the ball 	<ul style="list-style-type: none"> a. Move with balance and control to catch a ball b. Hit/bounce ball on racket when moving c. Hit ball in forehand position with drop feed d. Hit a ball in backhand position with a drop feed e. Hit a ball into a target from a variety of distances with no bounce 	<ul style="list-style-type: none"> a. Move in a variety of directions when hitting a ball b. Move to hit a ball in game in forehand position c. Move into position to hit a ball with backhand. d. Begin to choose which shot it is best in a game. e. Serve diagonally under/ overarm in a game of mini tennis
Netball (KS1 Ball Skills)	<ul style="list-style-type: none"> a. Throw to self, catching a soft ball/balloon b. Experiment with rolling the ball, throw and catch to self and to a partner (hand eye coordination) c. Move around at speed and changing direction d. Take part in fun games encouraging throwing and catching different types of balls e. Passing with a partner and counting to 5 and 10 	<ul style="list-style-type: none"> a. Catch a ball in an adapted game b. Bounce pass from a short distance to a partner c. Play small sided games (super hero ball), 3v3, encouraging chest passes in game d. Play an adapted superhero netball game. One team is to attack and attempt to score, the opposing team to stop (defend) them from scoring e. Score in a variety of ways and begin to use it in a game 	<ul style="list-style-type: none"> a. Pass and receive stepping into the pass (chest, bounce and shoulder pass) b. Perform a stride stop with a pivot c. Perform a jump top with a pivot d. Perform two different dodges (Drive and the dodge) e. Shooting- bend knees and place hand under the ball to shoot 	<ul style="list-style-type: none"> a. Perform a variety of passes within a game with precision and control b. Perform correct footwork in a game (stride stop with a pivot) c. Perform correct footwork in a game (jump stop with a pivot) d. Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation e. Shoot into a goal and attempt to get the rebound if missed.
Football (KS1 Ball Skills)	<ul style="list-style-type: none"> a. Explore stopping a ball with different parts of the body b. Experiment kicking the ball with feet to a partner c. Move a bean bag on the floor using inside of foot d. Play Fox and rabbits game. <i>Object of the game is to move away from the rabbit onto a spot (finding a space)</i> e. Passing with a partner and counting to 5 and 10 	<ul style="list-style-type: none"> a. Stop the ball with the sole and inside of feet b. Pass the ball to a partner. <i>Plant, pass, point PPP</i> c. Dribble the ball with the inside of feet keeping the ball close to their body d. Play tag game. <i>Trying to catch their partner</i> e. Score in a variety of ways and begin to use scoring techniques 	<ul style="list-style-type: none"> a. Move body to correct position to stop and control a ball b. Pass the ball with inside of feet whilst on the move c. Dribble the ball using inside, outside hook and drag back beginning to accelerate d. Begin to defend making a standing tackle or intercept a pass e. Kick a ball whilst moving past a goalkeeper with some accuracy 	<ul style="list-style-type: none"> a. Move into space to receive the ball and control with either foot in a game b. Select the correct pass for various distances in a game situation c. Dribble the ball in a game situation around a defender d. Communicate with team when defending in a game -making interceptions, cover space e. To work as a team to score, shooting from various angles
Kwik Cricket (Striking and Fielding)	<ul style="list-style-type: none"> a. Rolling and stopping a ball sitting down and standing up b. Move with different objects in their hands c. Passing an object to another child e. Pushing a ball away from body with hands f. Push ball with throw down strips to develop hand eye coordination 	<ul style="list-style-type: none"> a. Roll and stop a ball with control/accuracy b. Throw underarm with some accuracy and catch a ball c. Bowl underarm towards a target with control and accuracy d. Begin to hold the bat in correct position and hit a ball off a tee e. Play a modified game encouraging teamwork when fielding 	<ul style="list-style-type: none"> a. Roll the ball with one hand and stop the ball from different directions using long barrier method b. Throw and catch under pressure in modified games c. Bowl at a wicket underarm/ overarm with accuracy and control d. Hit a drop fed ball and/or moving ball with a bat e. Play a game communicating as a team 	<ul style="list-style-type: none"> a. Positioning in a modified game to field a ball (both throwing and stopping it) b. Making correct decisions with the type of throw to use in a modified game c. Move body into a position to catch the ball Bowl (over /underarm) at a wicket in a game against a batter with some speed and control to hit the wicket d. In a competitive game begin to tactically hit/place a ball into a space e. Use a variety of tactics to attack and defend in a game of quick cricket

