





“Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it” –Michael Jordan

Curriculum Intent	
<p>The PE at FHC is designed to offer a broad and balanced curriculum with our children's enjoyment at heart. As the children progress from EYFS through to upper KS2, we want them to feel confident, well-equipped and inspired to succeed and progress their skills into high school. We believe our high-quality PE curriculum offers the opportunity for both physical development as well as, personal, social and emotional development, through the building of friendships; problem solving and; embedding values such as fairness and respect.</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 	
Purpose of Study	
<p>Understanding the world we live in</p> 	<p>Our children at FHC often come to school with little experience of sport and physical activity. We aim to inspire children to succeed and excel in their own physical and mental health through the participation in a variety of competitive and physically demanding activities. Children will develop an understanding of how to improve in different physical activities and sports alongside evaluating and recognising their own successes and the successes of others.</p>
<p>Linked to my Life</p> 	<p>We want our children to become confident participants in sport and build a sense of identity within a variety of sports. Children will embed values such as respect, sportsmanship and fairness, through opportunities to compete and collaborate with each other.</p>
<p>Practical Skills</p> 	<p>Our curriculum has an increased emphasis on healthy participation where we support children's ability to make safe long-term decisions that they can take with them throughout their lives. Children will become physically confident in a way which supports their health and fitness; developing an understanding of the relationships between physical activity and its effect on the body. They will become increasingly competent and have opportunities to develop skills such as agility, balance and co-ordination. Children will perform dances and gymnastic routines independently and collaboratively for a range of audiences as well as swimming competently.</p>
<p>Knowledge</p> 	<p>Our children will begin their journeys by paying particular attention towards motor competence and fundamental movement skills that are categorised as: locomotor skills, such as running and jumping; stability skills, such as twisting and balancing and; manipulation skills such as throwing and catching. These skills will then be applied to demonstrate mastery and proficiency across a range of sports and physical activities. Our children will gain increased attention towards rules, strategies and tactics to be successful in sport.</p>



Assessment and recording for long term knowledge retention:						
Children are assessed half-termly against the procedural and declarative skills for each individual sport. These are recorded and used to support future planning. Each lesson begins with a recap of learning in order to allow for the building of skills and knowledge throughout the term/year. Following a lesson, the children are reflective and discuss what learning has taken place to support their retention.						
Summary of Progression – Declarative Knowledge						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basketball						
	<ul style="list-style-type: none"> Understand the concept of moving to get line with the ball to receive it. Describe why being active and playing games is good for you 	<ul style="list-style-type: none"> React to situations to make it difficult for opponents – using simple tactics. Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. Understand and describe changes to your heart rate when playing a game. 	<ul style="list-style-type: none"> Employ simple tactics in game situations. Recognise and explain good performances. Understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Explain and apply basic attacking and defending principles. Identify what you need to practice to improve your performance. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games. 	<ul style="list-style-type: none"> Describe good technique of the forehand, backhand, and overhead clear.
Hockey						
	<ul style="list-style-type: none"> Recognise space in games and use it to your advantage. Describe what you have done, or seen others doing. Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> Understand and follow the rules of the game. Watch and describe a performance accurately. Recognise what is successful. Understand and describe changes to your heart rate when playing a game. 	<ul style="list-style-type: none"> Employ simple tactics in game situations. Learn how to recognise your own success. Describe how your body feels when exercising. 	<ul style="list-style-type: none"> Explain simple tactics in game situations. Recognise what you do well and what you find difficult. Understand the link between heart rate and breathing when exercising. Devise suitable warm up activities for the upcoming activity. 	<ul style="list-style-type: none"> Choose different formations to suit the needs of the game. Learn how to evaluate and recognise success. Understand the importance of being physically fit. 	<ul style="list-style-type: none"> Identify and evaluate parts of your own game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle. Understand how muscles work. Adapt games and activities making sure everyone has a role to play. Create short warm up routines that follow basic



