



## INTENT

### **Being the best we can be: committed to making a difference - CONFIDENT ME!**

It is vital children understand the importance of physical and mental well being, this is woven through many aspects of our curriculum. Our PE programme of study provides children with the opportunity to experience a wide range of activities and build on new skills. We aim for children to develop a long term passion for sport and being active. Children encourage each other to be the best they can be and feel confident to always try their best.

## Implementation

PE is taught on a two week rolling programme by a Specialist Teacher, who teaches Physical Education across the Federation and all year groups. Additional time is allocated in the mornings to support children who need extra support (Funfit) and to raise the children's heart rate. A breath of PE lessons are mapped out to ensure skills and knowledge are built on from the Early Years through to Year 6. Due to our coastal location swimming is prioritised from Year 1 onwards. As small schools we seek opportunities for children to take part in competitive games outside of the Federation.

## Impact

Children develop a healthy attitude to making good choices about their physical and mental well being. They feel confident to take part any lessons and competitive games with a 'can do' attitude. Children show good sportsmanship and show respect for all individuals. They achieve a selection of fundamental and transferable skills.

### EYFS & KS1

Can run, jump, skip, hop, dodge and change direction safely- with control.

Can send and receive equipment with some accuracy using various parts of the body.

Copies, repeats and explores simple skills and actions with basic control and coordination.

Perform a range of throwing, striking, kicking, catching and gathering skills with control

Can perform a simple static balance for an extended period of time on both sides of the body.

Can follow and use simple tactics for attacking and defending during team games.

Can talk about why exercise is important, and how their bodies feel during an activity.

Can evaluate and recognise success before, during or after physical activity.

Can work with their peers effectively.

### Year 3

Throw and catch displaying control and accuracy, in isolation and varied environments

Demonstrate changes of direction, speed & level during performances or in competitive environments

Demonstrates an understanding of how the body changes/functions during exercise

Perform short dances with expression, showing an awareness of others when moving.

Incorporate different qualities and dynamics into their movement.

Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing

To describe what happens to their heart, breathing and temperature during different types of athletic activity.

Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)

Use FUNdamentals of movement to employ simple tactics in varied environments

Can create basic rules for small sided games

Displays an understanding of respect, fair play and working well with others

### Year 4

Utilise changes of direction, speed & level during performances/competition to succeed

Children show growing consistency and control in games

Suggest how rules can be changed to improve the game

Demonstrates a developed understanding of how the body changes/functions during exercise

Displays an understanding of fair play, working well with others and leading a small group

Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment

Communicate what they want through their dances, and perform with fluency and control, showing sensitivity to the accompaniment and to others.

Use different compositional ideas to create motifs, incorporating unison, canon, and question and answer.

Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights

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Demonstrate various types of throw/pass depending on the sport

Choose where to stand as a fielder to make it hard for the batter

### Year 5

Uses knowledge of the relationship between the body and exercise to improve various fitness components Identify what activities and exercises they could use in a warm up

Direct the ball away from fielders, using different angles and speeds

Display an understanding of fair play, working well with others and leading a medium sized group

Defend and attack tactically by anticipating the direction of play.

Utilise new skills in competitive situations, as an individual or part of a team

Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run

Perform specific skills and movement patterns for different dance styles with accuracy.

Compose, develop and adapt motifs to make dance phrases and use them in longer dances.

Direct the ball reasonably well towards their opponent's court or target area

### Year 6

Uses knowledge of the relationship between the body and exercise to improve all fitness components

Show good backswing, follow through and feet positioning

They can hit the ball with purpose, varying the speed, height and direction

Display an understanding of fair play, working well with others and leading a large group

Field, defend and attack tactically by anticipating and reacting to the direction of play.

Utilise new skills in competitive situations, as an individual or part of a team

Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run (sprints, middle distance and hurdles)

Use attacking and defending skills appropriately in games

Can combine and perform skills with control, adapting them to meet the needs of the situation

Know the importance of being fit, and what types of fitness are most important for games

Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group.

Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.