



Curriculum Intent

From our curriculum, pupils will become physically educated through experiencing a range of activity areas that:

- develop courage and display respect for the body
- build confidence to take part in physical activity
- develop competence in a range of physical skills
- challenge through a range of opportunities to take part in broad range of physical activity
- develop communication and collaboration between pupils.

At Knights Enham Junior School, our vision for Physical Education is that every child should have the opportunity to develop the physical confidence and skills to enjoy being active. We hope this will lead to our children aspiring to live a life-long passion of being physically active.

A broad and balanced Physical Education Curriculum is intended to provide for children's increasing self-confidence, whilst providing appropriate challenge for all. At the core of our teaching and learning is the importance of children developing their skills and ability to manage themselves and their bodies within a variety of movement situations.

We also strive to give children the opportunity to participate in a variety of competitive sports during their school life. Giving them the prospect of understanding what competition feels like, what it is like to be part of a team and to be able to both win and lose with equal grace whilst showing respect and nobleness.

It is also important that our children become confident leaders and therefore we pride ourselves in our 'Learn to Lead' opportunities. Developing children's leadership gives them the understanding of what it is like to have responsibility and to show respect for rules whilst bringing the added challenge of communication and teamwork.

These opportunities and prospects give our children the skills, knowledge and self-belief to change their world.

Implementation

Children participate in high-quality PE lessons and Outdoor and Adventurous activities twice a week.

- Teachers use, and adapt, whole school PE planning and resources to ensure lessons across years show progression through our learning journeys.
- Teachers follow the PE long term planning to ensure pupils participate in a variety of sports.
- Children are taught by teachers/Sport Coaches with a range of expertise.
- All classes participate in a variety of activities to help students meet the 30 minutes of daily physical activity at school, for example: Just Dances, Cosmic Kids Yoga, GoNoodle and The Daily Mile.



National Curriculum Statements

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- **use running, jumping, throwing, catching in isolation and 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 adventurous activity challenges both individually and within a team**
- **compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



How is PE taught at Knights Enham Junior School? Integrated elements

	Use running, jumping, throwing and catching in isolation and in combination	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance	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.
Year 3						
Year 4				Romans		
Year 5	Greek Olympics					
Year 6						



Discretely

Year	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
3	FMS / Cooperation Athletics/Multiskills	Invasion Games Netball	Invasion Games Quick Sticks	Invasion Games Football	Invasion Games Tag-Rugby	FMS / Cooperation Athletics/OAA
	Gym	Dance	Target Games Tri-golf	Target Games NAK	Net and wall Volleyball	Net and wall Tennis
4	FMS / Cooperation Athletics/Multiskills	Invasion Games Football	Invasion Games Tag-Rugby	Invasion Games Quick Sticks	Invasion Games Basketball	FMS / Cooperation Athletics/OAA
	Gym	Dance	Target Games NAK	Health and Fitness Cross country	Striking and Fielding Games Cricket	Striking and Fielding Games Rounders
5	FMS / Cooperation Athletics/Multiskills	Invasion Games Netball	Invasion Games Quick Sticks	Invasion Games Football	Invasion Games Tag-Rugby	FMS / Cooperation Athletics/OAA
	Gym	Dance	Target Games Tri-golf	Target Games NAK	Net and wall Volleyball	Net and wall Tennis
6	FMS / Cooperation Athletics/Multiskills	Invasion Games Football	Invasion Games Tag-Rugby	Invasion Games Quick Sticks	Invasion Games Basketball	FMS / Cooperation Athletics/OAA
	Gym	Dance	Target Games NAK	Health and Fitness Cross country	Striking and Fielding Games Cricket	Striking and Fielding Games Rounders

**SKILL PROGRESSION**

	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)
Dance	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>
Gym	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>
Games	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>



	<p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>
Athletics	<p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Outdoor Adventurous Activities	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Swimming	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations. Swims competently, confidently and proficiently over a distance of at least 25 metres</p>	



	<p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	
Evaluation	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	

	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Dance	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p>



	<p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Gym	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
Games	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p>



	<p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
Athletics	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Outdoor Adventurous Activities	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Evaluation	Watches and describes performances accurately.	



	<p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>