

# St Peter's Church of England Primary School

## Physical Education Curriculum for Games (and Athletics): Topics, Coverage and Objectives



### Foundation Stage

Pupils should understand that physical activity is vital in all-round development, enabling them to pursue happy, healthy and active lives. By 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. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

#### Pupils should be taught to:

- Develop movement skills
- Develop climbing skills
- Use large muscle movements
- Be able to kick, throw and catch
- Be able to balance for longer periods of time
- Use equipment accurately, confidently and safely
- Understand why we should be healthy

**Our EYFS Curriculum documentation outlines the Physical Development content more specifically to the theme.**

### Key Stage One

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 Two

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.

#### 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.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Topic in Autumn 1</b>	EYFS Theme – All About Me	Using Beanbags	Ball Skills and Games	Throwing and Catching Inventing Games	Ball Skills Invasion Focus	Net/ Court/ Wall Games	Net/ Court/ Wall Games	Invasion Games – Hockey and Soccer
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*Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.*

<b>Outcomes and Progression:</b>	<ul style="list-style-type: none"> <li>-Develop movement skills of walking and running</li> <li>- develop climbing skills</li> <li>- develop balancing skills</li> <li>- develop riding skills – scooter / trike / balance bike</li> <li>- develop ball skills</li> <li>- use large-muscle movements when handling equipment</li> <li>-can share a space safely.</li> <li>-runs safely on whole foot.</li> <li>-Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> </ul>	<ul style="list-style-type: none"> <li>-use space safely</li> <li>-travel with increasing control and co-ordination</li> <li>-use a range of small games equipment safely and with increasing control</li> <li>-concentrate and play an aiming game</li> <li>+Balancing bean bags on different body parts</li> <li>+Jumping, hopping etc. over beanbags on the floor</li> <li>+Passing beanbags round the different body parts</li> <li>+Aiming type activities</li> <li>Throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>-know and show different ways of using a ball</li> <li>-understand how to use apparatus for its intended purpose</li> <li>-observe, copy and play games as an individual and in twos</li> <li>-move safely and actively about the space</li> <li>+familiarisation with a ball – balancing, rolling and passing the ball around different body parts</li> <li>+patting and bouncing the ball and using the skills in games</li> <li>+throwing, catching, rolling and receiving and</li> </ul>	<ul style="list-style-type: none"> <li>-to throw, catch and bounce in different ways when standing still or on the move</li> <li>-choose and apply skills to make up games</li> <li>-develop simple strategies for extending their skills</li> <li>-describe their game and teach it to a partner</li> <li>+running and avoiding games for warm-ups to develop safe moving and awareness of others</li> <li>+develop throwing and catching skills using a range of equipment</li> <li>+‘beat your own record’ activities to put the skill</li> </ul>	<ul style="list-style-type: none"> <li>-consolidate and improve the quality of their skills</li> <li>-improve their ability to select and apply simple tactics</li> <li>-work co-operatively in small groups</li> <li>-recognise how a small game activity can be improved</li> <li>+pass and receive with hands in different ways using different apparatus</li> <li>+dribble, pass and receive with feet</li> <li>+sequence passing</li> <li>+signal for the ball – signal and move into a space to receive the ball</li> </ul>	<ul style="list-style-type: none"> <li>-consolidate their striking skills and improve the control and quality</li> <li>-vary the shots and employ them appropriately</li> <li>-recognise what they do well and what needs improving</li> <li>-adapt rules of net games</li> <li>+vigorous warm-ups to develop mobility and spatial awareness and neat footwear for moving about the court</li> <li>+hit the bat to develop technique, consistency and accuracy. Develop the volley</li> </ul>	<ul style="list-style-type: none"> <li>-develop the range and consistency of their skills in tennis and volleyball activities</li> <li>-release the ball from different angles and send it at different angles</li> <li>-to work in pairs or small groups to develop attack and defence in net games</li> <li>-evaluate performance and explain what needs improving</li> <li>+vigorous warm-ups to develop mobility and spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>-combine and perform skills more fluently in implement and kicking invasion games</li> <li>-understand and apply a range of tactics for attack and defence</li> <li>-evaluate their own and others’ work and suggest ways to improve it</li> <li>-understand the need to prepare properly for games</li> <li>+by this stage pupils should have developed the necessary skills and the knowledge and understanding of invasion games’ principle of play</li> <li>+they should be able to take part in small-sided games which are either mini-version</li> </ul>
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## Physical Education Curriculum for Games (and Athletics): Topics, Coverage and Objectives

