

Intent

Our PE curriculum is intended to enable children to develop knowledge and skills in a broad range of sporting activities, as well as developing values and transferable life skills such as fairness and respect. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children how to cooperate and collaborate with others as part of an effective team and understanding fairness to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Templefield, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We use Get Set for PE and the aim of introducing this programme into school was to enable teachers to be confident in their delivery of PE, upskill teaching staff and ensure that our children were accessing two hours of high quality PE each week.

Skills	EYFS	Year 1	Year 2	Year 3	Year 4
National Curriculum		Pupils should be taught: – master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.		Pupil should be taught: – 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.	
Dance	Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.	Copy dance moves. Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction.	Change rhythm, speed, level and direction with consistency. Dance with control and coordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling.	Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings.	Respond imaginatively to stimuli related to character/ music/ story Perform clear & fluent dances that show sensitivity to idea/ stimuli Make up a dance within a small group.
	Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards.	Counts, slow, fast, level, pose, balance	Mirror, action, pathway, direction, speed, timing.	Flow, explore, create, perform, match, feedback expression.	Represent, direction, dynamics, unison, control.
Gymnastics	Make body tense, relaxed, curled and stretched. Balance on small /large body parts & understand stillness Make large and small body shapes Climb & hang from apparatus Perform basic travelling actions on various body parts	Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled positions e.g. 'log' and 'sausage rolls'	Make the body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others) Be still on single/two + points of contact on floor/apparatus showing tension & control Link known shape/ travel/ roll/ jump to a balance using floor & on apparatus Jump/land with control using different body shapes in flight	Use a greater number of your own ideas for movement in response to a task. Combine arm actions with skips/ leaps/ steps/ jumps & spins in travel Travel while using various hand apparatus, (ribbon/ hoop/ rope/ ball) Know principles of balance and apply them on floor & apparatus	Share ideas and give positive criticism/ advice to self & others. Create & perform matching/ mirroring sequences explaining how it could be improved Perform at least 3 different rolls (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control

	Move, copy, shape, over, space, rock, around, sideways, forwards, safely, travel, backwards.	Action, jump, roll, level, direction, speed, point, balance.	Link, pathway, sequence, tuck, straddle, speed, star, pike.	Flow, explore, create, matching, interesting, control, contrasting.	Technique, quality, perform, apparatus, extension, inverted.
Invasion Games	Send & receive a ball by rolling from hand & striking with foot Aim and throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner	Throw underarm, bounce & catch ball by self & with partner Kick/stop a ball using a confident foot while static Run straight and on a curve and sidestep with correct technique Begin to follow some simple rules	Perform some dribbling skills with hands and feet using space Pass a ball accurately (hands & feet) over longer distances to a team-mate Combine stopping, pick up/collect & send a ball accurately to other players Make simple decisions about when /where to move in game to receive a ball	Make a series of passes to team-mates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Mark another player and defend when needed. Begin to dribble a ball making small touches Begin to send a ball to someone on the team. Keep a ball under control. Know where space is and try to move into it. Make a backward pass to team-mates, using the direction most comfortable.	Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court. Dribble with small touches into space. Send a football to someone on the team, using different parts of foot. Keep a ball under control when receiving a range of passes from team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions Move with speed (and change of direction) with the ball and without. Use speed and space to avoid defenders. Pass backwards and in both directions and sometimes on the move.
	Pass, team, tag, balance, safely, space, forwards, backwards.	Defender, attacker, points, dribbling, score, partner.	Received, send, teammate, chest pass, bounce pass, dodge, goal, passion.	Receiver, footwork, rebound, tracking, interception, mark, travelling, laying area.	Outwit, opposition, outwit, court, field, opponent, pitch, contact.
Striking and Fielding	Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag	Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly Play as a fielder and get the ball back Begin to follow some simple rules (carrying the bat, not over taking someone)	Send a ball off a tee using a bat or a racket Stop moving when the 'bowler' has the ball Play as a fielder and pass the ball back to the bowler to make the runner stop Follow rules for a game (carry the bat, don't overtake, run around the outside of the markers)	Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as a team, using tactics in order to beat another team.	To develop the range of skills they can apply in a competitive context To choose and use a range of simple tactics in isolation and in a game context To consolidate existing skills and apply with consistency

	Run, pass, roll, team, space, safely, forwards, around, backwards.	Hit, throw, target, score, points, catch.	Fielder, runs, teammate, send, batter, receiver, bowler.	Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding.	Stance, retrieve, opposition, stumped, two-handed pick up, technique, short barrier.
Tennis	Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag	Show some different ways of hitting, throwing and striking a ball. Hit a ball or bean bag and move quickly	Send a ball off a tee using a bat or a racket. Combine stopping, pick up/collect & send a ball accurately to other players Make simple decisions about when /where to move in game to receive a ball	Tap the ball off the racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc). Tap the ball back and forth to partner. Stand in a ready position holding the racquet correctly. Change from a ready position before tapping the ball to a partner. Begin to know what it means by a forehand and backhand position. Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed	Tap the ball back and forth to a partner over a small space Begin to tap a ball over a net allowing for a bounce, hit technique. Move from a ready position into a forehand position/backhand position quickly. Bring racquet to meet the ball for a forehand and backhand hit Know to use two hands for an effective backhand Move racquet in a low to high swing for an effective tap Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.
	Aim, space, pass, balance.	Points, pass, throw, far, distance, partner, score.	Accurate, send, teammate, against, overarm, release, target, underarm.	Rules, dodge, drive, receive, court, block.	Communicate, protect, opponent, swing, aling.
Athletics	Explore running and stopping. Explore running on the balls of their feet. Explore jumping and hopping safely Explore throwing at a target	Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing. Practise short distance running.	Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain an effective running style. Run for distance. Complete an obstacle course with control and agility.	Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores.	Select and maintain a running pace for different distances. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.
	Push, stop, jump, space, forwards, safely, balance, backwards.	Far, hop, aim, fast, slow, bend, improve, direction, travel.	Sprint, jog, distance, height, take off, landing, overarm, underarm.	Speed, power, strength, accurately, higher, pace, control, faster, further.	Power, stamina, officiate, perseverance, determination, accuracy, personal best.
Swimming				To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats.	To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control.

					Introduction to deeper water. Treading water.
				Sculling, crawl, breaststroke, submersion, rotation, backstroke.	Stroke, huddle, alternate, survival, treading water, buoyancy.