



Physical Education Vision & Intent



Hand in hand together we can.....

Respect, Achieve, Enjoy, Believe!

“And so encourage one another and help one another, just as you are now doing.”

1Thessalonians 5.11

Our Curriculum Intent

RESPECT	ACHIEVE	ENJOY	BELIEVE
To encourage and support children at every stage. To support children’s development as people who care about others within our own lives, within our local community and the wider world.	To champion a progressive curriculum that builds on previous knowledge and skills. To ensure we embed greater fluency, depth and independence. To Identify gaps and build skills. To achieve well and attain good standards based on children’s own starting point.	Children learn best when the enjoy school and their learning. Wide ranging, engaging, exciting and interesting curriculum.	Through our shared Christian values, we can make a difference in our school, our community and the wider world.
VOCABULARY We prioritise the development of children’s vocabulary as a vital tool in learning and understanding the full curriculum.		READING We recognise that reading is the key that unlocks all other learning for children.	

Our PE Vision

RESPECT	ACHIEVE	ENJOY	BELIEVE
To learn together (supporting and experts) by playing team games where children can take on different roles such as referee or timekeeper. To encourage children to support their peers (experts/coaches). To develop techniques to help children manage their health and wellbeing.	To build the skills and encourage children to have the confidence and resilience to challenge themselves and achieve within a wide variety of sports across a progressive curriculum so children can embed greater fluency and depth. To provide additional challenge for talented athletes To offer swimming for all children and support every child in reaching end of KS2 swimming expectations.	To build an enjoyment in sports to achieve lifelong participation in sport. To provide children with regular participation of sport outside of school, where we engage with parents, local community and local sports clubs so encourage children to make a life choice.	To celebrate and partake in competition for All - Provide all children with competitive opportunities at their level (try it, new sports, qualifiers), building the confidence of children by providing opportunities where it is safe to ‘have a go’ (SEN, PP).
VOCABULARY AND READING To develop a shared PE vocabulary. To use PE specific vocabulary alongside skills and knowledge development in all lessons. To consolidate wider vocabulary for example maths - direction, science - humans etc Reading is the key that unlocks all other learning for pupils.			

By the end of EYFS children will know and be able to...

- Dress and undress themselves
- Move fluently in a variety of ways – hop, skip, jump (land safely) running (change direction/vary speed)
- Move safely thinking about the space and being aware of others
- Keep healthy – show some understanding of ways to be healthy – how their bodies feel after exercise
- Show control over an object – pushing, patting, throwing, catching, kicking
- Move over, under, along and through equipment, balancing on equipment
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.



Physical Education Vision & Intent



By the end of K.S. 1 children will know and be able to ...

- Run at varying speeds/ change direction at speed safely
- Use a range of jumps (accurately from standing), I can take a jump from running.
- Send and receive objects - under arm/overarm throws
- Link a sequence of movements to music
- Travel in lots of ways.
- Stretch/curl my body.
- Hold a balance (5secs), on different parts of my body (point toes/fingers).
- Control my body.
- Vary the speed/level of my movements.
- Show rhythm in dance.
- Roll and control a ball/hoop
- Hit a ball with a bat
- Stop a ball with control.
- Catch a ball with control
- Pass a ball with some accuracy to somebody.
- Take part in team games with some oppositions (attacking/defending)
- Suggest improvements for mine and others work.
- Talk about changes with my body during exercise – temperature, heart rate, and breathing
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.

By the end of LKS 2 children will know and be able to ...

- Warm up safely and talk about the effect it has on the body.
- Run for endurance and speed in isolation and in combination.
- Throw accurately in a range of ways.
- Jump accurately in a range of ways.
- Pass accurately while moving.
- Use tactics in a game.
- Move with a ball against an opposition.
- Accurately use forearm in racket games.
- Demonstrate good spatial awareness.
- Compare and comment on skills and how they are applied in my own and others work.
- Take steps to improve my performance (time, score and balance).
- Use dance and gymnastics vocabulary to compare and improve my work (unison, solo, mirror, tuck, star, and straddle).
- Move clearly and fluently.
- Work as a team (leader, follow the leader and give suggestions).
- Follow a map.
- Use plans and diagrams to move around.
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.

By the end of UKS 2 children will know and be able to ...

- Understand how exercise can improve my health in the long term.
- Develop my own warm up/cool down activities.
- Demonstrate a good attitude whilst being competitive during a game.
- Apply skills (running, jumping, throwing, catching) in competitive situations.
- Combine passing and moving within a game.
- Strike a bowled ball with accuracy.
- Apply my skills tactically in competitive situations.
- Use maps and diagrams to orient myself.
- Work with others to plan responses to an activity or challenge.
- Move expressively.
- Use movements to show feeling and emotion.
- Use rhythm effectively.
- Combine shapes and balances in performance.
- Prepare and perform to an audience.
- Analyse and comment on skills and techniques and how these are applied in my own and others work.
- Modify and refine skills and techniques to improve my performance.
- Know and use the vocabulary to be able to talk to others about what they have learnt and to communicate with each other.