	<p>-beginning to explore equipment such as bean bags, large balls, quoits etc. -May be beginning to show preference for dominant hand.</p> <p>+Can hold equipment safely. + Can use a range of small equipment with increasing control.</p>		<p>developing games +kicking the ball and dribbling +throwing and catching using beanbags, small balls and quoits +using the skills to develop individual and partner target games</p>	<p>under some pressure and send and receive using different directions and levels +throw, catch and bounce in different ways +throw and catch in a stationary position, on the move, in different ways +make up games using throwing, catching and bouncing. Teach the game to a partner and play co-operatively and competitively.</p>	<p>+pass and move to retain possession using activities which give a numerical advantage +keep possession and progress down the pitch towards the goal +co-operative and competitive games to further develop these skills and simple tactics under pressure +revision of skipping skills</p>	<p>+strike different size/weight balls and shuttles with hands and different shapes/sizes of bat +move to hit the ball/shuttle alternately +singles and doubles games to develop accuracy, control and consistency and develop a range of shots +small games over a high net using a bat and throwing apparatus to encourage the use of volley and make it difficult for a partner to return the ball +practices and activities allow pupils to consider and understand net/ wall principles and tactics</p>	<p><b>+revision of net/ wall/ court work from Year 4</b> +develop striking skills with bats and racquets over a net and at targets +explore, receiving from different angles and sending into different angles on the court – attacking and defensive strategies +develop a range of game situations – co-operative, competitive and creative +develop and extend skills of striking a large ball over a high net – ‘volley’ and ‘dig’ +play a basic volley ball mini-game – aiming into spaces and further develop attacking and defending strategies</p>	<p>of the major game or are games which use and develop the skills and tactics of those games. These games will either have numerical advantage or be even-sided. Included in this unit are practises for the skill and tactical development of children in the two identified invasion games of hockey and soccer +also included is a variety of mini-game situations which will allow children to practise and develop these specific games skills under pressure and to develop team skills of co-operation and communication +also in these session children improve their attacking and defending play, they think about how to use their skills, strategies and tactics to outwit the opposition</p> <p>It is important at this stage for children to identify and explore the difference between individual games and understand and recognise their unique characteristics.</p>
<b>Topic in Autumn 2</b>	<b>Movement</b>	<b>Using a Ball</b>	<b>Throwing and Catching</b>	<b>Making Up Games with a Partner Aiming, Hitting, Kicking</b>	<b>Creative Games Making</b>	<b>Problem Solving and Inventing Games (Invasion Focus)</b>	<b>Invasion and Target (Ball Handling Games)</b>	<b>Net/ Court/ Wall Games</b>
<b>Links to Prior and Future Learning:</b>	<b>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</b>							
<b>Outcomes and Progression:</b>	<p>- Develop movement skills of walking and running - develop climbing skills - develop balancing skills - develop riding skills – scooter / trike / balance bike - develop ball skills - use large-muscle movements when handling equipment</p> <p>can share a space safely. -runs safely on whole foot. -Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p>	<p>-send and receive a ball with increasing confidence and control -develop co-ordination when steering, bouncing or kicking a ball -show an awareness of space and share space safely -know, understand and show safe use of equipment</p> <p>+rolling and receiving the ball individually and with a partner +passing the ball around different body parts +patting and bouncing the ball downwards +throwing and catching</p>	<p>-throw and catch using a range of apparatus -understand the concept of aiming games -change the rules to make the game harder -move actively and safely about the space when using equipment</p> <p>+throwing and catching with different equipment +pairs catching using different equipment +throwing and catching one handed +aiming, using different equipment +rolling, kicking, bouncing and throwing to aim at a</p>	<p>-remember, repeat and link combinations of skills in a game -improve the co-ordination, control and consistency of their actions -use and vary simple tactics -observe, play and improve another person's game</p> <p>+vigorous warm ups to encourage spatial awareness, mobility, co-ordination and control +aim at a stationary or moving target using different equipment and variety of balls +aim, using different types of sending with hands, feet</p>	<p>-make up and play small sided games -select and use appropriate skills -describe and evaluate the effectiveness of the performance -work co-operatively with others</p> <p>+vigorous running and tag games to warm up and develop spatial awareness and mobility +five creative games-making situation set into lesson form +an alternative presentation can be made using 'masters' of cards and</p>	<p>-consolidate and improve their skills in a creative and problem-solving situation -adapt and transfer appropriate principles of play and tactics -make up rules and be prepared to modify or change them -co-operate and make collective decisions</p> <p>+eight game situations ranging from simple to more complex problems structure to allow varied experiences – open games, problem solving, restrictions etc</p>	<p>-consolidate existing skills and develop new ones -select and apply skills more consistently in specific invasion activities and games -select and apply basic invasion principles and adapt them to different situations -use information to evaluate their own and others' work</p> <p>+vigorous warm-up activities to develop mobility and spatial awareness</p>	<p>-play small-sided and modified versions of net/ wall games -develop the range and consistency of their skills -use and adapt rules, strategies and tactics with a knowledge of basic principles of attack and defence. -evaluate performance and explain what needs to be improved.</p> <p>+by this stage pupils should have developed the necessary skills and the knowledge and understanding of net / wall principles of play to effectively take part in small-sided games.</p>

