



Newbald Primary School

Physical Education

Whole School Framework





PE



Why is PE important?

PE is split into three areas, physical activity (being active), physical education (the teaching of skills) and sport (the outcome of physical education). Children gaining a love and value for fitness and a healthy life is crucial. Physical activity in childhood develops a healthier body, stronger bones and muscles, cardiovascular fitness, better motor skills and concentration and thinking skills. Children who have higher levels of physical activity during childhood are likely to be more active throughout the rest of their lives. This is important not only for their physical health but mental health and well-being.

What does PE look like at Newbald?

PE for us at Newbald, begins in Class 1 with our youngest children being nursery. Physical development is a prime area of EYFS but is a fundamental aspect within all areas in Development Matters. Moving through into KS1 and KS2, PE is taught following the Rising Stars Curriculum. The Rising Stars curriculum is a 'whole school teaching solution for teaching Sport, Health and Fitness in a fun, energetic and safe way'. PE is delivered by our staff team and an external company (HSSS).

What is our extra-curricular provision?

Our school is part of the East Riding School Sport Partnership (SSP West). This provides us with opportunities to take part in inter school events encompassing a range of sports for KS1 and KS2. A range of clubs are also available for the children to attend at the end of the school day.





PE Overview (Cycle 1)



			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery and Reception	Hedgehogs Class 1		Friday AM - Multi-skills / Gymnastics Physical development - continuous provision					
KS1 Year 1 and 2	Squirrels Class 2	Lesson 1	Dance	Dance (performance)	Dance	Dance (performance)	Dance	Dance (performance)
		Lesson 2	Orienteering	Box2bfit	Gymnastics	Multi-skills	Games (Athletics)	Games (Rounders)
LKS2 Year 3 and 4	Foxes Class 3	Lesson 1	Dance	Dance (performance)	Dance	Dance (performance)	Gymnastics	Multi-skills
		Lesson 2	Box2bfit	Orienteering	Swimming	Swimming	Games (Athletics)	Games (Rounders)
UKS2 Year 5 and 6	Otters Class 4	Lesson 1	Dance	Dance (performance)	Dance	Dance (performance)	Games (Rounders)	Games (Rounders)
		Lesson 2	Gymnastics	Multi-skills	Orienteering	Box2bfit	Games (Athletics)	Games (Athletics)



PE Progression of Knowledge and Skills



Athletics



YEAR 1 KS1	YEAR 2 KS1	YEAR 3 LKS2	YEAR 4 LKS2	YEAR 5 UKS2	YEAR 6 UKS2
I can run at different speeds.	I can change speed and direction whilst running.	I can begin to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i>	I can begin to build a variety of running techniques and use with confidence.	I can begin to build a variety of running techniques and use with confidence.	I can begin to build a variety of running techniques and use with confidence.
I can jump from a standing position	I can jump from a standing position with accuracy.	I can perform a running jump with some accuracy	I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>	I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>	I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i>
I can perform a variety of throws with basic control.	I can perform a variety of throws with control and co-ordination. <i>preparation for shot put and javelin</i>	I can perform a variety of throws using a selection of equipment.	I can demonstrate accuracy in throwing and catching activities.	I can begin to record peers performances, and evaluate these.	I can begin to record peers performances, and evaluate these.
	I can use equipment safely.	I can use equipment safely and with good control.	I can describe good athletic performance using correct vocabulary.	I can demonstrate accuracy and confidence in throwing and catching activities.	I can demonstrate accuracy and confidence in throwing and catching activities.
			I can use equipment safely and with good control.	I can describe good athletic performance using correct vocabulary.	I can describe good athletic performance using correct vocabulary.
				I can use equipment safely and with good control.	I can use equipment safely and with good control.



Dance



YEAR 1 KS1	YEAR 2 KS1	YEAR 3 LKS2	YEAR 4 LKS2	YEAR 5 UKS2	YEAR 6 UKS2
I can copy and explore basic movements and body patterns.	I can copy and explore basic movements with clear control.	I can begin to improvise independently to create a simple dance.	I can confidently improvise with a partner or on their own.	I can begin to exaggerate dance movements and motifs (using expression when moving)	I can exaggerate dance movements and motifs (using expression when moving)
I can remember simple movements and dance steps.	I can vary levels and speed in sequence.	I can begin to improvise with a partner to create a simple dance.	I can begin to create longer dance sequences in a larger group.	I can demonstrate strong movements throughout a dance sequence.	I can perform with confidence, using a range of movement patterns.
I can link movements to sounds and music.	I can vary the size of their body shapes.	I can translate ideas from stimuli into movement with support.	I can demonstrate precision and some control in response to stimuli.	I can combine flexibility, techniques and movements to create a fluent sequence.	I can demonstrate a strong imagination when creating own dance sequences and motifs.
I can respond to range of stimuli.	I can add change of direction to a sequence	I can begin to compare and adapt movements and motifs to create a larger sequence.	I can begin to vary dynamics and develop actions and motifs.	I can moves appropriately and with the required style in relation to the stimulus.e.g using various levels, ways of travelling and motifs.	I can demonstrate strong movements throughout a dance sequence.
	I can use space well and negotiates space clearly.	I can use simple dance vocabulary to compare and improve work.	I can demonstrate rhythm and spatial awareness.	I can begin to show a change of pace and timing in their movements.	I can combine flexibility, techniques and movements to create a fluent sequence.
	I can describe a short dance using appropriate vocabulary.		I can modify parts of a sequence as a result of self-evaluation.	I can use the space provided to his maximum potential.	I can move appropriately and with the required style in relation to the stimulus.e.g using various levels, ways of travelling and motifs.
	I can respond imaginatively to stimuli.		I can use simple dance vocabulary to compare and improve work.	I can improvise with confidence, still demonstrating fluency across their sequence.	I can begin to show a change of pace and timing in their movements.
				I can modify parts of a sequence as a result of self and peer evaluation.	Is able to move to the beat accurately in dance sequences.
				I can use more complex dance vocabulary to compare and improve work.	I can improvise with confidence, still demonstrating fluency across their sequence.



