



# Singlewell Primary School

*cares* about being...

**C**urious  
**A**mbitious  
**R**esilient  
**E**qual  
**S**afe

## PE Curriculum Document

### **Intent for PE Curriculum**

At Singlewell Primary School we *care* about the teaching and learning of PE so that children can leave our school as *ambitious*, team players, *equally* supportive of each other and well-rounded sports people. Our PE curriculum has been planned to give children access to sport to spark their *curiosity*, whilst building upon their *resilience*.

### National Curriculum:

The Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others *safely*. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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, participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns.

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other *safely*. 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 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.

3-4 Years	Reception		Early Learning Goal			
<ul style="list-style-type: none"> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> <li>Use one handed tools and equipment, for example holding pens and pencils.</li> </ul>	Physical Development	Fine Motor	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	Physical Development	Fine Motor	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p>
<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>			Gross Motor		<p>Revise and refine the fundamental movement skills they have already acquired:            *Rolling *running *crawling *hopping            *walking *skipping *jumping *climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus, indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p>	

### Learning in EYFS:

The most relevant statements for PE are taken from the following areas of learning:

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Invasion Games – football, netball, hockey, rugby, basketball and handball</b>	<p><b>Skills</b> To begin to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing. To begin to walk, jog and run with a ball.</p> <p><b>Knowledge</b> To know the concept of playing in small sided teams.</p>	<p><b>Skills</b> To be able to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing. To begin to walk, jog and run with a ball with increasing control.</p> <p><b>Knowledge</b> To know the concept of defending and attacking and show understanding of opponents and teammates.</p>	<p><b>Skills</b> To begin to throw and catch with control to a stationary teammate. To develop skills to move with a ball and to be able to change direction.</p> <p><b>Knowledge</b> To know the concept of blocking or intercepting a pass and to begin to understand the need to play in a zone or channel.</p>	<p><b>Skills</b> To be able to throw and catch with control and accuracy to stationary and moving partner. To be able to intercept and pass and avoid interception when passing. To be able to maintain possession of the ball as an individual and a team. To be able to play in zone or channel. To begin to transfer patterns of play between sports.</p> <p><b>Knowledge</b> To know what patterns of play are and identify which can be transferred between sports.</p>	<p><b>Skills</b> To begin to apply techniques of throwing, catching and moving across a range of sports. To be able to play in an identified position. To be aware of teammates to improve chances of possession and success. To be able to choose the most appropriate tactic.</p> <p><b>Knowledge</b> To know the position and rules played within each sport. To understand position within a team to effectively defend and attack. To know what the relevant tactics are for each game.</p>	<p><b>Skills</b> To be able to combine a range of techniques of throwing, catching and moving across a range of sports. To be able to work independently and with teammates to gain possession or points. To be able to choose the most appropriate tactic.</p> <p><b>Knowledge</b> To understand position within a team to effectively defend and attack. To know the basic rules of invasion games.</p>

Striking and Fielding – cricket, rounders, golf and tennis

**Skills**  
 To begin to throw (off the correct foot), roll and catch a larger ball or beanbag.  
 To be able to position hands on a racquet or bat correctly.  
 To begin to strike a ball with feet in a sideways position.  
 To be able to strike a larger ball with a tennis racquet and cricket bat.  
 To be able to strike a smaller ball off a batting tee.

**Knowledge**  
 To know what hand, they write with as to help with throwing off of the correct (usually opposite) foot and to be the lower positioned hand on bat/racket.

**Skills**  
 To be able to throw (off the correct foot), roll and catch a range of larger balls.  
 To strike a ball with feet in a sideways position.  
 To be begin to strike smaller balls (tennis ball) with a tennis racquet and cricket bat.  
 To begin to strike a bouncing ball.

**Knowledge**  
 To know how to hold a racket/bat correctly.

**Skills**  
 To be able to throw a ball with accuracy to base/stump.  
 When fielding, be able to stop a travelling ball with the correct technique.  
 To be able to chase and retrieve a travelling ball.  
 To be able to strike smaller balls (tennis ball) with a tennis racquet and cricket bat.  
 To begin to strike a ball that is bowled at you from a short distance.  
 To begin to bowl underarm with some accuracy

**Knowledge**  
 To know the different techniques needed to stop a ball.

**Skills**  
 To be able to throw a ball, underarm and overarm with accuracy to base/stump.  
 When fielding, to be able to stop and return a travelling ball with correct technique.  
 To chase and retrieve a travelling ball with correct technique.  
 To be able to strike the correct ball for the sport with a tennis racquet or cricket bat.  
 To be able to strike a ball that is bowled, with varying bounce, from a short distance.  
 To be able to bowl underarm with some accuracy

**Knowledge**  
 To know the different types of bowling techniques.

**Skills**  
 To begin to use appropriate shots, forehand, backhand, volley.  
 To be able to strike a ball that is in the air or off the ground with increasing control.  
 To develop tactics to hit and avoid fielder/opponent.  
 To be able to develop his/her ability to hit the ball with control in the air or on the ground.  
 To begin to bowl overarm with a straight arm.

