



Curriculum Intent

At KPS we intend to deliver a PE curriculum that is skills based and that provides children with a diverse range of sporting possibilities through which they can develop their physical confidence. It is our aim to ensure that children are presented with opportunities to access new and exciting sports throughout their time at KPS and increase awareness of the activities available in the local community. Sporting participation and achievements will be celebrated whilst we encourage core values of fairness, team work and respect.

Curriculum Implementation

PE at KPS is taught by a combination of class teachers and qualified sports coaches. We also employ our own Resident Sports Coach who not only delivers sessions for the children but helps to support the ongoing personal development of our staff in the delivery of effective PE lessons. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged

to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events.

The remainder of this document outlines the skills to be taught and when they take place.

| KPS Physical Education Skills Progression Plan <i>*Note coverage placement is subject to change to accommodate external provision bookings.</i> | | | | | | |
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| | Autumn | | Spring | | Summer | |
| | Multi Skills (Games) | Bat & Ball Skills (Games) | Gymnastics | Dance | Athletics | Team Games |
| EYFS | Children are taught the overall body strength, co-ordination, balance, and agility needed to engage with other physical education. | Children practice and refine a range of ball skills. Developing their confidence, competence, precision, and accuracy when engaging in activities that involve a ball. | Children are taught to match their developing physical skills to tasks and activities through a range of movements and balances. Children develop coordination and fluency of movement. | Children are taught increasingly challenging sequences of movement that relate to music and rhythm. Children explore dance, solo and in groups, progressing to fluent movement and expression. | Children are taught to skip, hop and jump on one leg while refining and revising movements they have already acquired (e.g. rolling). Children will move energetically - running, jumping, hopping, skipping and climbing. | Children compete in a range of team based games through which they have the opportunity to demonstrate and refine the skills taught throughout the year. |
| KS1 | Multisport G1.1–1.2, A1.1 | Gymnastics G1.1-1.9 | Dance D1.1-1.4 | Multisport 2 G1.1–1.4, A1.1 | Net Sports G1.1-1.3 | Rounders G1.1-1.3 |
| Y1 | Children will develop basic running, jumping, balance, agility and coordination through individual skill based activities. | Children will practice basic movement skills focusing on balance and coordination through a series of held shapes. | Children will perform improvised dances in time to music. The dances should focus on demonstrations of basic movement skills. | Children will build on previous multisport unit, focus on developing throwing and catching skills while refining those taught in the first unit. | Children will continue to develop basic movement skills in a unit that builds towards competitive activities featured in net sports (e.g. racket and ball) | Children will demonstrate a range of basic movement skills through activities derived from the game of rounders, individually and in groups. |

