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, teamwork 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 *No PEPE planning | Ext = External Provision						
EYFS	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Gymnastics	**Football Skills**	**Multi Skills**	**Ext - Dance**	**Athletics**	**Orienteering**
F2	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 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 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 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 the overall body strength, co-ordination, balance, and agility needed to engage with other physical education.	Negotiate space and obstacles safely, with consideration for themselves and others.
KS1	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
L1	**Ext - Multi Skills** G1.1–1.2, A1.1	**Hockey*** G1.1-1.4	**Ext - Wheelchair Basketball** G1.1-1.4	**Ext - Dance** D1.1-1.4	**Invasion Games** G1.3–1.4, A1.1	**Striking & Fielding** G1.1–1.4, A1.1
Y1	Children will develop basic running, jumping, balance, agility and coordination through individual skill-based activities.	Children will develop basic running, balance, agility, coordination and stick/ball control through individual skill-based activities.	Children will develop basic wheelchair coordination and associated ball control skills through individual skill-based activities.	Children will perform improvised dances in time to music. The dances should focus on demonstrations of basic movement skills.	Children will practice basic running, jumping, balance, agility and coordination through skill-based games.	Children will develop basic striking and fielding skills through individual (and pair) skill-based activities.
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 combination of individual activities and team base games.	Children will refine the skills listed above through a combination of individual activities and team base games.	Children will perform structured dances in time to music. The dances should demonstrate advancing movement skills.	Children will master the skills listed above through a combination of individual activities and team base games.	Children will refine the skills listed above through a combination of individual activities and team base games.
L2	**Gymnastics** Gy1.1-1.9	**Football Skills** G1.1-1.3	**Net Sports** G1.1-1.3	**Athletics & Multi Skills** G1.1–1.2	**Multi Skills & Rounders** G1.1-1.3	**Orienteering** OAA 1.1-1.7

Y1	Children will practice basic movement skills focusing on balance and coordination through a series of held shapes.	Children will demonstrate a range of basic movement skills through activities derived from the game of football, individually and in groups.	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 practice a range of movements with control, demonstrating balance and coordination. They will perform fundamental movements with control and confidence whilst safely negotiating space both indoor and outdoor.	Children will demonstrate a range of basic movement skills through activities derived from the game of rounders, individually and in groups.	Children will learn about managing risks, supporting others and seeking support when the situation dictates. Children will show resilience when plans do not work.
Y2	Children will refine the skills listed above through a series of held shapes sequenced in groups.	Children will demonstrate range of advancing movement skills through the game of football and participate in team games, developing simple tactics for attacking and defending.	Children will advance their basic movement skills in a unit that builds towards competitive games featuring a net (e.g. tennis, badminton)	Children will refine a range of movements with control, balance and coordination. They will perform confidently whilst safely negotiating space both indoor and outdoor across a range of activities.	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.	Children will begin to manage risks, support others and seek support if required. Children will show resilience when plans do not work and initiative to try new ways of working with the support of an adult.
LKS2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
L1	**Multi Skills** G2.1-1.7, A3.3-5	**Tag Rugby*** G2.3-2.7	**Ext - Wheelchair Basketball** G2.3-2.7	**Dance** D2.1-2.6	**Cricket*** G2.1-2.4, 2.7	**Net & Wall (Volleyball)** G2.1-2.7
Y3	Children will demonstrate control and creativity when performing fundamental movement skills (balance, coordination and agility) in a range of activities.	Children will be introduced to techniques specific to tag rugby while continuing to refine the basic movement skills taught in other units.	Children will be develop techniques specific to wheelchair basketball while continuing to refine the movement skills taught in the previous phase.	Children will complete teacher-choreographed dances to music that demonstrate a range of control and balance.	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.	Children will demonstrate control and creativity when performing fundamental movement skills with an emphasis on space, teamwork and competition.
Y4	Children will refine their control and creativity when performing fundamental movement skills (balance, coordination and agility) in a range of activities and show an understanding of strategies, tactics and leadership.	Children will further develop techniques specific to tag rugby while continuing to refine the basic movement skills taught in other units. **(External Provision in 26/27)**	Children will further develop techniques specific to wheelchair basketball while continuing to refine the 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 further develop techniques specific to cricket. The unit should include competitive games but does not need to be a game of cricket.	Children will refine their control and creativity when performing fundamental movement skills with an emphasis on demonstrating an understanding of strategies, tactics and leadership.
L2	**Gymnastics** Gy2.1-2.7	**Football Skills** G2.2-2.7	**Net Sports** G2.1-2.4	**Athletics & Multi Skills** G2.1-1.7	**Multi Skills & Rounders** G2.1-2.7	**Orienteering** OAA 2.1-1.6

