



*Nourishing the fitrah of each unique child*

## Physical Education Policy

*“O Allaah, make me healthy in my body....”*

(Saheeh Bukhari)

|                          |                              |                                    |
|--------------------------|------------------------------|------------------------------------|
| Updated:<br>January 2026 | Review date:<br>January 2027 | PE Coordinator:<br>Hawwa<br>Mbombo |
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## Physical Education Policy

Physical Education (P.E.) supports the positive physical development and overall well-being of all pupils.

At Unique Academy, we deliver a broad and balanced Physical Education curriculum in a safe and supportive environment.

We deliver structured and coherent P.E. lessons to ensure that pupils develop a range of skills and helps pupils to understand how important PE and exercise are an important part of maintaining a healthy lifestyle.

We aim to encourage pupils to enjoy PE and motivate them to take up PE and exercise outside of school also.

### Aims

Our aims are to:

- Ensure that all children participate in a variety of physical activities; some of which promote individual achievement and others which promote teamwork.
- Give children knowledge, skills and an understanding of movement.
- Encourage pupils to give their creative and expressive abilities physical form.
- Ensure that pupils lead healthy, active lives

### Intent

At Unique Academy, we provide PE lessons which are coherently planned sequences in order to help teachers ensure they have progressively covering the requirements of the PE National Curriculum.

We use a scheme of work which ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across EYFS through Key Stage 1 and Key Stage 2.

This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Unique Academy, it is our intention to develop a lifelong love of physical activity because our body is an *amanah* (trust) and exercise, a healthy lifestyle and sports are an essential part of life.

We aim to promote a positive and healthy physical and mental outlook for pupils and to support them to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate this learning. These elements are always clearly identified both in lesson plans and on progression maps that we use.

All pupils will be able to participate in PE lessons, inline with our equal opportunities policy.

### Implementation

At Unique Academy, we use detailed lesson plans to ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely.

Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE.

Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills.

There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.

## **EYFS**

We recognise the importance of Physical development in the Early Years Foundation Stage as a prime area of learning. There are two aspects under Physical Development; Fine motor and Gross motor.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment, in our assembly room. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with bean bags, cones, balls and hoops.

Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then built on when children enter Key Stage 1.

### **Key stage 1**

Children 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.

Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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**

Children 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.

Children are 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**

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

## **Impact**

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.

For early years, indoor units are often themed with strong cross-curricular links to class themes.

This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress is measured using National Curriculum assessment spreadsheets. Our high quality and consistent approach to PE teaching, should significantly improve attainment in knowledge and skills in PE. At Unique Academy, we encourage PE display materials to increase the profile of sport, PE and physical activity across the school. The display of technical PE vocabulary, spoken and used by all learners, the learning environment will also aid attention and recall.

At Unique academy, we teach using varied pedagogical teaching methods to ensure that we provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils when learning in PE. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

### **Monitoring and Assessments**

Unique Academy's Physical Education provision is monitored on a regular basis by the Headteacher.

P.E. assessments are formative (on going) and identify the needs of individuals and groups of pupils. These assessments are used to inform future planning.

### **Planning and Resources**

PE equipment is stored safely inside the schools' resources cupboard. The school administrator regularly checks the cupboard to check tidiness and organisation. Staff are advised to inform the school administrator of broken, damaged or lost equipment so that a replacement can be ordered.

The key knowledge and skills for each unit are mapped out across a PE progression map.

### **Equality Impact and Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against individuals on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at the school.

### **Organisation**

At Unique Academy, pupils will have access to at least one PE lesson every week. In addition, pupils take part with locals to the local park on a regular basis, which contributes to their physical development.

### **Swimming**

At Unique Academy, pupils will undertake Swimming lessons in Key Stage 2. Specialist swimming lessons will be taught by qualified swimming instructors at our nearest swimming pool.

### **Health and Safety**

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by the teachers prior to undertaking PE activities.

### **PE Kit**

Children are encouraged to wear appropriate PE clothing. Jogging bottoms, polo-shirts and sensible footwear for all PE lessons. Pupils are encouraged and regularly reminded to bring P.E kits.

In Early Years and Key Stage 1, children may wear all or part of their PE kit to school on PE days to make getting changed for PE easier.

In KS2, children are encouraged to change into PE kit on PE days. Teachers will send polite reminder slips home to remind parents of children who have failed to wear a PE kit. This helps to minimise the number of non-participants.