Dance



YEAR 1 KS1	YEAR 2 KS1	YEAR 3 LKS2	YEAR 4 LKS2	YEAR 5 UKS2	YEAR 6 UKS2
					 I can dance with fluency, linking all movements and ensuring they flow.
					I can demonstrate consistent precision when performing dance sequences.
					I can modify parts of a sequence as a result of self and peer evaluation.
					I can use more complex dance vocabulary to compare and improve work.



Gymnastics



YEAR 1 KS1	YEAR 2 KS1	YEAR 3 LKS2	YEAR 4 LKS2	YEAR 5 UKS2	YEAR 6 UKS2
I can copy and explore basic movements with some control and coordination.	I can explore and create different pathways and patterns.	I can apply compositional ideas independently and with others to create a sequence.	I can link skills with control, technique, co-ordination and fluency.	I can select and combine their skills, techniques and ideas.	I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
I can perform different body shapes.	I can use equipment in a variety of ways to create a sequence.	I can copy, explore and remember a variety of movements and uses these to create their own sequence.	I can understand composition by performing more complex sequences.	I can apply combined skills accurately and appropriately, consistently showing precision, control and fluency.	I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.
I can perform at different levels.	I can link movements together to create a sequence.	I can describe their own work using simple gym vocabulary.	I can begin to use gym vocabulary to describe how to improve and refine performances.	I can draw on what they know about strategy, tactics and composition when performing and evaluating.	I can adapt sequences to include a partner or a small group.
I can perform 2 footed jump.		I can begin to notice similarities and differences between sequences.	I can develop strength, technique and flexibility throughout performances.	I can analyse and comment on skills and techniques and how these are applied in their own and others' work.	I can gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
I can use equipment safely.		I can use turns whilst travelling in a variety of ways.	I can create sequences using various body shapes and equipment.	I can use more complex gym vocabulary to describe how to improve and refine performances.	I can draw on what I know about strategy, tactics and composition when performing and evaluating.
I can balance with some control.		I can begin to show flexibility in movements.	I can combine equipment with movement to create sequences.	I can develop strength, technique and flexibility throughout performances.	I can analyse and comment on skills and techniques and how these are applied in their own and others' work.
I can link 2-3 simple movements.		I can begin to develop good technique when travelling, balancing, using equipment etc		I can link skills with control, technique, co-ordination and fluency.	I can use more complex gym vocabulary to describe how to improve and refine performances.
				I can understand composition by performing more complex sequences.	I can develop strength, technique and flexibility throughout performances.





Games



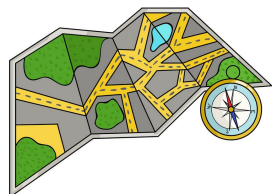
YEAR 1 KS1	YEAR 2 KS1	YEAR 3 LKS2	YEAR 4 LKS2	YEAR 5 UKS2	YEAR 6 UKS2
I can travel in a variety of ways including running and jumping.	I can confidently send the ball to others in a range of ways.	I can understand tactics and composition by starting to vary how they respond.	I can vary skills, actions and ideas and link these in ways that suit the games activity.	I can vary skills, actions and ideas and link these in ways that suit the games activity.	I can vary skills, actions and ideas and link these in ways that suit the games activity.
I can begin to perform a range of throws.	I can begin to apply and combine a variety of skills (to a game situation)	I can vary skills, actions and ideas and link these in ways that suit the games activity.	I can show confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i>	I can show confidence in using ball skills in various ways, and can link these together.	I can show confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i>
I can receive a ball with basic control.	I can develop strong spatial awareness.	I can begin to communicate with others during game situations.	I can use skills with co-ordination, control and fluency.	I can use skills with co-ordination, control and fluency.	I can keep possession of balls during games situations.
I can begin to develop hand-eye coordination.	I can begin to develop own games with peers.	I can use skills with co-ordination and control.	I can take part in competitive games with a strong understanding of tactics and composition.	I can take part in competitive games with a strong understanding of tactics and composition.	I can consistently use skills with co-ordination, control and fluency.
I can participate in simple games.	I can understand the importance of rules in games.	I can develop own rules for new games.	I can create their own games using knowledge and skills.	I can create their own games using knowledge and skills.	I can take part in competitive games with a strong understanding of tactics and composition.
	I can develop simple tactics and use them appropriately.	I can make imaginative pathways using equipment.	I can work well in a group to develop various games.	I can make suggestions as to what resources can be used to differentiate a game.	I can create their own games using knowledge and skills.
	I can begin to develop an understanding of attacking/defending	I can work well in a group to develop various games.	I can compare and comment on skills to support creation of new games.	I can apply basic skills for attacking and defending.	I can modify competitive games.
		I can begin to understand how to compete with each other in a controlled manner.	I can make suggestions as to what resources can be used to differentiate a game.	I can use running, jumping, throwing and catching in isolation and combination.	I can compare and comment on skills to support creation of new games
		I can begin to select resources independently to carry out different skills.	I can apply basic skills for attacking and defending.		I can make suggestions as to what resources can be used to differentiate a game.
			I can use running, jumping, throwing and catching in isolation and combination.		I can apply knowledge of skills for attacking and defending.
					I can use running, jumping, throwing and catching in isolation and in combination.