**Knowledge**  
 To know what a backhand, forehand and volley is.

**Skills**  
 To be able to apply striking and fielding skills in tennis, rounders, Kwik cricket.  
 To be able to bowl underarm with accuracy.

**Knowledge**  
 To know the basic rules of all striking and fielding games.

<b>Dance</b>	<p><b>Skills</b> To begin to copy and explore basic movements and body patterns, responds to range of stimuli.</p> <p><b>Knowledge</b> To know different basic body movements and patterns.</p>	<p><b>Skills</b> To be able to developed own way of moving with more control, varies levels and speed, responding imaginatively to stimuli. To be able to describe a short dance using appropriate vocab. To begin to respond appropriately to the mood of the music. To be able to experiment with use of stillness as a form of expression.</p> <p><b>Knowledge</b> To know the different levels/speed they can move at. To know and recognise the mood of music they are dancing to.</p>	<p><b>Skills</b> To begin to Independently (or with a partner) improvise to create simple dance. To begin to use more complex sequence of moves with own actions, working with partner. To begin to use simple dance vocabulary to compare and improve work. To begin to recognise pulse and timing of music and appropriate response.</p> <p><b>Knowledge</b> To know the dance vocabulary needed to succeed.</p>	<p><b>Skills</b> To be able to confidently improvise with a partner / by self. To begin to create longer dance, cooperating with small group using spaces in different ways, moving with fluency. To be able to use simple dance vocab to compare and improve work. To be able to listen and interpret music to sequence movements with pulse and timing.</p> <p><b>Knowledge</b> To know how to work cooperatively in a group.</p>	<p><b>Skills</b> To begin to exaggerate dance movements and motifs – using expression when moving. To begin to compose and improvise with confidence, still demonstrating fluency across their sequence. To be able to change levels and speed whilst changing direction, more complex fluent sequence of moves. To be able to modify parts of a sequence as result of peer and self-evaluation. To begin to use more complex dance vocab to compare and improve work.</p> <p><b>Knowledge</b> To know what a motive is. To know how to improvise. To know how to evaluate their own and others performances constructively.</p>	<p><b>Skills</b> To be able to exaggerate dance movements and motifs. To be able to perform with confidence using a range of movement patterns. To be able to demonstrate strong movements throughout a dance sequence. To be able to combine flexibility, techniques and movements to create a fluent sequence. To be able to modify parts of a sequence as result of peer and self-evaluation. To be able to use more complex dance vocab to compare and improve work. To be able to display strong sense of musicality and interpretation.</p> <p><b>Knowledge</b> To know what a fluent sequence is and the different techniques to make it a success.</p>
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<b>Gymnastics/Moving and Jumping</b>	<p><b>Skills</b>          To begin to copy and explore basic movement with some control and coordination.          To be able to perform different body shapes and performs at different levels of height.          To be able to perform 2 footed jump.          To be able to use equipment safely.          To be able to Balance with some control.          To be able to link 2-3 simple movements.</p> <p><b>Knowledge</b>          To know different body shapes and the different levels to perform them at.          To know how to use equipment safely.          To know what a balance is compared to a movement.</p>	<p><b>Skills</b>          To be able to explore and create different pathways and patterns.          To be able to use equipment in a variety of ways to create a sequence.          To be able to link movement together to create a sequence.          To be able to work individually and with a partner.</p> <p><b>Knowledge</b>          To know the different types of gymnastic equipment available.          To know what a pathway is in gymnastics.          To know what a sequence is.</p>	<p><b>Skills</b>          To be able to apply compositional ideas independently and with others to create a sequence.          To be able to copy, explore and remember a variety of movement and uses these to create their own sequence.          To be able to describes their own work using simple gym vocab.          To begin to notice similarities and differences between sequences.          To be able to use turns whilst travelling in a variety of ways.          To begin to show flexibility in movements.          To begin to develop good technique when travelling, balancing and using equipment.          To be able to create sequences individually and with a partner.          To begin to develop good technique when</p>	<p><b>Skills</b>          To be able to link skills with control, technique, coordination and fluency.          To be able to understand composition by performing more complex sequences.          To begin to use gym vocab to describe how to improve and refine performance.</p> <p><b>Knowledge</b>          To know what is needed to improve a performance.</p>	<p><b>Skills</b>          To be able to select and combine their skills, techniques and ideas.          To be able to apply combined skills accurately and appropriately, consistently showing precision and fluency.          To be able to draw on what they know about strategy, tactics and composition when performing and evaluating.          To be able to analyse and comment on skills and techniques and how these are applied in their own and others' work.          To be able to sing more complex gym vocab to describe how to improve and refine performances.          To be able to develop, strength, technique, flexibility throughout performances.          To be able to link skills with control, technique,</p>	<p><b>Skills</b>          To be able to plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.          To be able to performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.          To be able to adapt sequences to include a partner or a small group.          To be able to 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.          To be able to draw on what they know about strategy, tactics and</p>