## **Jewellery and hair**

Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

## **Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

## **Hygiene**

Pupils are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

## **Monitoring and effectiveness of the policy**

The practical application of this policy will be reviewed annually or when the need arises by the Head teacher



## PE Curriculum Map

| Class                         | Autumn Term 1  | Autumn Term 2   | Spring Term 1   | Spring Term 2  | Summer Term 1   | Summer Term 2   |
|-------------------------------|--|---|---|--|---|---|
| <b>Nursery</b>                | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.  | Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Begin to show accuracy and care when drawing.   | Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.   | Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.  | Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Use a range of small tools, including scissors, paint brushes and cutlery.  | Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.   |
| <b>Reception</b>              | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</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> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> |
| <b>Cycle A<br/>Year 1 / 2</b> | Unit 1<br>Locomotion: running and jumping  | Unit 2<br>Health & Wellbeing: effects of exercise   | Unit 3<br>Dance: my moves, my brilliant body  | Unit 4<br>Ball Skills: sending, receiving, dribbling   | Unit 5<br>Gymnastics: individual movements and balances   | Unit 6<br>Outdoor Adventurous Activities: working as a team   |

|                              |  |   |   |  |   |  |
|------------------------------|--|---|---|--|---|--|
| <b>Cycle B</b><br>Year 1 / 2 | Unit 1<br>Locomotion: running, jumping and dodging         | Unit 2<br>Health & Wellbeing: agility, balance, coordination                          | Unit 3<br>Dance: my world, weather  | Unit 4<br>Ball Skills: passing, dribbling, scoring   | Unit 5<br>Gymnastics: linking movements and balances                                | Unit 6<br>Outdoor Adventurous Activities: team building              |
| <b>Cycle A</b><br>Year 3 / 4 | Unit 1<br>Outdoor adventurous activities: solving problems | Unit 2<br>Invasion games: maintaining possession and stopping an attack in ball games | Unit 3<br>Dance: traditional dance  | Unit 4<br>Invasion games: maintaining possession and stopping an attack in netball         | Unit 5<br>Net and wall games: applying tactics to overcome an opponent              | Unit 6<br>Gymnastics: creating sequences using balances and movement |
| <b>Cycle B</b><br>Year 3 / 4 | Unit 1<br>Outdoor adventurous activities: solving problems | Unit 2<br>Invasion games: maintaining possession and stopping an attack in ball games | Unit 3<br>Dance: traditional dance of the British Isles                         | Unit 4<br>Invasion games: maintaining possession and stopping an attack through basketball | Unit 5<br>Net and wall games: tactics to overcome an opponent through pickleball    | Unit 6<br>Gymnastics: symmetry and asymmetry                         |
| <b>Cycle A</b><br>Year 5 / 6 | Unit 1<br>Outdoor adventurous activities: orienteering     | Unit 2<br>Invasion games: shooting, scoring and denying space in ball games           | Unit 3<br>Invasion games: shooting, scoring and denying space through hockey    | Unit 4<br>Net and wall games: tactics to overcome an opponent through tennis               | Unit 5<br>Striking and fielding games: striking and fielding skills through cricket | Unit 6<br>Gymnastics: counter balance and counter tension            |
| <b>Cycle B</b><br>Year 5 / 6 | Unit 1<br>Outdoor adventurous activities: leadership       | Unit 2<br>Invasion games: scenarios, tactics and power play in ball games             | Unit 3<br>Net and wall games: tactics to overcome an opponent through badminton | Unit 4<br>Striking and fielding games: striking and fielding tactics through rounders      | Unit 5<br>Gymnastics: matching and mirroring  | Unit 6<br>Dance: the power of unity                                  |



## PE Progression Map

| End of EYFS              |  |  |
|--------------------------|--|--|
| Three and Four-Year-Olds | Physical Development                                   | <p>By the end of Nursery, children should be taught to:</p> <ul style="list-style-type: none"> <li>•Can tell adults when hungry or tired or when they want to rest or play.</li> <li>•Observes the effects of activity on their bodies.</li> <li>•Understands that equipment and tools have to be used safely.</li> <li>•Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>•Can usually manage washing and drying hands.</li> <li>•Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom.</li> <li>•Can tell adults when hungry or tired or when they want to rest or play.</li> <li>•Observes the effects of activity on their bodies.</li> <li>•Understands that equipment and tools have to be used safely.</li> <li>•Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>•Can usually manage washing and drying hands.</li> <li>•Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up a zipper once it is fastened at the bottom.</li> </ul> |
| Reception                | Physical Development                                   | <p>By the end of Reception, children should be taught to:</p> <ul style="list-style-type: none"> <li>● Experiments with different ways of moving.</li> <li>● Jumps off an object and lands appropriately.</li> <li>● Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>● Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>● Uses simple tools to effect changes to materials.</li> <li>● Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>● Shows a preference for a dominant hand.</li> <li>● Begins to use anticlockwise movement and retrace vertical lines.</li> <li>● Begins to form recognisable letters.</li> <li>● Uses a pencil and hold</li> </ul>  |
| ELG                      | <p>Moving and Handling</p> <p>Health and Self-Care</p> | <ul style="list-style-type: none"> <li>● Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> <li>● Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>   |

