

Physical Education Intent

What are the objectives for your curriculum?

Our Physical Education aim at Villiers Primary School is to help provide all our children with an extensive range of opportunities that allow them to practise the fundamental skills during lessons that are needed to succeed through their four strands of personal development: Physical Me, Social Me, Healthy Me and Creative Me. Furthermore, children are highly encouraged to participate in regular competitions both in school and out, helping build healthy competition and resilience, which they can transfer holistically. Leadership is an imperative skill that is encouraged and driven wherever possible through child-led learning. There will also be an on-going assessment of the impact COVID-19 has had upon the physical development of our children and provide them with opportunities, within lessons and after school provisions, in order to rapidly catch up with the missed curriculum during that time.

What do you want pupils to be able to know and do by the time they leave?

How does your curriculum plan set out the sequence and structure of how it's going to be implemented? Why is it shaped the way it is?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Intro. To P.E. Dance Health and self-care. Moving and Handling. • Outdoor play • Indoor play • Dance	Gymnastics Health and self-care. Moving and Handling. • Outdoor play • Indoor play • Dance • Games	Multiskills Locomotion Health and self-care. Moving and Handling. • Active Literacy	Multiskills Stability Health and self-care. Moving and Handling. • Active Literacy	Multiskills – Object Control Health and self-care. Moving and Handling. • Outdoor play	Athletics Health and self-care. Moving and Handling. • Outdoor play

In EYFS, children are encouraged to learn through investigation within different environments. It is imperative that children are given the opportunity to understand their physical capabilities through developing their co-ordination, control and movement. Moving confidently in a range of ways, discovering space safely and holding basic equipment is vital for their development. Children begin to understand the importance of eating healthily and can begin to discuss how exercise can support a healthy lifestyle.

- I can name or identify 5 body parts (Healthy Me)
- I can listen to the teacher and can follow instructions (BV)
- I can play with others without getting upset or angry (BV)
- I can make decisions about how to balance in different ways (Thinking Me)
- I can move in different ways safely (Thinking Me)
- I can hold a balance on both my left and right foot for 3 seconds (Physical me/Stability)
- I can travel safely in different ways and in different directions, including: jump, creep, crawl, crab etc. (Physical Me/Locomotion)
- I can pass objects and different shapes from hand to hand and foot to foot (Physical me/Object Control)
- I can sit /stand and lie still with good shape and posture for 10 seconds (Physical Me/stability)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Athletics	Dance Gymnastics (Active Literacy)	Multi skills	Net and Wall	Invasion games skills	Team Building

In Year 1, children are offered many opportunities where they can become increasingly competent and confident with agility, co-ordination and balance. Pupils begin to master basic movements such as: running, jumping, throwing and catching, and will attempt to apply these in a variety of game situations. Active Literacy is an initiative we implement in our Gymnastics and Dance, which allows children to practise their phonics and spelling knowledge through movement. After school clubs are also introduced at this stage at a first come, first served basis.

The key skills taught in Year 1 are:

- I can say or show how I use some parts of my body when I am active (Healthy Me)
- I can take turns (BV)
- I can obey the rules in P.E. (BV)
- I can say or show what a balance is (Thinking Me)
- I can learn a game, dance or gymnastic sequence (Thinking Me)
- I can balance on large and small parts of my body (Physical Me/Stability)
- I can travel and then stop, balance and move into another balance or movement (Physical me/Locomotion)
- I can throw and catch different objects by myself and with a partner (Physical Me/Object control)
- I can jump or propel myself forward and backwards safely (Physical Me)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Athletics	Dance Gymnastics	Multi skills	Net and Wall	Team Building	Striking and fielding

In Year 2, children master the fundamentals of agility, co-ordination and balance and are able to apply these to a range of game situations. Pupils master basic movements such as: running, jumping, throwing and catching and can apply these in a variety of settings. Active Literacy is continued and completed during Autumn 1, where children are encouraged to represent a variety of phonemes and words through a range of movement. After school clubs are accessible to children throughout the year at a first come, first served basis.