						principles e.g. raises body temperature, mobilise joints muscles.
Gymnastics						
	<ul style="list-style-type: none"> Describe what you have done or seen others do. 	<ul style="list-style-type: none"> Watch and describe a performance accurately. Understand and describe changes to your heartrate when playing a game. 	<ul style="list-style-type: none"> Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. Describe how your body feels when exercising. 	<ul style="list-style-type: none"> Recognise and explain a good performance. 	<ul style="list-style-type: none"> Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. 	<ul style="list-style-type: none"> Work effectively as part of a team, recognising success, and give constructive feedback. Create short warm up routines that follow basic principles.
Orienteering						
	<ul style="list-style-type: none"> Introduction to a compass and directions (N, E, S, W) Understand how communication can help to solve problems with others. 	<ul style="list-style-type: none"> Begin to problem solve with others. Understand what a compass is used for and be able to use the direction points. Has knowledge of safety rules and procedures for taking part in orienteering events. 	<ul style="list-style-type: none"> Participate in competitive orienteering events, following instructions of the game Recognise that activities need thinking through and planning. Evaluate your performance and recognise what went well and what could be improved. 	<ul style="list-style-type: none"> Have knowledge of safety rules and procedures for taking part in orienteering event. Work as a team to plan and decide what approach to use to meet the challenges. Explain how you could improve your performance. 	<ul style="list-style-type: none"> Understand relevant techniques to navigate to and from control points. Identify what they have done well and adapt plans for future challenges. 	<ul style="list-style-type: none"> Understand elements and scaling confidently. Identify what they have done well and adapt plans for future challenges. Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.
Cricket						
	<ul style="list-style-type: none"> Apply skills and tactics in simple games, including recognising space and using it to your advantage. Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. 	<ul style="list-style-type: none"> Participate in team games, working cooperatively, solving problems with others. Communicate effectively with other people and discuss plans to achieve success. 	<ul style="list-style-type: none"> Explain the tactics you have used in games. Communicate, collaborate, and compete with others, following the rules of the game. Recognise what you do well and what you find 	<ul style="list-style-type: none"> Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Watch and evaluate the success of games and good performance. Understand how physical activity can contribute to a 	<ul style="list-style-type: none"> Learn how to evaluate and recognise your own success and areas for improvement. Develop an understanding of how to improve in different physical activities and sports.



		<ul style="list-style-type: none"> • Begin to evaluate and improve own performance. 	<ul style="list-style-type: none"> • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. 	<p>difficult and explain good performances.</p> <ul style="list-style-type: none"> • Chose fielding skills which make it difficult for your opponent. 	<p>healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.</p> <ul style="list-style-type: none"> • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. 	<p>Procedural Knowledge:</p>
Athletics						
	<ul style="list-style-type: none"> • Evaluate successful and unsuccessful techniques. • Show understanding of the correct running technique. 	<ul style="list-style-type: none"> • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance. 	<ul style="list-style-type: none"> • Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. 	<ul style="list-style-type: none"> • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles.



Summary of Progression – Procedural Knowledge						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basketball						
	<ul style="list-style-type: none"> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. Demonstrate a basic underarm throwing action with control and accuracy. 	<ul style="list-style-type: none"> Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). Perform a range of actions with the ball keeping it under control. Show good awareness of others when playing games. 	<ul style="list-style-type: none"> Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Pass/send a ball with increasing accuracy and receive a ball successfully. Take up paces/positions that make it difficult for opponents. 	<ul style="list-style-type: none"> Move the ball keeping it under control whilst changing direction. Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations. 	<ul style="list-style-type: none"> Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. Improve consistency of shots, noticing longer rallies. Use different racket skills and types of movement during a competitive or cooperative rally. To participate in rallies with and without a racket. Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. Can demonstrate fast paced movements, fluently changing direction and speed. 	<ul style="list-style-type: none"> Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving. Use different skills and tactics learnt to try win games. Improve consistency of shots, directing them to help win competitions. Be continuous within a rally and regularly play consistent shots. Use tactical serves to deceive opponent. Demonstrate fast paced movements, including the chase step and lunge whilst increasing shuttle accuracy.
Hockey						
	<ul style="list-style-type: none"> Explore different ways to use and move with a ball. Show control of a ball with basic actions. Send/pass a ball and successfully catch/stop a ball. Develop fundamental movement skills becoming increasingly confident and competent, moving fluently, 	<ul style="list-style-type: none"> Procedural Knowledge: Perform a range of skills with control of the ball. Pass a ball with control and increasing accuracy and consistency. Develop fundamental 	<ul style="list-style-type: none"> Move with a ball keeping it under control. Develop control and technique Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Apply basic principles for attacking and defending – finding space 	<ul style="list-style-type: none"> Move the ball keeping it under control whilst changing direction. Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. Apply basic attacking and defending principles, collaborating with others, 	<ul style="list-style-type: none"> Participate in competitive games, modified where appropriate. Work effectively as part of a team. Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep 	<ul style="list-style-type: none"> Develop control whilst performing skills at speed. Apply the attacking and defending principles in game situations. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender.