| KS1 National Curriculum Expectations   | KS2 National Curriculum Expectations  |
|--|---|
| <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> <li>● develop fundamental movement skills,</li> <li>● become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>● engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> <li>● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns.</li> </ul> | <p>Pupils should be taught how to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● enjoy communicating, collaborating and competing with each other.</li> <li>● develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</li> <li>● use running, jumping, throwing and catching in isolation and in combination</li> <li>● 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</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>● perform dances using a range of movement patterns</li> <li>● take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>● swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>● use a range of strokes effectively [for example, front crawl, backstroke and</li> <li>● breaststroke]</li> <li>● perform safe self-rescue in different water-based situations.</li> </ul> |

| Dance | EYFS  | Year 1 & 2   | Year 3 & 4  | Year 5 & 6  |
|-------|---|--|---|---|
|       | <p>Explore and copy basic body actions and rhythms.<br/>Negotiate space confidently, using appropriate strategies.<br/>Use their bodies to respond to stories, topics and music</p> | <p>Respond imaginatively to a range of stimuli.<br/>Move confidently and safely in your own and general space, using changes in speed, level and direction.<br/>Perform movement phrases using a range of different body actions and body parts – with control and accuracy.<br/>Create linked movements, combining different ways of travelling, with beginnings, middles and ends.<br/>Compose short dances that express and communicate mood ideas and feelings, varying simple compositional ideas.<br/>Explore, remember and repeat short dance phrases, showing greater control and spatial awareness.<br/>Describes phrases and expressive qualities.</p> | <p>Explore and create characters and narratives in response to a range of stimuli.<br/>Perform dances using a range of movement patterns – accurately, fluently, consistently and with control on your own and with a partner. Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.<br/>Combine actions and maintain the quality of performance when performing at the same time as a partner.<br/>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group.</p> | <p>Continue to develop a broader range of skills and movement patterns, exploring and practising movement ideas inspired by a stimulus.<br/>Use basic compositional principles when creating dances – combining movements fluently and effectively.<br/>Perform a range of movements accurately with a sense of rhythm, clarity and confidence.<br/>Use imagination to create and structure dance motifs, phrases and sections of dances, developing expressive qualities.<br/>Explore and improvise and combine movement ideas fluently and effectively inspired by a stimulus.<br/>Perform movements to an audience with rhythm and confidence.</p> |

| Gymnastics | EYFS   | Year 1 & 2   | Year 3 & 4   | Year 5 & 6  |
|------------|--|--|--|---|
|            | <p>Explore and copy basic body actions and rhythms.<br/>Negotiate space confidently, using appropriate strategies.<br/>Use their bodies to respond to stories, topics and music.</p> | <p>Perform basic gymnastic actions including travelling, rolling, jumping and staying still.<br/>Become increasingly confident and competent, moving safely using changes in speed, level and direction.<br/>Combine different ways of travelling exploring a range of movements and shapes.<br/>Create linked movement phrases with beginning, middle and end.<br/>Perform movement phrases using a range of different body actions and body parts.<br/>Develop fundamental movement skills combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position to another.<br/>Develop agility, balance and coordination.<br/>Form simple sequences of different actions using the floor and a variety of apparatus.</p> | <p>Perform a range of actions, abilities and skills with consistency, fluency and clarity of movement.<br/>Experiment with a wide range of actions varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group. Create gymnastic sequences that meet a theme or set of conditions showing a clear beginning, middle and end.<br/>Create, perform and repeat a combination of actions that include changes in dynamic eg. Changes of level, speed and direction and clarity of shape.<br/>Develop flexibility, strength, control, technique and balance.<br/>Find different ways of using a shape, balance or travel and link them to make actions and sequence movements.</p> | <p>Explore, improvise and combine movement ideas fluently and effectively, using skills in different ways, performing confidently, with clarity and a sense of rhythm.<br/>Perform movements accurately and with a sense of rhythm.<br/>Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.<br/>Develop your own gymnastic sequences by understanding, choosing and applying a range of compositional principles; varying in direction, level and pathways to improve the look of the sequence.<br/>Develop flexibility, strength, control, technique and balance.<br/>Use combinations of dynamics using the space effectively</p> |

