

Curriculum Plan

Physical Education

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



ST FAITHS'
PRIMARY SCHOOL

EYFS Statutory Framework	Statutory National Curriculum	
EYFS	Key Stage One	Key Stage Two
<p>Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p><u>Swimming and water safety</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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.

Elm Class (Year R and Year 1)		
<p><u>Movement Skills (Gym and Dance)</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ perform dances using simple movement patterns. 	<p><u>Team Games, Ball Skills and Striking and Fielding</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 	<p><u>Athletic Skills</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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

Chestnut Class (Year 2 and Year 3)		
<p><u>Gymnastics – Floor and Apparatus</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Dance</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ perform dances using simple movement patterns. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Athletics – Track and Field</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p><u>Health and Fitness and Target Games</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Striking and Fielding</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 	<p><u>Invasion Games</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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

Oak Class (Year 4 and Year 5)		
<u>Gymnastics – Floor and Apparatus</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Dance</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Athletics – Track and Field</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<u>Health and Fitness</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Striking and Fielding</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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 	
<u>Invasion Games</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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 	<u>Net and Wall Games</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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 	<u>OAA</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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.
<u>Charley Charley 1 (Year 5)</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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. 	<u>Swimming (Year 5)</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> ♣ 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. 	

Willow Class (Year 6)		
<u>Gymnastics – Floor and Apparatus</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Dance</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Athletics – Track and Field</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<u>Health and Fitness</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Cross Country</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Striking and Fielding</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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
<u>Invasion Games</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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 	<u>Net and Wall Games</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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 	<u>OAA</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ 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.

Curriculum Areas – Sport Breakdown

In our long-term plan, we use overarching themes to ensure the curriculum is met each year, while offering children in school the opportunity to build on and develop a range of skills linked to known sports. This skills progression may be seen through the following:

Striking and Fielding Games	Net and Wall Games		Target Games
Cricket Rounders Kickball Softball	Badminton Tennis Volleyball Table Tennis		Golf Archery Boccia
Health and Fitness	Athletics		Invasion Games
Cross Country Couch to 5k Circuit Training Skipping Yoga Aerobics	Sprinting Middle-distance run Long-distance run Relay Triple Jump (standing) Triple Jump (moving)	Long Jump (standing) Long Jump (moving) High Jump (standing) Javelin Throw Knee Throwing	Lacrosse Football Hockey Basketball Korfball Tag Rugby

Wider Physical Education Opportunities

These opportunities have been available to the children at St Faiths' as part of our additional provision. They aren't all available all of the time, but based on children's interest, resource availability and other experiences on offer.

After-School Clubs	Intra-School Activities	Nebula Inter-School Activities
Dance Multi-skills Performing Arts Tag Rugby Football Sports Day Club	House Team Cross-Country KS2 House Rounders KS2 House Cricket Sports Day	Football Cross Country Tag Rugby Korfball Cricket Lacrosse Multi-Skills City Sports