

HCAT

Physical Education Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

Subject content

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. 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. 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.

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	Transition	LKS1	UKS1	LKS2	UKS2
All Sports					
Children analyse and comment on skills and techniques and how these are applied in theirs and others work.	I know how to talk about what I have done. I know how to describe what others' have done.	I know how to talk about the differences between my own and others' performances. I know how to say what has gone well and why. I know how to identify how a performance could be improved.	I know how to explain how my work is similar to and different from others. I know how to use my understanding to improve my own performance.	I know how to compare and comment on the skills, techniques and ideas used in my work and in others. I know how to use this to improve my performance.	I analyse and comment on skills and techniques and how they are applied in my own and others' work. I modify and refine my skills and techniques to improve my performance.
INCERTS - H					

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	Transition	LKS1	UKS1	LKS2	UKS2
Games					
Children copy, repeat and explore simple skills and actions with basic control and co-ordination. INCERTS - A	<ul style="list-style-type: none"> I know how to copy actions. I know how to repeat and explore skills. I know how to move with some control and care. 	<ul style="list-style-type: none"> I know how to copy and remember actions. I know how to repeat and explore skills. I know how to move with careful control, co-ordination and care. 			
Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. INCERTS - B	<ul style="list-style-type: none"> I know how to throw a ball underarm. I know how to roll a ball or hoop. I know how to hit a ball with a bat. I know how to move and stop. I know how to move to catch or collect. I know how to throw and kick a ball in different ways. I know how to decide where to stand to make a game difficult for a team. 	<ul style="list-style-type: none"> I know how to use rolling, hitting and kicking skills in games. I know how to decide on the best position to be in during a game. 		<ul style="list-style-type: none"> I know how to link skills, techniques and ideas and apply them accurately and appropriately. I know how to be controlled and skilful in my action and movements. 	<ul style="list-style-type: none"> I know how to select and combine my skills, techniques and ideas. I know how to apply my skills, techniques and ideas accurately, appropriately and consistently. I know how to show precision, control and fluency.
When performing, children draw on what they know about strategy, tactics and composition. INCERTS - C		<ul style="list-style-type: none"> I know how to use the terms 'opponent' and 'team mate' when playing games. I know how to have developed tactics for the game I am playing. 		<ul style="list-style-type: none"> I know how to use a variety of techniques to pass. I know how to work with my team or alone to gain possession of the ball. I know how to strike a bowled ball. I know how to use forehand and backhand when playing racquet games. I know how to field well. I know how to choose the most appropriate tactics in a game. 	<ul style="list-style-type: none"> I know how to use tactics and follow rules. I know how to plan my approach to attacking and defending.
Children modify and refine skills and techniques to improve their performance.		<ul style="list-style-type: none"> I know how to use taught skills independently. 		<ul style="list-style-type: none"> I know how to throw and catch a ball with control and accuracy. I know how to strike a ball and field with control. 	<ul style="list-style-type: none"> I know how to use a range of shots and strokes to strike a ball. I know how to strike a ball on the volley.

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INCERTS - A				I know how to keep possession of a ball (feet, hockey stick, hands).	
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	Transition	LKS1	UKS1	LKS2	UKS2
<u>Dance</u>					
Children copy, repeat and explore simple skills and actions with basic control and co-ordination. INCERTS - D	I know how to copy actions. I know how to repeat and explore skills. I know how to move with some control and care.	I know how to copy and remember actions. I know how to repeat and explore skills. I know how to move with careful control, co-ordination and care.			
Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. INCERTS - D	I know how to perform some dance moves. I know how to put moves together to make a short dance. I know how to show rhythm in my dance. I know how to choose the best movements to show different ideas. I know how to move carefully with control. I use space safely.	I know how to perform my dance actions with control and co-ordination. I know how to link two or more actions together to make a sequence. I know how to remember and repeat dance movements. I know how to choose the best movements to communicate a mood or feeling.		I know how to link skills, techniques and ideas and apply them accurately and appropriately. I know how to be controlled and skilful in my actions and movements.	I know how to select and combine my skills, techniques and ideas. I know how to apply my skills, techniques and ideas accurately, appropriately and consistently. I know how to show precision, control and fluency.
When performing, children draw on what they know about			I know how to improvise with ideas and movements.	I know how to be creative and imaginative in	

