



Physical Education at Danbury Park Community Primary School

Purpose of study

At Danbury Park Community Primary School, we teach Physical Education (PE) as part of the Early Years Foundation Stage Framework and the National Curriculum.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Delivery

PE is delivered through a variety of sports with a skills-based approach rather than a sport specific approach. Best practice is that PE is delivered for two hours weekly.

Aims

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities lead healthy, active lives.



| EYFS | | | |
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| Functional Movement | Aesthetic Movement | Manipulative Skills | Movement Concepts |
| To walk and run using a variety in the length of stride. | To investigate different ways of moving isolated body parts and linking these together. | To anticipate the direction and appropriate action needed to receive a variety of equipment. To trap a ball with hands and feet. | To begin to estimate the number of travelling steps (hop, gallop, slide) needed to reach a destination. |
| To develop a take-off action for a variety of jumps. To develop correct landing technique. | To travel using isolated body parts - back, stomach, bottom and feet. | To bounce and catch own ball. To throw up and catch own equipment. To vary the size of throw. To concentrate on trapping and pulling the object in. | To move to a variety of tempos aesthetically, with music. |
| To develop lunge technique, bent knees, upright body to front, side and back. | To link together symmetrical body shapes and movements. | To release a ball or object towards a set direction or distance. | Use cross-lateral techniques to refine movement: walk, run, climb and throw. |
| To jump from one foot to two feet, and one foot to one foot, leading with either leg. | To link together asymmetrical body shapes and movements. | To kick a ball in various directions using both feet. To swing a racket or bat to strike a ball. | To leap sideways and to join these moves to form continuity of movement. To hop on alternate legs. |
| To direct body weight to support a push or pull action. | To show different levels in movement of whole body and isolated body parts. | To visually track a ball (and trap it with hands) and prepare to catch. | To move a variety of objects up, down, forwards, backwards, right and left. |
| To develop a push and pull using a variety of body parts. | To show different levels in travelling moves. | To bounce and catch a ball. Vary levels of the bounce and anticipate height and timing of catch. To travel with a ball in a variety of ways. | To use a variety of techniques with accuracy when moving body and objects. |
| To roll sideways using a curl stretch- curl body shape. | To change the direction of travel of isolated body parts and the whole body. To include balance. | | |



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| To bend and stretch into spaces. | To change and link together different directions of travel, using apparatus. | | |
| To bend and stretch in a weight-bearing manner. | To move slowly, showing strength and tension in muscles. | | |
| To rotate and twist the body to create shapes and movement. | To move with speed. To show agility. | | |
| To perform a forward roll from hands and feet through a squat into sitting. | To keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat. | | |
| | To use beat as an indication to change movement. | | |



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Dance Skills | <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> | <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p> <p>Beginning to improvise independently to create a simple dance.</p> | <p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> | <p>Improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> | <p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> | <p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Shows a change of pace and timing in their movements.</p> |



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| | | | | | <p>Demonstrate fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses dance vocabulary to compare and improve work.</p> | <p>Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating greater fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p> |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Gymnastic Skills | <p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence</p> | <p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Describes their own work using simple gym vocabulary.</p> | <p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc.</p> | <p>Links skills with greater control, technique, co-ordination and fluency. Understands composition by performing sequences that are more complex. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p> | <p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, and composition when performing and evaluating. Analyse skills and techniques and how these are applied in their own and others' work. Uses gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique,</p> | <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases 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. Draw on what they know about</p> |



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| | | | | | <p>co-ordination and fluency. Understands composition by performing more complex sequences.</p> | <p>strategy, tactics and composition when performing and evaluating. Analyse and suggest improvements on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performance.</p> |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Athletics Skills | <p>Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control</p> | <p>Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. <i>preparation for and javelin</i> Can use equipment safely</p> | <p>Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p> | <p>Beginning to build a variety of running techniques and use with confidence. Can accurately perform a running jump with more than one component. Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> | <p>Continue to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component with some accuracy. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers' performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> | <p>Use a variety of running techniques and use with confidence. Can perform a running jump with more than one component with accuracy. <i>e.g. hop skip jump (triple jump)</i> Record peers' performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> |



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| Invasion games | <p>Move confidently and creatively with control and coordination in large and small movements.</p> <p>Understand and explain which activities are good for our health.</p> <p>Listen, respond to set tasks and sounds following expectations and rules.</p> <p>Cooperate and work in small teams.</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence.</p> <p>Understand and explain which activities are good for our health.</p> | <p>Perform basic fundamentals of movement (ABC's) with control and confidence.</p> <p>Understand and explain the importance of good health, physical exercise and healthy food.</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p> <p>Listen to others and follow instruction.</p> <p>Move confidently and creatively with control and coordination in large and small movements.</p> <p>Recognise and describe how their</p> | <p>Practise fundamental movement skills with control demonstrating balance, coordination & agility.</p> <p>Recognise and describe what effects physical activity can have on the body.</p> <p>Respond to set tasks following rules and expectations.</p> <p>Prepare themselves for PE and Sport.</p> <p>Show understanding of how strategies and tactics can improve their work.</p> <p>Understand and explain the importance of good health, physical</p> | <p>Demonstrate how strategies and tactics can improve their work.</p> <p>Recognise and describe how their body feels during and after activities.</p> <p>Describe, explain and comment on their own and others' actions and feelings.</p> <p>Demonstrate enthusiasm for PE.</p> <p>Make judgements to improve their and others' work. Effectively communicate and collaborate with each other</p> <p>Demonstrate improvements to their work.</p> <p>Recognise and describe how their</p> | <p>Perform and link skills with control and consistency.</p> <p>Know what has made their performance effective.</p> <p>Eagerly participate in every PE/Sport lesson.</p> <p>Demonstrate improvements to their work.</p> <p>Understand how having high levels of fitness can improve performance.</p> <p>Describe and comment on their own and others' performance with accuracy of actions.</p> <p>Effectively communicate and collaborate with each other</p> | <p>Perform and link skills with control and consistency.</p> <p>Remain active for sustained periods of time.</p> <p>Describe and comment on their own and others' performance with accuracy of actions.</p> <p>Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes. Effectively communicate and collaborate with each other.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these</p> |



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| | <p>Describe, explain and comment on their own and others' actions and feelings.</p> <p>Listen to others and follow instruction.</p> <p>Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games</p> | <p>body feels during and after activities.</p> <p>Describe, explain and comment on their own and others' actions and feelings.</p> <p>Listen to others and follow instructions.</p> <p>Demonstrate some understanding of simple tactics for attacking and defending.</p> <p>Understand and explain the importance of good health, physical exercise and healthy food/</p> <p>Make judgements to improve their work.</p> <p>Cooperate and work in small teams.</p> | <p>exercise and healthy food.</p> <p>Make judgements to improve their and others' work.</p> <p>Communicate and collaborate with each other.</p> <p>Show understanding of how strategies and tactics can improve their work. Understand and explain the importance of good health, physical exercise and healthy food. Make judgements to improve their and others' work.</p> <p>Work independently and in small teams cooperatively.</p> <p>Understands tactics and composition by</p> | <p>body feels during and after activities.</p> <p>Make judgements to improve their work.</p> <p>Understand the principles and purpose of preparing effectively for PE and sport.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with an understanding of</p> | <p>Make judgements to improve their work and others.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to</p> | <p>together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game and how to</p> |
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| | | <p>Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending</p> | <p>starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p> | <p>tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> | <p>differentiate a game. Apply skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> | <p>use them in different ways.</p> |
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