Y3	Children will refine their basic movement skills focusing on balance and coordination through a series of held shapes, introducing movement between shapes.	Children will utalise their fundamental coordination and movement skills and apply their knowledge of invasion games in football-based activities	Children will refine their basic movement and sport specific skills taught in KS1 through further skills practice.	Children will demonstrate creativity and control of fundamental movement skills across a range of activities. They will begin to understand tactics and effective leadership.	Children will utalise striking and fielding skills when being introduced to the specific skills required for rounders (e.g. throwing, catching, ball striking, running, tactics).	Children will become accomplishment in managing risks, supporting others and seeking support. Children will show and encourage resilience in others and initiative to try new ways of working.
Y4	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 fundamental coordination and movement skills and apply their knowledge of skills specific to football through a range of competitive activities (individual and team).	Children will refine their basic movement and sport specific skills taught in KS1 through a series of competitive net sport games.	Children will confidently demonstrate creativity and control of fundamental movement skills across a range of activities. They will understand how to implement tactics and demonstrate effective leadership.	Children will refine skills taught through previous units of net sports and rounders when being introduced to the specific skills required for rounders. The unit should include competitive games linked to rounders.	Children will show an ability to both lead and form part of a team. They will remain aware of changing conditions and change plans if necessary. Children will use maps, compasses and digital devices to orientate themselves.
UKS2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
L1	**Multi Skills** G3.1-3.8, A3.3-6	**Netball*** G3.1-3.2, 3.5-3.8	**Ext - Wheelchair Basketball** G3.2, 3.5-3.8	**Invasion Games** G3.1-3.8	**Dance** D3.1-3.6	**Cricket*** G3.1-3.2, 3.5-3.8
Y5	Children will demonstrate originality, imagination and creativity in techniques, tactics and choreography. They will perform fundamental sports skills with control and consistency.	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 these do not need to be full games.	Children will be introduced to and develop techniques specific to wheelchair basketball while continuing to refine the basic movement skills. Competitive activities should take place though these do not need to be full games.	Children will experience competition in a range of activities, applying their knowledge of fundamental skills in both attacking and defensive scenarios.	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.	Children will refine techniques specific to cricket while continuing to demonstrate the basic movement skills taught in other units. The unit should include competitive team games.
Y6	Children will demonstrate effective leadership and an ability to improve their fundamental sports skills with control and consistency.	Children will develop techniques specific to netball while continuing to refine the basic movement skills. Competitive games should take place. **(External Provision in 26/27)**	Children will develop techniques specific to wheelchair basketball while continuing to refine the basic movement skills. Competitive games should take place.	Children will take a leading role in competitive activities, applying their knowledge of fundamental skills in both attacking and defensive scenarios and understand what makes their performance effective.	Children will self-choreography dances in time to music that demonstrate a range of flexibility, control and balance.	Children will demonstrate techniques specific to cricket supported by their advanced basic movement skills taught in other units. The unit should include competitive games of hockey.

L2	**Gymnastics** Gy3.1-3.7	**Football Skills** G3.1-.3.8	**Net Sports** G3.1-3.8	**Athletics & Multi Skills** G3.1-3.8	**Multi Skills & Rounders** G3.1-.3.8	**Orienteering** OAA 3.1-3.7
Y5	Children will demonstrate their basic movement skills focusing on balance and coordination through a series of held shapes, including movement between shapes to create a routine to music with the support of an adult.	Children will perfect skills taught in previous units. The unit should include competitive games linked to football.	Children will perfect their techniques and sport specific skills taught in LKS2 through further skills practice and series of competitive activities.	Children will begin to demonstrate originality, imagination and creativity in their choice and use of techniques, tactics and choreography. They will perform skills with control and consistency.	Children will perfect skills taught through previous units of net sports and rounders. The unit should include competitive games linked to rounders.	Children will select appropriate equipment for outdoor and adventurous activity. They will identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Children will remain positive even in the most challenging circumstances, rallying others if need be and use a range of devices in order to orientate themselves.
Y6	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 independently demonstrate skills taught through previous units. The unit should include multiple competitive games (variable in size).	Children will perfect their techniques and sport specific skills through further skills practice and series of competitive net sport games.	Children will demonstrate originality, imagination and creativity in their choice and use of techniques, tactics and choreography. They will perform skills with control and consistency whilst demonstrating improvements in their work. They will demonstrate effective leadership skills.	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 embrace both leadership and team roles and gain the commitment and respect of a team. They will empathise with others and offer support without being asked and seek support from the team and the experts if in any doubt. The will quickly assess changing conditions and adapt plans to ensure safety comes first.