The key skills taught in Year 2 are:

- I can say or show what happens to breathing when being active (Healthy Me)
- I can work with others in P.E. and the playground (BV)
- I can work in different groups and share ideas (BV)
- I can choose which balance and movements to use and explain why (Thinking Me)
- I can send a ball or object to try and win points (Thinking Me)
- I can roll in different ways including shapes, stretched and curled (Physical Me)
- I can skip and gallop using rhythm and using right and left leg to lead (Physical Me)
- I can send balls and objects to land in targets (Physical Me)
- I can change speed and direction and move into space (Physical Me)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Athletics	Dance Gymnastics	Invasion games	Net and Wall	Outdoor Adventurous Activities	Striking and fielding
	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics

In Year 3, the S.T.E.P. principle (Space, Task, Equipment, People) is introduced and encourages children to begin to differentiate the tasks for themselves and others, making activities either easier or harder by making simple changes. Children continue to play a broad range of activities where they develop the following skills through a selection of games. Healthy competition is applied in most lessons, where children learn the importance of collaboration and resilience. Children begin to develop an understanding of how to improve in different physical activities and sport and what it means to lead a healthy lifestyle. Swimming is introduced for children on a fortnightly cycle throughout the academic year. After school clubs remain accessible throughout the year on a first come, first served basis.

The key skills taught in Year 3 are:

- I can say or show what happens to my heart rate when active (Healthy Me)
- I can listen to other's ideas and follow instructions (BV)
- I can try my best in a determined controlled way (BV)
- I can choose equipment to use in a range of situations (Thinking Me)
- I can judge where and when to move to receive the ball or stop it (Thinking Me)
- I can perform a simple sequence that links together 3 balances held for 3 secs (Physical Me)
- I can pass balls and objects in different ways and different spaces (Physical Me)
- I can change speed and directions (Physical Me)
- I can hit a moving ball in at least one way using a racket or a bat within a game (Physical me)

Swimming:

- The pupil can swim 10m on front (with aids)
- The pupil can swim 10m on back (with aids)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Athletics	Dance Gymnastics	Invasion games	Net and Wall	Outdoor Adventurous Activities	Striking and fielding
	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics

In Year 4, the S.T.E.P. principle continues to be implemented as children grow in confidence in their ability to adapt and differentiate tasks for themselves and others, making activities either easier or harder by making simple changes. Children continue to participate in a broad range of activities where they develop the following skills through a selection of games. Competition is used as a tool through most lessons, encouraging children to develop their collaboration and resilience. Children continue to develop an understanding of how to improve in physical activities and sports, they also begin to evaluate their own performance – identifying strengths and areas for development. Swimming lessons continue for children on a fortnightly cycle throughout the academic year and access to after school clubs remain on a first come, first served basis.

The key skills taught in Year 4 are:

- I can say or show what the heart, muscles and lungs do when they are exercised (Healthy Me)

- I can work within a small group (BV)
 - I can follow simple rules and play fairly (BV)
 - I can work in a group to make up a game or activity (Thinking Me)
 - I can find ways to outwit an opponent (Thinking Me)
 - I can perform a sequence or movement phase which shows a balance on three different parts of the body with body tension and clarity of shape (Physical Me)
 - I can send balls and other objects in different ways using different techniques (Physical me)
 - I can speed up and slow down in a range of situations (Physical Me)
 - Within a small sided game I can play an active part and follow the rules (Physical Me)
- Swimming:
- The pupil can swim 10m on their front (with aids).
 - The pupil can swim 10m on their back (with aids)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Athletics	Dance Gymnastics	Invasion games	Net and Wall	Outdoor Adventurous Activities	Striking and fielding
	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics

In Year 5, the S.T.E.P. principle is implemented across their Physical Education lessons and encourages them to work collaboratively and independently to adapt tasks for themselves and others by making the desired changes of their choice, with an emphasis on starting to highlight personal bests. Children continue to develop these skills through a wide range of activities and games where competition, strategic thinking and collaboration form the foundations of their progression. Confidence to evaluate their own performance during lessons grows as they adapt and reassess their techniques and participation with the activity, demonstrating a developing ownership over their own learning. Swimming lessons continue to provide an opportunity to strengthen their capabilities in the water on a fortnightly cycle with them aiming to swim 25m by the end of the year. After school clubs continue to be available for children on a first come, first served basis.