Swimming



Outdoor Adventurous Activities



YEAR 1
KS1

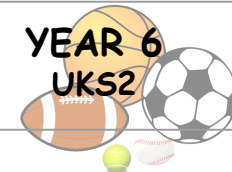
YEAR 2
KS1

YEAR 3
LKS2

YEAR 4
LKS2

YEAR 5
UKS2

YEAR 6
UKS2



I can swim competently, confidently and proficiently over a distance of at least 25 metres.

I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.

I can perform safe self-rescue in different water-based situations.

I can develop listening skills.

I can develop strong listening skills.

I can develop strong listening skills.

I can develop strong listening skills.

I can create simple body shapes.

I can use simple maps.

I can use and interpret simple maps.

I can use and interpret simple maps.

I can listen to instructions from a partner/ adult.

I can begin to think activities through and problem solve.

I can think activities through and problem solve using general knowledge.

I can think activities through and problem solve using general knowledge.

I can begin to think activities through and problem solve.

I can choose and apply strategies to solve problems with support.

I can choose and apply strategies to solve problems with support.

I can choose and apply strategies to solve problems with support.

I can discuss and work with others in a group.

I can discuss and work with others in a group.

I can discuss and work with others in a group.

I can demonstrate an understanding of how to stay safe.

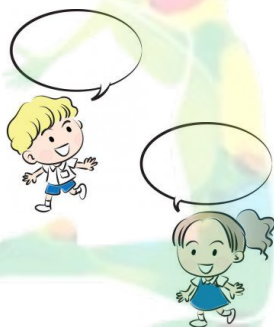
I can demonstrate an understanding of how to stay safe.

I can demonstrate an understanding of how to stay safe.

I can demonstrate an understanding of how to stay safe.



Healthy Lifestyles



Evaluation

YEAR 1 KS1	YEAR 2 KS1	YEAR 3 LKS2	YEAR 4 LKS2	YEAR 5 UKS2	YEAR 6 UKS2
I can describe the effect exercise has on the body.	I can describe the effect exercise has on the body.	I can describe the effect exercise has on the body.	I can describe the effect exercise has on the body.	I can describe the effect exercise has on the body.	I can describe the effect exercise has on the body.
I can explain the importance of exercise and a healthy lifestyle.	I can explain the importance of exercise and a healthy lifestyle.	I can explain the importance of exercise and a healthy lifestyle.	I can explain the importance of exercise and a healthy lifestyle.	I can explain the importance of exercise and a healthy lifestyle.	I can explain the importance of exercise and a healthy lifestyle.
		I understand the need to warm up and cool down.	I understand the need to warm up and cool down.	I understand the need to warm up and cool down.	I understand the need to warm up and cool down.
I can comment on own and others performance.	I can watch and describe performances accurately.	I can watch and describe performances accurately.	I can watch and describe performances accurately.	I can watch and describe performances accurately.	I can watch and describe performances accurately.
I can give comments on how to improve performance.	I can begin to think about how they can improve their own work.	I can begin to think about how they can improve their own work.	I can begin to think about how they can improve their own work.	I can learn from others how they can improve their skills.	I can learn from others how they can improve their skills.
I can use appropriate vocabulary when giving feedback.	I can work with a partner or small group to improve their skills.	I can work with a partner or small group to improve their skills.	I can work with a partner or small group to improve their skills.	I can comment on tactics and techniques to help improve performances.	I can comment on tactics and techniques to help improve performances.
		I can make suggestions on how to improve their work, commenting on similarities and differences.	I can make suggestions on how to improve their work, commenting on similarities and differences.	I can make suggestions on how to improve their work, commenting on similarities and differences.	I can make suggestions on how to improve their work, commenting on similarities and differences.