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| Y2 | Children will refine the skills listed above through a combination of individual activities and team base games. | Children will refine the skills listed above through a series of held shapes sequenced in groups. | Children will perform structured dances in time to music. The dances should demonstrate advancing movement skills. | Children will build on previous Children will refine the skills listed above through a combination of individual activities and team base games. | Children will advance their basic movement skills in a unit that builds towards competitive games featuring a net (e.g. tennis, badminton) | Children will demonstrate range of advancing movement skills through the game of rounders and participate in team games, developing simple tactics for attacking and defending. |
| LKS2 | Tag Rugby G2.3-2.7 | Dance D2.1-2.6 | Hockey G2.3-2.7 | Gymnastics Gy2.1-2.7 | Net Sports G2.1-2.4 | Cricket G2.1-2.4, 2.7 |
| Y3 | Children will be introduced to techniques specific to tag rugby while continuing to refine the basic movement skills taught in other units. | Children will complete teacher-choreographed dances to music that demonstrate a range of control and balance. | Children will be introduced to techniques specific to hockey while continuing to refine the basic movement skills taught in other units. | Children will refine their basic movement skills focusing on balance and coordination through a series of held shapes, introducing movement between shapes. | Children will refine their basic movement and sport specific skills taught in KS1 through further skills practice. | Children will build on skills taught through net sports and be taught new techniques specific to cricket. The unit should include competitive games link to cricket. |
| Y4 | Children will further develop techniques specific to tag rugby while continuing to refine the basic movement skills taught in other units. | Children will complete teacher-choreographed dances in time to music that demonstrate a range of flexibility, control and balance. | Children will be further develop techniques specific to hockey while continuing to refine the basic movement skills taught in other units. | Children further develop their movement skills focusing on balance and coordination through a series of held shapes, using movement between shapes to create a routine. | Children will refine their basic movement and sport specific skills taught in KS1 through a series of competitive net sport games. | Children will further develop techniques specific to cricket. The unit should include competitive games but does not need to be a game of cricket. |
| UKS2 | Netball G3.1-3.2, 3.5-3.8 | Gymnastics Gy3.1-3.7 | Net Sports G3.1-3.8 | Hockey G3.1-3.2, 3.5-3.8 | Rounders G3.1-3.8 | Dance D3.1-3.6 |
| Y5 | Children will be introduced to and develop techniques specific to netball while continuing to refine the basic movement skills. Competitive activities should take place though | Children will demonstrate their basic movement skills focusing on balance and coordination through a series of held shapes, including movement between shapes to create | Children will perfect their techniques and sport specific skills taught in LKS2 through further skills practice and series of competitive activities. | Children will refine techniques specific to hockey while continuing to demonstrate the basic movement skills taught in other units. The unit should include competitive team games. | Children will perfect skills taught through previous units of net sports and rounders. The unit should include competitive games linked to rounders. | In groups and with the support of an adult, children will self-choreograph dances in time to music that demonstrate a range of flexibility, control and balance. |

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| | these do not need to be full games. | a routine to music with the support of an adult. | | | | |
| Y6 | Children will develop techniques specific to netball while continuing to refine the basic movement skills. Competitive games should take place. | Children will independently demonstrate their movement skills focusing on balance and coordination through a series of held shapes and movement between shapes to create their own routine to music. | Children will perfect their techniques and sport specific skills through further skills practice and series of competitive net sport games. | Children will demonstrate techniques specific to hockey supported by their advanced basic movement skills taught in other units. The unit should include competitive games of hockey. | Children will independently demonstrate skills taught through previous units of net sports and rounders. The unit should include multiple competitive games of rounders. | Children will self-choreography dances in time to music that demonstrate a range of flexibility, control and balance. |

The Milestone references used above are drawn from a combination of the activity reference plus the main milestone number and associated subcategory (e.g. G2.1 refers to LKS2 Games activities involving throwing and catching with control). See below for full details of each milestone, noting that EYFS milestones are covered within the Physical Development and ELG aspects of the national curriculum.

PE Activities

| Activity (Reference) | EYFS | Milestone 1 (KS1) | Milestone 2 (LKS2) | Milestone 3 (UKS2) |
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| Games (G) | <p>F2: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage with other physical education.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> | <ol style="list-style-type: none"> 1. Use the terms 'opponent' and 'teammate'. 2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 3. Develop tactics. 4. Lead others when appropriate | <ol style="list-style-type: none"> 1. Throw and catch with control and accuracy. 2. Strike a ball and field with control. 3. Choose appropriate tactics to cause problems for the opposition. 4. Follow the rules of the game and play fairly 5. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). 6. Pass to teammates at appropriate times. 7. Lead others and act as a respectful team member. | <ol style="list-style-type: none"> 1. Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). 2. Work alone, or with teammates in order to gain points or possession. 3. Strike a bowled or volleyed ball with accuracy. 4. Use forehand and backhand when playing racket games. 5. Field, defend and attack tactically by anticipating the direction of play. 6. Choose the most appropriate tactics for a game. 7. Uphold the spirit of fair play and respect in all competitive situations. 8. Lead others when called upon and act as a good role model within a team. |
| Dance (D) | <p>F1: Use large-muscle movements to wave flags and streamers.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Explore and engage in dance performing solo or in groups.</p> | <ol style="list-style-type: none"> 1. Copy and remember moves and positions. 2. Move with careful control and coordination. 3. Link two or more actions to perform a sequence. 4. Choose movements to communicate a mood, feeling or idea. | <ol style="list-style-type: none"> 1. Plan, perform and repeat sequences. 2. Move in a clear, fluent and expressive manner. 3. Refine movements into sequences. 4. Create dances and movements that convey a definite idea. 5. Change speed and levels within a performance. 6. Develop physical strength and suppleness by practising moves and stretching. | <ol style="list-style-type: none"> 1. Compose creative and imaginative dance sequences. 2. Perform expressively and hold a precise and strong body posture. 3. Perform and create complex sequences. 4. Express an idea in original and imaginative ways. 5. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. 6. Perform complex moves that combine strength and stamina gained through |