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## Physical Education Curriculum for Games (and Athletics): Topics, Coverage and Objectives

		<p>-beginning to explore equipment such as bean bags, large balls, quoits etc. -May be beginning to show preference for dominant hand.</p> <p>+Can hold equipment safely. + Can use a range of small equipment with increasing control. + Hold and kick a large ball.</p>	<p>high and low +steering activities with hands and feet +aiming activities +kicking and dribbling the ball</p>	<p>range of targets +aiming on to/over lines, at targets, hoops, skittles etc. +partner aiming games – co-operative and competence</p>	<p>and bat +developing simple strategies and tactics by bouncing, kicking or throwing a ball at different angles, heights and speeds into spaces +track the path of a ball and move across it to intercept efficiently +run after a moving ball, fielding and return +receive the ball on the move +make up games individually – teach to a partner and improve each other's game +choose the equipment to create games with a partner +make up rules for the games and make them more challenging</p>	<p>presenting children with a focused problem-solving situation +children select, apply, reinforce and develop previously learned skills in group games +each situation has a specific objective and group numbers are pre-determined +children are offered a limited choice of equipment +questions are asked to give opportunities for games to develop and evolve</p>	<p>+these situations allow children varying degrees of problem-solving, decision making and making up rules +some situations may lead children to reproduce almost exactly a game or activity they have already experienced but it is made different by modifying the rules +questions which may be posed to help children understand principles of play and transfer them +a range of situation which allow development of games drawing on the principles, skills and tactics of different 'families' of games</p>	<p>+reinforce and develop pass and move +keep possession – principles of attack – dodge in different directions and at different speeds +regain possession – principles in defence, including marking and interception +advance down the pitch to progress towards the opponent's goal +numerical advantage – moving off the ball and supporting a player +move, receive, pivot and pass. Move, receive, travel with... +pass accurately and quickly indifferent directions and signal for the ball +a range of games to develop team co-operation and attacking and defending strategies. Common principles of invasion play are reinforced (Change the equipment – Change the game)</p>	<p>+these games can either be mini versions of the major games or games which use and develop the skills and tactics of these games. +children develop the range and quality of their skills when playing games using racquets or hands only. +as children understand the basic common principles of play in net/ wall/ court games they should then identify and explore the differences between individual games and develop the specific skills and unique characteristics of them. +they learn specific tactics and skills for the games of volleyball and (short) tennis. +in order to help them do this there is included in this unit a set of detailed lesson plans for both volleyball and tennis as identified games where children have to think about how they use skills, strategies and tactics to outwit the opposition. +they develop sending a ball (or other implement) towards a court or target area which their opponent is defending. +they aim to get the ball to land in the target area and make it difficult for the opponent to return it.</p>
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S P R I N G  T E R M</b>	<b>Topic in Spring 1</b>	Travelling	Using Hoops and Quoits	Bat/Ball Skills and Games Skipping	Dribbling, Kicking and Hitting	Net/ Court/ Wall Games	Invasion Games	Invasion Games (Implement and Kicking)	Striking and Fielding Games
	<b>Links to Prior and Future Learning:</b>	<b>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</b>							
	<b>Outcomes and Progression:</b>	<p>-develop movement of walking and running - develop climbing skills - develop balancing skills -learn to skip - Begin to move around obstacles - Continue to develop ball skills - Use large muscle movements -Begin to take part in some group team activities</p>	<p>-use hoops and quoits in a controlled,co-ordinated and safe way -share space and equipment safely and confidently with others -operate with a partner/ other child to play games -follow the rules of a game  +Hoops – using hoops in imaginative ways and different ways +Quoits - using quoits in imaginative ways and</p>	<p>-steer and send a ball safely in different direction using a bat -skip with rope -change the rules of a game to make it better or more challenging - understand the importance of "rules" when playing with a bat  +running, jumping and avoiding games in warm-up +roll and push the ball along the ground with a bat</p>	<p>-develop new skills relevant to specific games -know and apply basic tactics and strategies for attacking play -work co-operatively with another person in a team -observe and select information to evaluate their own and others' work  +vigorous warm-up activities which encourage mobility and awareness of space and other people</p>	<p>-consolidate and improve the quality and consistency of their hitting skills -develop a range of skills used -select and use a range of simple tactics -adapt, make and keep to the rules for net games  +vigorous warm-ups to develop mobility and spatial awareness +develop accurate 'feeding' and throwing skills</p>	<p>-develop the range and consistency of their skills in the games played -play in small invasion games using a variety of formations -understand, use and adapt simple tactics -play to the rules  +development of invasion game skills in small sided games using different formations e.g. 3 v 1, 3 v 2, 3 v 3, 4 v 4</p>	<p>-develop new skills relevant to specific invasion games -know and apply basic tactics and strategies for attacking play -work co-operatively with others in a team -observe and select information to evaluate their own and others' work  +vigorous warm-up activities to develop</p>	<p>-develop the consistency and accuracy of their striking and fielding skills -select and use skills appropriately in a game situation -play a wide range of striking and fielding games and transfer common principles -recognise strengths and weaknesses in their own performance.  +pupils should now have acquired the necessary basic</p>

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## Physical Education Curriculum for Games (and Athletics): Topics, Coverage and Objectives