PE Activities				
Activity (Reference)	**EYFS**	**KS1 (1)**	**LKS2 (2)**	**UKS2 (3)**
Games (G)	F2: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop the overall body strength, co-ordination, balance, and agility needed to engage with other physical education. Negotiate space and obstacles safely, with consideration for themselves and others.	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	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.	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)	F1: Use large-muscle movements to wave flags and streamers. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Explore and engage in dance performing solo or in groups. Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace.	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.	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.	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 gymnastics activities (such as cartwheels or handstands).

	Watch and talk about dance and performance art, expressing their feelings and responses. F2: Move in time with music.			
Gymnastics (Gy)	F1: Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Match their developing physical skills to tasks and activities e.;e they decide whether to crawl, walk or run across a plank. Collaborate with others to manage large items such as moving a mat or bench. F2: Revise and refine fundamental movements skills they have already required - rolling, crawling, walking, jumping, running, hopping, skipping, climbing, Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage with other physical education. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	1. Copy and remember actions. 2. Move with some control and awareness of space. 3. Link two or more actions to make a sequence. 4. Show contrasts (such as small/tall, straight/curved and wide/narrow). 5. Travel by rolling and sideways. 6. Hold a position whilst balancing on different points of the body. 7. Climb safely on equipment. 8. Stretch and curl to develop flexibility. 9. Jump in a variety of ways and land with increasing control and balance	1. Plan, perform and repeat sequences. 2. Move in a clear, fluent and expressive manner. 3. Refine movements into sequences. 4. Show changes of direction, speed and level during a performance. 5. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. 6. 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). 7. Swing and hang from equipment safely (using hands).	1. Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. 2. Hold shapes that are strong, fluent and expressive. 3. Include in a sequence set pieces, choosing the most appropriate linking elements. 4. Vary speed, direction, and level and body rotation during floor performances. 5. Practise and refine the gymnastic techniques used in performances (listed above). 6. Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well -rehearsed actions). 7. Use equipment to vault and to swing (remaining upright).

	Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.			
Swimming (S)	Not Applicable	1. Swim unaided up to 25 metres. 2. Use one basic stroke, breathing correctly. 3. Control leg movements.	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.	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)	F1: Skip, hop and stand on one leg and hold a pose. F2: Revise and refine fundamental movements skills they have already required - rolling, crawling, walking, jumping, running, hopping, skipping, climbing, Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	1. Athletic activities are combined with games in Years 1 and 2.	1. Sprint over a short distance up to 60 meters. 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. 5. Jump in a number of ways, using a run up where appropriate. 6. Compete with others and aim to improve personal best performances	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. 5. Compete with others and keep track of personal best performances, setting targets for improvement.

Outdoor and Adventurous Activities **(OAA)**	F2: Negotiate space and obstacles safely, with consideration for themselves and others.	1. Arrive properly equipped for 2. Explore and negotiate different spaces and obstacles safely, changing direction and speed when needed. 3. Follow simple routes and instructions, using basic maps, pictures, landmarks or markers to find their way. 4. Work cooperatively with others, taking turns, listening to ideas and helping their team complete a task. 5. Recognise simple risks and explain how to stay safe, following rules and instructions from adults. 6. Show perseverance when faced with a challenge, trying different ways to solve problems when their first attempt does not work. 7. Communicate clearly with others, sharing ideas and information to help their team achieve a goal.	1. Arrive properly equipped for outdoor and adventurous activity. 2. Understand the need to show accomplishment in managing risks. 3. Show an ability to both lead and form part of a team. 4. Support others and seek support if required when the situation dictates. 5. Show resilience when plans do not work and initiative to try new ways of working. 6. Use maps, compasses and digital devices to orientate themselves. Remain aware of changing conditions and change plans if necessary	1. Select appropriate equipment for outdoor and adventurous activity. 2. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. 3. Embrace both leadership and team roles and gain the commitment and respect of a team. 4. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. 5. Remain positive even in the most challenging circumstances, rallying others if need be. 6. Use a range of devices in order to orientate themselves. 7. Quickly assess changing conditions and adapt plans to ensure safety comes first.

Phase	**National Curriculum Requirements**	
EYFS	Physical Development 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.	ELG: Fine Motor Skills 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.
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.