| Invasion Games<br>(Hockey/<br>Netball/<br>Handball/<br>Tag Rugby) | EYFS   | Year 1 & 2   | Year 3 & 4   | Year 5 & 6   |
|---|--|--|--|--|
|   | <p>Show increasing control when throwing a ball. Shows increasing control over an object pushing, passing, throwing, catching or kicking it.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Able to respond to simple instructions showing a good understanding of safety when using equipment.</p> | <p>Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching and gathering, rolling and basic ball control. React to situations to make it difficult for opponents – using simple tactics eg. Move to defend a goal. Understand how to play in a safe way. Show a good awareness of others when playing games. Perform a range of actions with the ball, keeping it under control.</p> | <p>Move the ball, keeping it under control whilst changing direction. Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways eg. High, low, fast, slow.</p> <p>Find and use space in game situations and work well as part of a team.</p> <p>Apply basic attacking and defending principles. Use a range of tactics to keep possession of the ball and explain simple tactics in game situations. Take up spaces/positions that make it difficult for opponents.</p> | <p>Develop control whilst performing at speed. Understand there are different ways to defend, choose and apply a range of tactics and strategies when defending including how to mark players and space.</p> <p>Understand there are different ways to attack as a team, choose and apply the arrangement of tactics and strategies when attacking. Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Perform skills such as passing and shooting with accuracy, control and confidence. Change speed and direction to get away from a defender.</p> |

| Striking and Fielding Games<br>(Cricket /Rounders) | EYFS   | Year 1 & 2  | Year 3 & 4  | Year 5 & 6   |
|--|--|---|---|--|
|  | <p>Show increasing control when throwing a ball. Shows increasing control over an object pushing, passing, throwing and catching. Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Able to respond to simple instructions showing a good understanding of safety when using equipment.</p> | <p>Develop fundamental movement skills, becoming increasingly confident and competent moving fluently, changing direction and speed.</p> <p>Throw/hit a ball in different ways eg. High, low, fast, slow showing basic control.</p> <p>Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</p> <p>Apply skills and tactics in simple games, including recognising space and using it to your advantage. React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.</p> <p>Show good awareness of others when playing games.</p> <p>Understand and follow simple rules for games and compete in physical activities both against self and against others.</p> | <p>Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</p> <p>Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control.</p> <p>Intercept and stop the ball consistently.</p> <p>Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.</p> <p>Communicate, collaborate and compete with others, following the rules of the game.</p> <p>Choose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you used in games.</p> <p>Show control, coordination and consistency when throwing and catching a ball.</p> | <p>Bowl using an overarm(cricket) underarm(rounders) technique, beginning to vary speed and length of delivery.</p> <p>Hit the ball with purpose, varying speed, height and direction, as well as thinking of tactics needed to score more runs.</p> <p>Choose skills and tactics to meet the needs of the situation (ie.to outwit the opponents when fielding). Begin to bowl at different speeds.</p> <p>Work as part of a team that covers the areas to make it hard for the batter to score runs.</p> <p>Show good awareness of others in game situations.</p> <p>Participate in competitive games, modified where appropriate.</p> <p>Perform skills and techniques including retrieve, intercept and stop the ball with accuracy, confidence and control. Perform skills at speed.</p> |

|  | EYFS | Year 1 & 2 | Year 3 & 4  | Year 5 & 6   |
|--|------|------------|---|--|
|  |      |            | <p>Perform basic skills for the game with control and accuracy including hitting a ball towards a target, throwing and stopping the ball.</p> <p>Perform a basic forehand action with control and accuracy.</p> <p>Throw/send/hit a ball into space, at different speeds and heights to make it difficult for your opponent.</p> <p>Begin to apply basic movements in a range of activities and in combination.</p> <p>Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots.</p> <p>Compete with others – keeping and following the rules of the game</p> | <p>Hit the ball with purpose, speed, height and direction. Direct the ball towards the opponent's court or target area.</p> <p>Perform skills such as forehand and backhand shots with control and confidence.</p> <p>Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area.</p> <p>Participate in competitive games, modified where appropriate.</p> <p>Adopt a good ready position and show good position on court.</p> <p>Use good footwork that allows the ball to be hit with good technique.</p> <p>Apply the principles of attacking.</p> <p>Identify spaces and understand the tactic of hitting into gaps.</p> |