	<p>changing direction and speed.</p> <ul style="list-style-type: none"> Use skills in different ways when playing games. 	<p>movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball.</p> <ul style="list-style-type: none"> Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. 	<p>(attacking), challenge a player in possession (defending).</p>	<p>and using tactics to keep possession.</p>	<p>possession of the ball when faced with opponents.</p> <ul style="list-style-type: none"> Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate. 	<ul style="list-style-type: none"> Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.
Gymnastics						
	<ul style="list-style-type: none"> Perform basic gymnastic actions, including travelling, rolling, jumping and staying still. Develop fundamental movement skills becoming increasingly confident and competent, moving safely using changes of speed, level and direction. Combine different ways of travelling exploring a range of movements and shapes. Create linked movement phrases with beginning, middle and ends. Perform movement phrases using a range of different body actions and body parts. 	<ul style="list-style-type: none"> Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. Form simple sequences of different actions, using the floor and a variety of apparatus. Develop fundamental movement skills, combining travelling, balancing and stiffness using 	<ul style="list-style-type: none"> Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. Create, perform, and repeat sequences that include changes of 	<ul style="list-style-type: none"> Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. Show control, accuracy and fluency of movement when performing actions on your own and with a partner. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and 	<ul style="list-style-type: none"> Perform movements accurately with a sense of rhythm. Explore, improvise, and combine movement ideas fluently and effectively. Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. Develop flexibility, strength, control, technique, and balance. 	<ul style="list-style-type: none"> Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. Use combinations of dynamics using the space effectively. Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles;



	<ul style="list-style-type: none"> Develop agility, balance and coordination. 	<p>both floor and apparatus; and moving smoothly from one position of stiffness to another.</p> <ul style="list-style-type: none"> Develop agility, balance, and coordination. 	<p>dynamic e.g. changes of level, speed, or direction.</p> <ul style="list-style-type: none"> Develop flexibility, strength, control, technique, and balance. 	<p>direction, and clarity of shape.</p> <ul style="list-style-type: none"> Collaborate with others. 		<p>varying direction, level, and pathways to improve the look of a sequence.</p>
Orienteering						
	<ul style="list-style-type: none"> Move in different directions and a variety of different ways Work independently, as well as cooperatively in small groups. Participate in games following rules and playing fairly. Begin to plan how to solve problems. Participate in competition with others, completing a simple orienteering event. 	<ul style="list-style-type: none"> Introduction to map reading. Be able to use some basic features on a map to select and plan a route. Work well in big groups, sharing, taking turns, and cooperating with others. Begin to understand the competitive side of orienteering and take part in a picture orienteering event. Meets challenges effectively working as part of a team. 	<ul style="list-style-type: none"> Participate in team games, working cooperatively, solving problems with others. Communicate effectively with other people and discuss plans to achieve success. To make a map with symbols and be able to recognise where you are on a map, using basic techniques. Move confidently in different ways, developing agility, balance, and co-ordination. 	<ul style="list-style-type: none"> Develop a basic understanding of map reading/making and apply these skills and techniques in games. Work cooperatively and successfully as part of a team, improving communication skills. Recognise where you are on a map. Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. 	<ul style="list-style-type: none"> To orientate themselves and map correctly keeping track of their position with increasing accuracy. Work within a team trusting and valuing each other. Develop communication skills and use these skills to achieve success. Make a map with symbols and legend and begin to understand scale. Compete in orienteering events, problem solving with team members. 	<ul style="list-style-type: none"> Build confidence during team activities. Takes part in orienteering events, such as picture orienteering and control orienteering, with success. Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. Develop map reading and map building skills. Develop physical fitness and be able to describe its importance in orienteering.
Cricket						
	<ul style="list-style-type: none"> Move fluently, changing direction and speed. Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. 	<ul style="list-style-type: none"> Show good awareness of others when playing games. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a range of actions with control including catching, 	<ul style="list-style-type: none"> Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. Throw a ball increasing distances, catch a ball with increasing consistency and 	<ul style="list-style-type: none"> Show control, coordination and consistency when throwing and catching a ball. Hit a ball with increasing control from a tee and progress to without a tee. 	<ul style="list-style-type: none"> Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. Hit the ball with purpose, varying speed height and direction, as well as 	<ul style="list-style-type: none"> Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. Bowl using an overarm technique, beginning to vary speed and length of delivery.



		gathering, and hitting a ball with increasing accuracy. <ul style="list-style-type: none"> • Throw/hit a ball in different ways e.g. high, low, fast, slow. 	hit a ball with correct technique. <ul style="list-style-type: none"> • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. 	<ul style="list-style-type: none"> • Take up spaces/positions that make it difficult for the opposition. 	thinking of tactics needed to score more runs. <ul style="list-style-type: none"> • Work as part of a team, adapting games and activities making sure everyone has a role to play. 	<ul style="list-style-type: none"> • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together.
Athletics						
	<ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination and consistency throughout. 	<ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. 	<ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. 	<ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others. 	<ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. 	<ul style="list-style-type: none"> • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.