	<ul style="list-style-type: none"> <li>- Begin to collaborate with others to manage large items</li> <li>- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> <li>- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>different ways</li> <li>+moving at different speeds</li> <li>+co-operating with a partner or with the whole class to play games</li> </ul>	<ul style="list-style-type: none"> <li>+push and roll in different direction and weave through "slaloms"</li> <li>+balance a ball on a bat with control – standing and walking</li> <li>+in a controlled way hit a ball upwards/ downwards with a bat</li> <li>+strike a ball to a partner – both along the ground and in the air</li> <li>+strike a ball rolled or thrown by a partner</li> <li>+strike alternatively to each other along the ground – move in line with the ball to receive it</li> <li>+skipping with a rope</li> </ul>	<ul style="list-style-type: none"> <li>+dribble to develop control, change of speed and change of direction</li> <li>+work with a partner to pass, receive and strike in a variety of ways with a range of apparatus</li> <li>+with a partner strike a ball along the floor and through the air using hands and a range of implements</li> <li>+play games with a partner, selecting and applying skills that have been developed and putting them under pressure</li> <li>+using a variety of equipment and different sized balls in invasion/ net/ striking type activities to develop simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>+bat and ball activities and skills – 'self-feed', 'feed from a partner', co-operative hitting over a net</li> <li>+variety of balls and apparatus thrown from one court to another to develop mobility and tactical awareness</li> <li>+aiming and aiming into spaces to make it difficult for an opponent</li> <li>+high barrier and low or ground level 'nets' to encourage high and low throwing/ hitting, quick and slow throwing</li> <li>+games for throwing and striking a ball with hands or apparatus</li> <li>+to encourage understanding of principles</li> </ul>	<ul style="list-style-type: none"> <li>+sending – passing, throwing, kicking with different implements and balls of different sizes, textures and weight, to develop and extend control, accuracy and consistency</li> <li>+send, receive, gather in various ways, keeping possession</li> <li>+travel with the ball – run to pick up the ball and continue</li> <li>+develop spatial awareness and decision making</li> <li>+develop dodging, marking, signalling and interception and understand 'possession'</li> <li>+revise and extend pass and move forward</li> <li>+co-operative teamwork and communication</li> <li>+develop principles and tactics for attack and defence across the activities</li> </ul>	<ul style="list-style-type: none"> <li>mobility and spatial awareness</li> <li>+develop skills with a hockey stick – pushing and dribbling</li> <li>+develop dribbling, kicking and controlling skills with feet</li> <li>+encourage safe tackling through 'niggle tackling' and develop the skill of shielding the ball</li> <li>+pass and move – receive the ball on the move</li> <li>+develop possession play and advancing down the pitch to progress towards the opponent's goal</li> <li>+dodge and move off the ball – 'falling back'</li> <li>+develop support play through numerical advantage</li> <li>+a range of mini-games to develop team co-operation and attacking and defending strategies. Common principles of invasion play are reinforced</li> </ul>	<ul style="list-style-type: none"> <li>skills and sufficient knowledge and understanding of basic principles of play to effectively take part in small-sided striking / fielding games.</li> <li>+these games can either be mini-versions of the major games or games which use and develop the skills and tactics of the major games.</li> <li>+the games specifically developed are rounders and cricket.</li> <li>+children understand the basic common principles of play in striking/ fielding games and keep actively involved by experiencing all the different roles.</li> <li>+the games enable children to take the positions of bowler, wicket keeper, batter and fielder.</li> <li>+at this stage, children should more specifically begin to identify the differences between the individual games and recognise their unique characteristics.</li> <li>+there is included in this unit a set of detailed lesson plans for developing mini-rounders and small-sided cricket-based games.</li> <li>+children should use appropriate apparatus for the games.</li> </ul>