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<p>strategy, tactics and composition.</p> <p>INCERTS - D</p>			<p>I know how to refine my movements into sequences.</p>	<p>composing my own dances.</p> <p>I know how to perform expressively.</p>	
<p>Children modify and refine skills and techniques to improve their performance.</p> <p>INCERTS - D</p>		<p>I know how to use taught skills independently.</p>	<p>My dance movements communicate an idea.</p> <p>My dance sequences are clear and fluent.</p> <p>I know how to express emotions through dance.</p>		<p>I know how to refine my dances with style and artistic intention.</p> <p>My dance matches the mood of the accompanying music.</p> <p>I know how to choose my own dance steps or movements and develop them.</p>

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	Transition	LKS1	UKS1	LKS2	UKS2
Gymnastics					
<p>Children copy, repeat and explore simple skills and actions with basic control and co-ordination.</p> <p>INCERTS - A</p>	<p>I know how to copy actions.</p> <p>I know how to repeat and explore skills.</p> <p>I know how to move with some control and care.</p>				
<p>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <p>INCERTS - B</p>	<p>I know how to show control and co-ordination when travelling or balancing.</p> <p>I know how to choose which actions to make.</p> <p>I know how to copy sequences and repeat them.</p> <p>I know how to roll.</p> <p>I know how to travel in more than one way.</p> <p>I know how to balance.</p> <p>I know how to climb safely.</p> <p>I know how to stretch my body.</p>			<p>I know how to link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I am controlled and skilful in my action and movements.</p>	<p>I know how to select and combine my skills, techniques and ideas.</p> <p>I know how to apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I know how to show precision, control and fluency.</p>

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	I know how to curl my body.				
<p>When performing, children draw on what they know about strategy, tactics and composition.</p> <p>INCERTS - D</p>			<p>I know how to plan, perform and repeat sequences.</p>	<p>I know how to make complex sequences that include changes in direction, level and speed.</p> <p>I know how to combine actions, shapes and balances in my gymnastic performance.</p> <p>My movements are clear, accurate and consistent.</p> <p>I know how to prepare and perform to an audience.</p>	
<p>Children modify and refine skills and techniques to improve their performance.</p> <p>INCERTS - D</p>		<p>I know how to use taught skills independently.</p>	<p>I know how to balance my body and control shapes.</p> <p>I know how to include changes in speed and level within sequences.</p> <p>I know how to work on improving strength and suppleness by practising stretches and shapes.</p>		<p>I know how to practise and perform with control.</p> <p>My movements include very controlled balances, shapes, levels and actions.</p> <p>I know how to link and adapt actions together into a well-timed sequence.</p>
	Transition	LKS1	UKS1	LKS2	UKS2
<u>Outdoor and Adventurous</u>					
<p>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p>				<p>I know how to link skills, techniques and ideas and apply them accurately and appropriately.</p>	<p>I select and combine my skills, techniques and ideas.</p> <p>I know how to apply skills, techniques and ideas accurately, appropriately and consistently.</p>

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INCERTS – A/G				I know how to create controlled and skilful actions and movements.	I know how to show precision, control and fluency.
	Transition	LKS1	UKS1	LKS2	UKS2
<u>Athletics</u>					
Children copy, repeat and explore simple skills and actions with basic control and co-ordination. INCERTS - A	I know how to copy actions. I know how to repeat and explore skills. I know how to move with some control and care.	I know how to copy and remember actions. I know how to repeat and explore skills. I know how to move with careful control, co-ordination and care.			
Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. INCERTS - B				I know how to link skills, techniques and ideas and apply them accurately and appropriately. I know how to be controlled and skilful in my action and movements.	I know how to select and combine my skills, techniques and ideas. I know how to apply my skills, techniques and ideas accurately, appropriately and consistently. I know how to show precision, control and fluency.
When performing, children draw on what they know about strategy, tactics and composition. INCERTS – C			I know how to run over a long-distance conserving energy. I have a range of throwing techniques (underarm, overarm, putting and hurling).	I know how to choose the best place for running. I know how to be controlled in take-off and landing when jumping.	I know how to adapt my skills to different situations. I know how to follow event rules.