The key skills taught in Year 5 are:

- I can communicate to others which type of activities help strengthen muscles and bones (Healthy Me)
 - I listen to feedback and use it to improve (BV)
 - I understand the importance of fair play (BV)
 - I can make an activity easier or harder to enable others to be successful (Thinking Me)
 - I can show how and where to send a ball or object depending on who I am passing to (Thinking Me)
 - I can perform a variety of symmetrical and asymmetrical balances with tension and clarity of shape (Physical Me/Stability)
 - I can play a simple net/wall game and use the space effectively to both send and receive a ball (Physical me/Object Control)
 - I can move at different speeds and combine this with receiving a ball or creating space (Physical Me/Locomotion)
 - I can show how to use space with changes in pace and outwitting an opponent (Physical me)
- Swimming:
- The pupil can jump safely into water and climb out.
 - The pupil can swim 25m either on front or back.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Athletics	Dance Gymnastics	Invasion games	Net and Wall	Outdoor Adventurous Activities	Striking and fielding
	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics	Aquatics

In Year 6, the S.T.E.P. principle is implemented across their Physical Education lessons and encourages them to work collaboratively and independently to adapt tasks for themselves and others by making the desired changes of their choice, with an emphasis on personal bests where appropriate. Children master the range of skills through a variety of activities and games where competition, strategic thinking and collaboration form the foundations of their progression. Confidence is demonstrated when evaluating their own or each other's performances which enables them to adapt and reassess their techniques and participation with the activity, leading to ownership over their own learning. Swimming lessons continue to provide an opportunity to strengthen their capabilities in the water on a fortnightly cycle with them aiming to swim 25m by the end of the year. After school clubs continue to be available for children on a first come, first served basis.

The key skills taught in Year 6 are:

- I can lead a simple warm up or a cool down activity (Healthy Me)
 - I can show fair play when leading and/or playing (BV)
 - I show resilience even when finding things difficult (BV)
 - I can suggest ways to show unison and cannon in dance and gymnastic sequences (Thinking Me)
 - I can demonstrate different ways of outwitting an opponent on their own or with others (Thinking Me)
 - I can perform matching and mirroring actions and balances with a partner (Physical Me/Stability)
 - I can send and receive showing effective use of space in a range of target/net/wall games (Physical Me/Stability)
 - I can pace myself to keep moving for a minimum of 2mins (Physical me/Locomotion)
 - I can apply basic principles of attack and defence in small sided games (Physical me)
- Swimming:
- The pupil can swim 25m on front and back

What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect national policy (for example, British values and PSHE)?

The Physical Education curriculum at Villiers Primary School is designed to help develop every child into a confident individual, who can apply the fundamental movements (heavily taught in Key Stage One) in a variety of aspects once they move into the next stage of education and not just game situations. Building collaboration and resilience, within our children, ensures that they have confidence to compete in sports internally and externally, representing the school where possible. British Values are taught throughout each year (see above – BV) allowing children to understand the importance of working together, fair play, listening to constructive feedback and following rules. These skills are transferrable across the board - into classrooms, outside of school and into further education.

How does your curriculum reflect your school's context?

We offer a wide range of sports and activities to suit our cohorts of children and are eager to adapt our provision, when it is suitable, to meet the needs of our children. We ensure a variety of sports and physical activities are offered so that their skills progress and are applied to numerous game situations and strategies. The subjects chosen reflect the children within each cohort to ensure maximum participation levels with Physical Education. Therefore, laying the foundations and instilling habits for our children to lead physically active and healthy lives even after leaving our setting.

To what extent have you made these objectives clear? Does everybody know them?

Objectives for P.E. have been shared across school with all teaching staff and are continuously reviewed within the P.E. team to ensure personal development within this subject is strong. Regular feedback is shared from lessons to support with the relevant changes to be made to suit our children. Lesson observations are carried out half termly to ensure that the objectives are being followed and met.

How does it cater for disadvantaged and minority groups? Make sure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results.

Different strategies are implemented for our disadvantaged and minority children, such as non-verbal communication and positive reinforcement to name but a few. We strive to include all children in P.E. and adapt our lessons to allow inclusive practice to be evident throughout our curriculum. Although we work hard to ensure children follow our uniform policy, we understand that having the correct P.E. kit for some children is not achievable; therefore, we aim to make alternative arrangements for them in maximising their participation levels with the P.E. curriculum.