<b>Topic in Spring 2</b>	<b>Travelling</b>	<b>Using Ropes, Bats and Balls</b>	<b>Developing Partner Work</b>	<b>Group Games and Inventing Rules</b>	<b>Striking and Fielding Games</b>	<b>Striking and Fielding Games</b>	<b>Striking and Fielding Games</b>	<b>Invasion Games (Ball Handling)</b>
<b>Links to Prior and Future Learning:</b>	<b>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</b>							
<b>Outcomes and Progression:</b>	<ul style="list-style-type: none"> <li>-develop movement of walking and running</li> <li>- develop climbing skills</li> <li>- develop balancing skills</li> <li>-learn to skip</li> <li>- Begin to move around obstacles</li> <li>- Continue to develop ball skills</li> <li>- Use large muscle movements</li> <li>-Begin to take part in some group team activities</li> <li>- Begin to collaborate with others to manage large items</li> </ul>	<ul style="list-style-type: none"> <li>-use a bat and ball in a safe, coordinated and controlled manner in simple, limited activities</li> <li>-to send and receive a ball with a partner</li> <li>-show awareness of person space (swinging the bat) and general space</li> <li>-use space and equipment safely</li> <li>+using skipping ropes to make different shapes on the ground</li> <li>+pushing a ball along the</li> </ul>	<ul style="list-style-type: none"> <li>-play running games and use apparatus safely</li> <li>-use and develop their sending, receiving and travelling with skills in games with a partner</li> <li>-change the rules of the game to make it more challenging</li> <li>-observe and describe another child's activity</li> <li>+running, skipping and avoiding games for warm-ups with emphasis on work in twos</li> </ul>	<ul style="list-style-type: none"> <li>-develop and extend their sending and receiving skills</li> <li>-know rules for a game</li> <li>-develop simple group tactics</li> <li>-move actively and safely about the space and in teams</li> <li>+vigorous and active warm ups to encourage spatial awareness and safety</li> <li>+working co-operatively in small groups to play a range of games</li> </ul>	<ul style="list-style-type: none"> <li>-consistently strike a ball in a controlled manner</li> <li>-field and intercept a ball and return it accurately</li> <li>-select and use appropriate skills and simple tactics in a small game activity</li> <li>-recognise a good performance or what needs to be improved</li> <li>+vigorous running and avoiding warm-ups to encourage mobility and spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>-consolidate skills and improve technique</li> <li>-receive a ball from one direction and strike it into or field it from another direction</li> <li>-develop simple tactics in a game activity</li> <li>-understand what makes up good technique</li> <li>+vigorous warm-up activities to develop mobility and spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>-develop their range of bowling, striking and fielding skills</li> <li>-experience all roles in small-sided striking/fielding games</li> <li>-play to rules and adapt basic tactics to use them in a range of games</li> <li>-recognise strengths and weaknesses in their own performance</li> <li>+vigorous warm-up activities to develop</li> </ul>	<ul style="list-style-type: none"> <li>-choose, combine and perform ball-handling skills more fluently and effectively in games.</li> <li>-use attacking and defending strategies more consistently in similar games.</li> <li>-develop their ability to evaluate work and suggest improvements.</li> <li>-understand why exercise is good for their fitness, health and well-being.</li> <li>+pupils should now have sufficient basic background</li> </ul>