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				<p>I know how to be accurate when throwing for distance.</p> <p>I know how to combine running and jumping well.</p>	
	Transition	LKS1	UKS1	LKS2	UKS2
<u>Swimming</u>					
<p>Children select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <p>INCERTS – A</p>				<p>I know how to link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I am controlled and skilful in my action and movements.</p>	<p>I know how to select and combine my skills, techniques and ideas.</p> <p>I know how to apply my skills, techniques and ideas accurately, appropriately and consistently.</p> <p>I know how to show precision, control and fluency.</p>
<p>When performing, children draw on what they know about strategy, tactics and composition.</p> <p>INCERTS – E & F</p>				<p>I know how to swim between 50 and 100 metres.</p> <p>I know how to use breast, front crawl and back stroke styles confidently.</p> <p>My swimming uses arms and legs in a confident and co-ordinated manner.</p> <p>I know how to describe personal survival skills.</p>	

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<p>Children modify and refine skills and techniques to improve their performance.</p> <p>INCERTS – E</p>				<p>I know how to swim over 100 metres.</p> <p>I swim fluently.</p> <p>I know how to use all three strokes with control and can sustain this for over 2 minutes.</p> <p>I know how to breathe so that the pattern of my swimming is not interrupted.</p>	
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Physical Education Curriculum in EYFS			
	<p>Physical development (educational programme) Gross/fine motor: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults.</p>		
Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> - Walk, run, jump, and climb and start to use the stairs independently - Spin roll and independently use ropes and swings - Sit on a push along toy e.g., scooter or tricycle - Use large and small motor skills e.g. manage buttons and zips and pour drinks (0-3) (Gross and Fine Motor) 	<ul style="list-style-type: none"> - Provide large apparatus e.g., crates, wooden planks set up for children to choose how they want to travel along this. - Have scooters, balance bikes available - Part of transition with parents encourage in the holidays for children to put on their own coats, shoes etc to develop that independence before starting nursery. 		<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and 'have a go'. • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<ul style="list-style-type: none"> - Continue to develop movement, balancing, riding and ball skills - Go up steps and stairs or climb up apparatus using alternate feet skip hop stand on one leg hold a pose - Start taking part in group activities which make up for themselves or in teams. - Match their developing physical skills to tasks and activities in the setting - Choose the right resources to carry out their own plan - Collaborate with others to manage large items. (3-4) (Fine Motor) - Use a comfortable grip with good control when holding pens and pencils - Use one handed tools and equipment. - Eat independently using a knife and fork - Preference for a dominant hand - Independent when they get dressed and undressed (3-4) (Fine Motor) 	<ul style="list-style-type: none"> - Encourage children to paint, chalk or make marks with water on large surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. - You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. - PE sessions providing children to learn new skills e.g., obstacle courses with large and smaller apparatus. - Open ended resources in outdoor area to transfer skills and create their own obstacles. 	<ul style="list-style-type: none"> - I can copy actions - I can repeat and explore skills - I can move with control and care - I can decide where to stand to make a game difficult for a team - I use space safely - I can curl my bod - I can stretch my body - I can climb safely - I can balance - I can travel in more than one way - I can roll 	
<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Progress towards a more fluence style of moving, with developing control and grace - Overall body strength co-ordination, balance, and agility to engage with future physical education sessions. - Confidently and safely use a range of large and small apparatus indoors and outdoors. - Ball skills (4-5) (Gross Motor) -Develop their small motor skills so that they can use tools competently. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor -Develop the foundations of a handwriting style which is fast, accurate and efficient (4-5) (Fine Motor) 	<ul style="list-style-type: none"> - Provide access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth, and hard surfaces - Give children experience of carrying things up and down on different levels (slopes, hills, and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking, and climbing. - Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams, and carts are all good options. 	<ul style="list-style-type: none"> - I can talk about what I have done - I can describe what others' have done - I can throw a ball underarm - I can roll a ball or hoop - I can hit a ball with a bat - I can move and stop - I can move to catch or collect - I can throw and kick a ball in different ways - I can perform some dance moves - I can put moves together to make a short dance - I can show rhythm in my dance - I can choose the best movements to show different ideas - I can copy sequences and repeat them - I can choose which actions to make 	
<p>Early Learning Goals</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. (GROSS MOTOR) • Hold a pencil effectively in preparation for fluent writing- using tripod grip in almost all cases • Use a range of small tools, including scissors, paintbrushes, and cutlery • Begin to show accuracy and care when drawing. (Fine Motor) 			