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| | <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>F2: Move in time with music.</p> | | | gymnastics activities (such as cartwheels or handstands). |
| Gymnastics (Gy) | <p>F1: Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose.</p> <p>Match their developing physical skills to tasks and activities e.g. they decide whether to crawl, walk or run across a plank.</p> <p>Collaborate with others to manage large items such as moving a mat or bench.</p> <p>F2: Revise and refine fundamental movements skills they have already required - rolling, crawling, walking, jumping, running, hopping, skipping, climbing,</p> | <ol style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance | <ol style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). | <ol style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, and level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). |

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| | <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage with other physical education.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> | | | <p>6. Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well - rehearsed actions).</p> <p>7. Use equipment to vault and to swing (remaining upright).</p> |
| Swimming (S) | Not Applicable | <ol style="list-style-type: none"> 1. Swim unaided up to 25 metres. 2. Use one basic stroke, breathing correctly. 3. Control leg movements. | <ol style="list-style-type: none"> 1. Swim between 25 and 50 metres unaided. 2. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. 3. Coordinate leg and arm movements. 4. Swim at the surface and below the water. | <ol style="list-style-type: none"> 1. Swim over 100 metres unaided. 2. Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. 3. Swim fluently with controlled strokes. 4. Turn efficiently at the end of a length. |
| Athletics (A) | <p>F1: Skip, hop and stand on one leg and hold a pose.</p> <p>F2: Revise and refine fundamental movements skills they have already required - rolling, crawling, walking, jumping,</p> | <ol style="list-style-type: none"> 1. Athletic activities are combined with games in Years 1 and 2. | <ol style="list-style-type: none"> 1. Sprint over a short distance up to 60 metres. 2. Run over a longer distance, conserving energy in order to sustain performance. 3. Use a range of throwing techniques (such as under arm, over arm). 4. Throw with accuracy to hit a target or cover a distance. | <ol style="list-style-type: none"> 1. Combine sprinting with low hurdles over 60 metres. 2. Choose the best place for running over a variety of distances. 3. Throw accurately and refine performance by analysing technique and body shape. 4. Show control in take - off and landings when jumping. |

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| | <p>running, hopping, skipping, climbing,</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> | | <p>5. Jump in a number of ways, using a run up where appropriate.</p> <p>6. Compete with others and aim to improve personal best performances</p> | <p>5. Compete with others and keep track of personal best performances, setting targets for improvement.</p> |
| <p>Outdoor and Adventurous Activities</p> <p>(OAA)</p> | <p>F2: Negotiate space and obstacles safely, with consideration for themselves and others.</p> | | <p>1. Arrive properly equipped for outdoor and adventurous activity.</p> <p>2. Understand the need to show accomplishment in managing risks.</p> <p>3. Show an ability to both lead and form part of a team.</p> <p>4. Support others and seek support if required when the situation dictates.</p> <p>5. Show resilience when plans do not work and initiative to try new ways of working.</p> <p>6. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary</p> | <p>1. Select appropriate equipment for outdoor and adventurous activity.</p> <p>2. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>3. Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>4. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>5. Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>6. Use a range of devices in order to orientate themselves.</p> <p>7. Quickly assess changing conditions and adapt plans to ensure safety comes first.</p> |

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| Phase | National Curriculum Requirements |
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| EYFS | <p>Physical Development</p> <p>Creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> | <p>ELG: Fine Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |
| KS1 | 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. | |
| KS2 | 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. | |