# St Peter's Church of England Primary School

## Physical Education Curriculum for Games (and Athletics): Topics, Coverage and Objectives

		<ul style="list-style-type: none"> <li>- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> <li>- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>- Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>- Can stand momentarily on one foot when shown.</li> </ul>	<ul style="list-style-type: none"> <li>ground with hand or bat</li> <li>+passing the ball around the body</li> <li>+balancing the ball on a bat</li> <li>+bouncing the ball downwards and upwards with the bat</li> <li>+hitting the ball along the ground with the bat</li> <li>+ hitting the ball along the ground to a partner</li> <li>+moving to get in line with the ball when receiving it</li> <li>+throwing and catching a small ball and bouncing it downwards</li> <li>+aiming games in twos using bats and a ball</li> </ul>	<ul style="list-style-type: none"> <li>+skipping practice with a rope</li> <li>+throw, catch, roll and bounce a variety of apparatus (including hoops) individually and with a partner in a "game"</li> <li>+move with hoops and through hoops</li> <li>+kick and dribble a ball with control and play a game with a partner</li> <li>+using a bat, strike a ball along the ground and into the air</li> <li>+co-operative games are developed to practise and progress the various sending and receiving skills</li> <li>+children change the rules to make the games more challenging</li> </ul>	<ul style="list-style-type: none"> <li>+development and extension of bouncing, kicking, throwing, catching and striking skills</li> <li>+sending and aiming skills developing footwork and whole body co-ordination</li> <li>+a range of games where children work in groups of varying sizes in 3 v 1 situation, or 2 v 2 or 4 v 4 across a net</li> <li>+children invent scoring systems and simple rules to make their games acceptable and fair and improve the quality of their game</li> <li>+develop simple group tactics (work as a team to defend a 'goal' or stand between the goal and the person with the ball)</li> </ul>	<ul style="list-style-type: none"> <li>+develop throwing and catching e.g. underarm, overarm, high, low, fast, slow</li> <li>+develop fielding skills e.g. with a bat travelling towards or to one side of the fielder or run after it to retrieve and return</li> <li>+develop accurate 'feed' – along the ground, with one bounce, with no bounce</li> <li>+develop striking skills along the ground and in the air</li> <li>+engage in co-operative situation to encourage skill development, consolidation and improvement</li> <li>+small games and activities to encourage maximum activity and experiencing all roles – fielder, batsperson and bowler</li> <li>+situations and practices to encourage pupils to think e.g. where to hit, what speed or level to hit, how to maximise scoring opportunities</li> </ul>	<ul style="list-style-type: none"> <li>+develop accuracy of striking skills and techniques</li> <li>+develop accuracy of striking and redirecting the ball</li> <li>+speed up and develop accuracy in underarm and overarm throwing and bowling</li> <li>+receive the ball from one direction and throw or strike it away in another direction</li> <li>+develop fielding skills to confidently collect high, low, short deliveries and ones rolling directly towards or away from the player</li> <li>+mini-games which allow children to experience all roles and position in a striking-fielding situation and develop attacking and defensive strategies</li> </ul>	<ul style="list-style-type: none"> <li>mobility and spatial awareness</li> <li>+develop striking skills with rounders batons and cricket bats and encourage accuracy by using targets</li> <li>+further develop and extend catching skills</li> <li>+develop different aspects of fielding</li> <li>+engage in throwing for distance. Speed, accuracy</li> <li>+develop bowling technique</li> <li>+create games which use striking/ fielding principles</li> <li>+playing mini-striking/ fielding games to develop skills and techniques and experience all roles of batsman</li> </ul>	<ul style="list-style-type: none"> <li>and understanding of the main principles of play to allow for effective participation in small-sided invasion games.