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<p style="text-align: center;"><i>Athletics – track and field</i></p>	<p><b>Skills</b>          To be able to run at different speeds.          To be able to jump from a standing position.          To be able to perform a variety of throws with basic control.</p> <p><b>Knowledge</b>          To know the different speeds in running.          To know what a jump is.</p>	<p><b>Skills</b>          To be able to change speed and direction whilst running.          To be able to jump from a standing position with accuracy.          To be able to perform a variety of throws with control and co-ordination. e.g., <i>preparation for shot put and javelin.</i> To be able to use equipment safely.</p> <p><b>Knowledge</b>          To know what a jump is.          To know the difference between speed and direction.          To know the different throws available in field athletics.</p>	<p><b>Skills</b>          To begin to run at speeds appropriate for the distance. e.g., <i>sprinting and cross country</i>          To be able to perform a running jump with some accuracy.          To be able to perform a variety of throws using a selection of equipment.          To be able to use equipment safely and with good control.</p> <p><b>Knowledge</b>          To know what a jump is and the different types.          To know what speed to use for the distance required.</p>	<p><b>Skills</b>          To begin to build a variety of running techniques and use with confidence.          To be able to perform a running jump with more than one component. e.g., <i>hop skip jump (triple jump).</i>          To be able to demonstrate accuracy in throwing and catching activities.          To be able to describe good athletic performance using correct vocabulary.          To be able to use equipment safely and with good control.</p> <p><b>Knowledge</b>          To know the different running techniques and when to use them.          To know how to evaluate their own and others performances.          To know how to use equipment safely.</p>	<p><b>Skills</b>          To begin to build a variety of running techniques and use with confidence.          To be able to perform a running jump with more than one component. e.g., <i>hop skip jump (triple jump)</i>          To begin to record peer's performances, and evaluate these.          To be able to demonstrate accuracy and confidence in throwing and catching activities.          To be able to describe good athletic performance using correct vocabulary.          To be able to use equipment safely and with good control.</p> <p><b>Knowledge</b>          To know how to record performances.</p>	<p><b>Skills</b>          To be able to build a variety of running techniques and use with confidence.          To be able to perform a running jump with more than one component. e.g., <i>hop skip jump (triple jump)</i>          To be able to record peer's performances, and evaluate these.          To be able to demonstrate accuracy and confidence in throwing and catching activities.          To be able to describe good athletic performance using correct vocabulary.          To be able to use equipment safely and with good control.</p> <p><b>Knowledge</b>          To know how to record performances.</p>
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Outdoor Ed - OAA			<p><b>Skills</b>          To begin to develop listening skills.          To be able to use a simple plan and listen to instructions from a partner/ adult.          To begin to think activities through and problem solve.          To be able to discuss and work with others in a group.          To be able to demonstrate an understanding of how to stay safe.</p> <p><b>Knowledge</b>          To know how to problem solve.          To how to stay safe outdoors.          To know how to use simple instructions.</p>	<p><b>Skills</b>          To begin to develop strong listening skills. To begin to think activities through and problem solve. To be able to choose and apply strategies to solve problems with support.          To be able to discuss and work with others in a group.          To be able to demonstrate an understanding of how to stay safe.</p> <p><b>Knowledge</b>          To know how to use simple maps and interpret them.</p>	<p><b>Skills</b>          To begin to develop strong listening skills.          To be able to think activities through and problem solve using general knowledge.          To be able to choose and apply strategies to solve problems with support.          To be able to discuss and work with others in a group.          To be able to demonstrate an understanding of how to stay safe.</p> <p><b>Knowledge</b>          To know which problem-solving strategies to use.</p>	<p><b>Skills</b>          To have developed strong listening skills.          To be able to think activities through and problem solve using general knowledge.          To be able to choose and apply strategies to solve problems with less support.          To be able to discuss and work with others in a group.          To be able to demonstrate an understanding of how to stay safe.</p> <p><b>Knowledge</b>          To know how to use more complex maps and to know what the symbols mean.</p>
Swimming					<p><b>Skills</b>          To begin to Swim competently and proficiently over a distance of at least 25 metres.          To be able to use a range of strokes effectively e.g., front crawl, backstroke and breaststroke.          To begin to show how to keep safe in different situations.</p> <p><b>Knowledge</b>          To know the different swimming strokes.          To know how to keep safe in the water.</p>	