|  | EYFS | Year 1 & 2  | Year 3 & 4   | Year 5 & 6  |
|--|------|---|--|---|
|  |      | <p>Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</p> <p>Show understanding and a basic level of control, coordination and consistency when running.</p> <p>Experiment with different jump techniques, showing control, coordination and consistency throughout.</p> <p>Develop coordination and balance whilst exploring different running, jumping and throwing techniques.</p> <p>Develop the overarm, underarm and pull throw technique, understanding the difference between sprinting and running over longer distances.</p> | <p>Apply and develop a broad range of athletic skills in different ways.</p> <p>Show control, coordination and consistency when running, throwing and jumping.</p> <p>Choose an appropriate running speed to meet the demand of the task.</p> <p>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p> | <p>Understand and apply appropriate pace judgement for running distance to be covered.</p> <p>Run, jump, catch and throw in isolation and combination. Combine and perform skills with control.</p> <p>Demonstrate a range of throwing actions eg. Push, pull, sling, using different equipment.</p> <p>Choose the appropriate speed to run at for the distance to be covered.</p> <p>Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</p> |

| <b>Outdoor Adventure and Activities</b> | EYFS | Year 1 & 2 | Year 3 & 4 | Year 5 & 6   |
|---|------|------------|------------|--|
|   |      |            |            | <p>Use a map to confidently orientate yourself around.</p> <p>Takes part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.</p> <p>Build confidence during team activities and develop communication skills to use to achieve success.</p> <p>Develop map reading and map skills- Understanding elements and scaling confidently. Use relevant techniques to navigate to and from control points.</p> |

| Swimming and Water Safety | EYFS | Year 1 & 2 | Year 3 & 4 | Year 5 & 6 |
|---------------------------|------|------------|------------|------------|
|                           |      |            |            |            |

| Health, Fitness and Wellbeing | EYFS  | Year 1 & 2  | Year 3 & 4   | Year 5 & 6  |
|-------------------------------|---|---|--|---|
|                               | Describe why running and playing games is good for you. | Understand why being active and playing games is good for you. Describe what happens to your heart rate and breathing when playing games. | Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Develop an understanding of the importance of speed and stamina when playing invasion games. Improve physical fitness. | Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. Develop physical fitness and be able to describe its importance in orienteering. Know how handball helps your fitness and health. Recognise exercise and activities that help strength, speed and stamina. Develop physical characteristics needed for the game eg. Speed, fitness, agility. |

| Body Awareness | EYFS  | Year 1 & 2  | Year 3 & 4   | Year 5 & 6  |
|----------------|---|---|--|---|
|                | Begin to understand and describe changes to your heart rate when playing a game. Begin to describe what it feels like to breathe quickly during exercise. | Understand and describe changes to your heart rate when playing a game. Describe what it feels like to breathe quickly during exercise. | Communicate what you want through your dances. Describe how their bodies feel when exercising. Understand the link between heart rate and breathing when exercising. | Move in a way that reflects the music. Understand how muscles work eg. Work by getting shorter, relax by getting longer. Explain how your body reacts and feels when taking part in different activities and undertaking different roles. |

|                              | EYFS  | Year 1 & 2   | Year 3 & 4  | Year 5 & 6  |
|------------------------------|---|--|---|---|
| <b>Warmup and Cool down.</b> | Begin to understand the importance of preparing safely and carefully for exercise – warming up/down | Understand the importance of preparing safely and carefully for exercise – warming up/down | Devise suitable warm-up activities for upcoming activities. | Create short warm up routines that follow basic principles eg. Raises body temperature, mobilise joints, muscles<br>Suggest ideas for warming up and explain your choices.<br>Know what makes a good warm down eg. It calms the body, prevents stiffness and settles the mind |

|               | EYFS                                  | Year 1 & 2  | Year 3 & 4   | Year 5 & 6  |
|---------------|---------------------------------------|---|--|---|
| <b>Safety</b> | Understand how to play in a safe way. | Demonstrates an appreciation of safety when using apparatus and equipment.<br>Follow instructions to complete a task. Understand how to play in a safe way. | Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.<br>Play games in a safe and fair manner. | Coordinate lifting and moving apparatus in a safe and sensible way. |



# KS 1

## Cycle A

### Unit 1

Locomotion:  
running and  
jumping

### Unit 2

Health and  
wellbeing: the  
effects of exercise

### Unit 3

Dance: my moves,  
my brilliant body

### Unit 4

Ball skills: sending,  
receiving and  
dribbling

### Unit 5

Gymnastics:  
individual  
movements and  
balances

### Unit 6

Outdoor  
adventurous  
activities: working  
with others

### Unit 7

Dance: my moves,  
my journeys

### Unit 8

Ball skills: pushing  
and striking