</li> <li>+these games can either be mini-versions of the major games or games which use and develop the skills and tactics of these games.</li> <li>+the games used in this unit are netball, basketball and rugby.</li> <li>+pupils identify and explore the differences and unique characteristics of games in the "family" e.g. netball - players may not move with the ball; basketball they may move if they are dribbling the ball; rugby they can move at any time with or without the ball.</li> <li>+lesson plans for each of the identified major games- netball, basketball and rugby are included for these sessions and include techniques and skills related specifically to each individual game.</li> <li>+a variety of small-sided games is presented to allow children to experience these unique characteristics and develop the necessary skills under pressure.</li> </ul>
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S U M M E R  T E R M</b>	<b>Topic in Summer 1</b>	<b>Moving and Handling</b>	<b>Moving and Handling</b>	<b>Travelling and Control</b>	<b>Mobility and co-ordination.</b>	<b>Mobility Exercises and group/partner work.</b>	<b>Pulse raising and problem solving activities.</b>	<b>Developing knowledge and understanding of health and fitness.</b>	<b>Acquiring, developing and applying skills</b>
	<b>Links to Prior and Future Learning:</b>	<b>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</b>							
	<b>Outcomes and Progression:</b>	<ul style="list-style-type: none"> <li>-Begin to refine movement of walking and running</li> <li>- Begin to refine climbing skills</li> <li>- Begin to refine balancing skills</li> <li>- Continue to develop riding skills – scooter / trike / balance bike / two-wheeler</li> <li>- Continue to develop ball skills</li> <li>-Begin to use bat and ball</li> <li>-Choose the right resource to carry out chosen plan</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to transport and store equipment safely</li> <li>-Show good control and coordination in large and small movements.</li> <li>-Move confidently in a range of ways, safely negotiating space</li> <li>-Observe and ask questions about the effects of activity on their bodies</li> </ul>	<ul style="list-style-type: none"> <li>-remember and repeat a series of running, throwing and jumping activities with growing control</li> <li>-familiarise themselves with equipment and use it appropriately</li> <li>-recognise how their bodies feel in different activities</li> <li>-watch, copy and describe what others have done</li> </ul>	<ul style="list-style-type: none"> <li>-use their bodies and a variety of equipment with greater control and co-ordination</li> <li>-choose skills suitable for challenges</li> <li>-describe what their bodies feel like during different activities</li> <li>-watch and describe what others have done</li> </ul>	<ul style="list-style-type: none"> <li>-link, remember and repeat combinations of actions with more consistency and control</li> <li>-understand what equipment is needed for different challenges and be able to choose appropriately</li> <li>-describe how their bodies feel when doing different activities</li> <li>-understand and describe what others are doing</li> </ul>	<ul style="list-style-type: none"> <li>-consolidate the quality and range of techniques they use for particular activities</li> <li>-develop their ability to use simple tactics in different situations</li> <li>-know and describe the short-term effects of exercise on the body</li> <li>-describe and evaluate the effectiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>-develop consistency in their actions</li> <li>-choose appropriate equipment for technique</li> <li>-understand the basic principles for warming-up</li> <li>-understand why exercise is good for you</li> <li>-evaluate their own and others work and suggest ways to improve it</li> </ul>	<ul style="list-style-type: none"> <li>-increase the number of techniques and develop consistency</li> <li>-choose appropriate techniques for specific events</li> <li>-understand the basic principles of warming-up</li> <li>-evaluate their own and others work and suggest ways to improve it</li> </ul>