National Curriculum Links						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basketball						
	<p>1a: 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.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p>	<p>1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Hockey						
	<p>1a: 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.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p>	<p>1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



Gymnastics and Dance						
	<p>1a: 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.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p>	<p>1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.</p> <p>1c: Perform dances using simple movement patterns.</p>	<p>2c: Develop flexibility, strength, technique, control, and balance.</p> <p>2d: Perform dances using a range of movement patterns.</p>	<p>2c: Develop flexibility, strength, technique, control, and balance.</p> <p>2d: Perform dances using a range of movement patterns.</p>	<p>2c: Develop flexibility, strength, technique, control, and balance.</p>	<p>2c: Develop flexibility, strength, technique, control and balance.</p>
Orienteering						
	<p>1a: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility</p>	<p>1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p>	<p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
Cricket						
	<p>1a: 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.</p>	<p>1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply</p>



	1b: Participate in team games, developing simple tactics for attacking and defending.	apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending.	basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Athletics						
	1a: 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.	1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming						
					Pupils should be taught to: 1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres. 1e: Use a range of strokes effectively. 1f: Perform safe self-rescue in different water-based situations	



EYFS						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS Early Learning Goals						
Motor	Communication	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World
<p>Declarative Knowledge</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Moves confidently in a range of ways, safely towards the effects of activity on their body. Knows the importance for good health of physical exercise and a healthy diet. Aware of the boundaries set in the setting, and can respond to simple instructions. 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> Can manage their own basic hygiene and personal needs successfully, including dressing. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. Handles equipment and tools effectively, including pencils for writing. Plays cooperatively, taking turns with others. Understand and follow rules. 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> Shows good control and co-ordination in large and small movements. Moves confidently in a range of ways, safely towards the effects of activity on their body. Knows the importance for good health of physical exercise and a healthy diet. Aware of the boundaries set, in the setting, and can respond to simple instructions. Can manage their own basic hygiene and personal needs successfully, including dressing. Confident to try new activities and say why they like some more than others. Understand and follow rules. Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> Shows some understanding that good practices regarding hygiene and personal needs successfully, including dressing. Shows good control and co-ordination in large and small movements. Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. Can manage their own basic hygiene and personal needs successfully, including dressing. Confident to try new activities and say why they like some more than others. Understand and follow rules. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> Understand the benefits of regular exercise. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Work and play cooperatively and take turns with others. Explain the reasons for rules, know right from wrong and try to behave accordingly. Use a range of small tools, including scissors, paint brushes and cutlery. Demonstrate strength, balance and coordination when playing. Improve speed, agility, balance and coordination, strength and physical fitness. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Work well as a team to improve performance. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Work individually and cooperatively to perform a range of balances. Apply skills learnt through the unit in a range of activities. 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when and others. Demonstrate strength, balance and coordination towards the effects of activity on their body. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Work and play cooperatively and take turns with others. Can play in a group, extending independence, resilience and perseverance in the face of challenge. Shows increasing control when throwing and catching a large ball. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Can play in a group. Keeps play going by responding to what others are saying or doing. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Confident to try new activities and say why they like some more than others. Understand and follow rules. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Showing increased control when catching a ball. Shows increasing control over an object, pushing, pasting, throwing, catching, or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Confident to try new activities and say why they like some more than others. Understand and follow rules. Moves freely and with pleasure and confidence in a range of skilful ways. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Can play in a group. Keeps play going by responding to what others are saying or doing. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Improve speed, agility, balance and coordination, strength and physical fitness. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Work well as a team to improve performance. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Work individually and cooperatively to perform a range of balances. Apply skills learnt through the unit in a range of activities. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Can play in a group, extending independence, resilience and perseverance in the face of challenge. Shows increasing control when throwing and catching a large ball. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. 	<p>Procedural Knowledge</p> <ul style="list-style-type: none"> Can play in a group, extending independence, resilience and perseverance in the face of challenge. Shows increasing control when throwing and catching a large ball. Begins to accept the needs of others and can take turns and share, sometimes with the support of others.



Long Term Coverage

Term	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Multi-skills (Movement Development)	Basketball	Basketball	Basketball	Basketball	Basketball Swimming	Basketball
Autumn 2	Multi-skills (Throwing & Catching)	Hockey	Hockey	Hockey	Hockey	Hockey Swimming	Hockey
Spring 1	Multi-skills (Movement Development)	Gymnastics/Dance	Gymnastics/Dance	Gymnastics/Dance	Gymnastics/Dance	Gymnastics/Dance Swimming	Gymnastics/Dance
Spring 2	Multi-skills (Working with Others)	Team Building/Orienteering	Team Building/Orienteering	Team Building/Orienteering	Team Building/Orienteering	Team Building/Orienteering Swimming	Team Building/Orienteering
Summer 1	Ball Skills	Cricket	Cricket	Cricket	Cricket	Cricket Swimming	Cricket



PE Curriculum FHC

Summer 2	Fitness	Athletics	Athletics	Athletics	Athletics	Athletics Swimming	Athletics
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