Skills Progression



Knowledge and Skills

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Hockey			<ul style="list-style-type: none"> a. Dribble the ball the ball with control b. Perform a short pass and begin to move into a space and receive the ball with some control c. Pass the ball over a longer distance with accuracy and power d. Tackle a player using correct grip e. Occasionally score whilst the ball is moving 	<ul style="list-style-type: none"> a. Dribble the ball at various speeds - both in isolation and a game situation b. Pass and move into a space with accuracy, control and speed (in isolation/game situation) c. Start to pass the ball over a variety of distances in attacking or defensive situations d. Begin to defend as an individual and communicate to defend as a team (marking and tackling) e. Hit a moving ball into a goal from different angles and sometimes with different levels of power
Rugby	<ul style="list-style-type: none"> a. Follow a partner to steal their bib b. Move with different objects in their hands c. Passing an object to another child d. Moving around in a space in different ways e. Score points with beanbag treasure in a simple hoop invasion game. 	<ul style="list-style-type: none"> a. Play a tag game whilst moving at speed b. Move with the ball, holding it with hands with 'W' at chest height c. Pass the ball sideways with smile technique d. Dodge around a defender in a small area e. Score a try in a 2v2 game in the end zone 	<ul style="list-style-type: none"> a. Tag a player whilst moving using tag belts b. Move with control in a variety of directions holding the ball in the correct position. c. Pass the ball backwards/ sideways with control whilst moving d. Use speed and space to avoid a passive defender e. Beat a defender at speed to score a try 	<ul style="list-style-type: none"> a. Tag a player using either hand when moving at full speed in a game situation b. Dodge around a defender at speed with a ball in hands avoiding being tagged c. Pass and receive the ball when in a pressurised modified game situation e. Play modified competitive games avoiding defenders f. Work as a team in a game situation to score a try
Rounders	<ul style="list-style-type: none"> a. Rolling and stopping a ball sitting down and standing up b. Move with different objects in their hands c. Passing an object to another child e. Pushing a ball away from body with hands 	<ul style="list-style-type: none"> a. Roll and stop a ball with control/accuracy b. Throw underarm with some accuracy and catch a ball c. Bowl underarm towards a target with control and accuracy d. Begin to hold the bat in correct position and hit a ball off a tee e. Play a modified game encouraging teamwork when fielding 	<ul style="list-style-type: none"> a. Roll the ball with one hand and stop the ball from different directions using long barrier method b. Throw and catch under pressure in modified games c. Bowl at the backstop underarm/ overarm with accuracy and control d. Hit a moving ball with a bat e. Play a game communicating as a team 	<ul style="list-style-type: none"> a. Positioning in a modified game to field a ball (both throwing and stopping it) b. Making correct decisions with the type of throw to use in a modified game c. Move body into a position to catch the ball d. Bowl (over /underarm) at the backstop in a game against a batter with some speed and control e. In a competitive game begin to tactically hit/place a ball into a space
Swimming			<ul style="list-style-type: none"> a. Swim between 10m and 20m unaided in shallow water, using one basic method b. Use floats to swim longer distances with a more controlled leg kick c. Identify and describe differences between leg and arm actions d. Put face under the water and blow bubbles, begin to do this whilst swimming e. Recognise how swimming affects breathing f. Explore how to move in and under water e. Join in all swimming activities confidently 	<ul style="list-style-type: none"> a. Swim 25m unaided in water using one stroke b. Use two different strokes swimming on both front and back c. Control breathing d. Swim confidently and fluently both on the surface and under the water

PE Curriculum Overview



PE Units - Year A and C

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn 1	First PE	Multi Skills	Football	Football
Autumn 2	Multi Skills	Dance	Dance	Dance
Spring 1	Superhero Dance	Gymnastics	Gymnastics	Gymnastics
Spring 2	Gymnastics	Ball Skills	Netball	Netball
Summer 1	Athletics	Athletics	Athletics	Athletics
Summer 2	Tennis	Tennis	Tennis	Tennis

PE Units - Year B and D

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Autumn 1	First PE	Multi Skills	Tag Rugby	Tag Rugby
Autumn 2	Multi Skills	Dance	Gymnastics	Gymnastics
Spring 1	Superhero Dance	Gymnastics	Dance	Dance
Spring 2	Gymnastics	Ball Skills	Hockey	Hockey
Summer 1	Athletics	Kwik Cricket	Kwik Cricket	Kwik Cricket
Summer 2	Tennis	Athletics	Rounders	Rounders