# St Peter's Church of England Primary School

## Physical Education Curriculum for Games (and Athletics): Topics, Coverage and Objectives

	<ul style="list-style-type: none"> <li>-Begin to understand that PE equipment and tools have to be used safely</li> <li>- Move freely with pleasure and confidence in a range of ways, such as running, skipping, jumping.</li> <li>-Negotiate space successfully when running, jumping, throwing.</li> <li>- Can catch a large ball.</li> <li>-Observe the effects of activity on their bodies</li> </ul>								
<b>Topic in Summer 2</b>	<b>Moving and Handling</b>	<b>Moving and Handling</b>	<b>Developing, selecting and applying skills.</b>	<b>Exploring equipment and working co-operatively.</b>	<b>Developing techniques and evaluating performances.</b>	<b>Developing techniques.</b>	<b>Evaluating and improving performance.</b>	<b>Understanding health and fitness and evaluating and improving performance.</b>	
<b>Links to Prior and Future Learning:</b>	<i>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</i>								
<b>Outcomes and Progression:</b>	<ul style="list-style-type: none"> <li>-Begin to understand that PE equipment and tools have to be used safely</li> <li>- Move freely with pleasure and confidence in a range of ways, such as running, skipping, jumping.</li> <li>-Negotiate space successfully when running, jumping, throwing.</li> <li>- Can catch a large ball.</li> <li>-Observe the effects of activity on their bodies</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to transport and store equipment safely</li> <li>-Show good control and coordination in large and small movements.</li> <li>-Move confidently in a range of ways, safely negotiating space</li> <li>-Observe and ask questions about the effects of activity on their bodies</li> </ul>	<ul style="list-style-type: none"> <li>-remember, repeat and link combinations of actions</li> <li>-choose equipment suitable for the task or challenge</li> <li>-describe what their bodies feel like during activities</li> <li>-watch, copy and describe what others have done</li> </ul>	<ul style="list-style-type: none"> <li>-remember, repeat and link combinations of actions with greater control</li> <li>-choose equipment to help them meet the challenges set</li> <li>-describe what their bodies feel like during different activities</li> <li>-watch and describe what others have done</li> </ul>	<ul style="list-style-type: none"> <li>-consolidate and improve the quality and range of the techniques they use</li> <li>-develop their ability to use simple tactics</li> <li>-describe how the body reacts to different types of activity</li> <li>-describe and evaluate the effectiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>-consolidate and improve the quality, range and consistency of the techniques they use for specific activities</li> <li>-develop their ability to choose and use simple tactics and strengths in different situations</li> <li>-describe how the body reacts to different types of activity</li> <li>-describe and evaluate the effectiveness of performance and recognise aspects that need improving</li> </ul>	<ul style="list-style-type: none"> <li>-develop consistent technique in various events</li> <li>-choose appropriate techniques for different events</li> <li>-understand how to warm-up safely</li> <li>-understand why exercise is good for you</li> <li>-evaluate their own and others' work and suggest ways to improve it</li> </ul>	<ul style="list-style-type: none"> <li>- increase the number of techniques and develop consistency</li> <li>-choose appropriate techniques for specific events</li> <li>-understand why exercise is good for fitness health and well-being</li> <li>-evaluate their own and others work and suggest ways to improve it</li> </ul>	