

# PHYSICAL EDUCATION

## at Roydon Primary School



### Objectives from the National Curriculum:

#### EYFS Early Learning Goal

**Moving and Handling:** Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and Self-care:** Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### Key Stage 1

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.

Pupils should be taught to:

- 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

#### Key Stage 2

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.

Pupils should be taught to:

- 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

#### Swimming and water safety

Pupils should be taught to:

- 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

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Progression of Skills:			
EYFS	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<b>Dance</b>			
<p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances, and choose their actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They explore dance through the world around them.</p> <p><b>Key Skills:</b> Travel, action, space, shape, perform, level, copy, counts</p> <p>Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. They work individually &amp; with a partner.</p> <p><b>Key Skills:</b> Travel, action, space, shape, perform, level, copy, counts.</p>	<p>Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. They will copy and repeat actions linking them together to make short dance phrases. Pupils work individually &amp; with a partner.</p> <p>Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p><b>Key Skills:</b> Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway</p>	<p>Pupils focus on creating dances as an idea including historical, cultural and scientific sources. Children create narrative through movement and gesture. They gain inspiration from a range of stimulus, working individually, in pairs and small groups developing their use of counting and rhythm. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p><b>Key Skills:</b> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, pathways, direction</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas.</p> <p><b>Key Skills:</b> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p>

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Gymnastics			
<p>Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p>Pupils learn to use space safely and effectively.</p> <p>They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils begin to understand the levels of shapes.</p> <p><b>Key Skills:</b> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll</p>	<p>Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Children to develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p> <p><b>Key Skills:</b> Travelling, shapes, balances, shape jumps, take off and landing, barrel roll, straight roll, progressions of a forward roll</p>	<p>Pupils focus on improving the quality of their movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. They consider the quality and control of their performance skills.</p> <p>Pupils create more complex sequences. They learn a wider range of traveling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions</p> <p><b>Key Skills:</b> Shapes, Individual and partner balances, shape jumps, jumps using rotation, take off and landing, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p>	<p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring.</p> <p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><b>Key Skills:</b> Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand</p>

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Athletics			
<p>Children will develop their fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space.</p> <p><b>Key Skills:</b> Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p><b>Key skills:</b> Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.</p>	<p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, agility, running over obstacles, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>	<p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.</p> <p><b>Key Skills:</b> Pacing, Sprinting, running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.</p>	<p>Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.</p> <p><b>Key Skills:</b> Pacing, sprinting, jumping for distance, jumping for height, push throwing for distance, fling throwing for distance</p>
Invasion			
<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.</p> <p><b>Key Skills:</b> Throwing, catching, dribbling, dodging, attacking defending, sending, receiving</p>	<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.</p> <p><b>Key Skills:</b> Throwing, catching, dribbling, dodging, attacking defending, sending, receiving</p>	<p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p><b>Key Skills:</b> Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.</p> <p><b>Key Skills:</b> Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping</p>

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Net and Wall			
<p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.</p> <p><b>Key Skills:</b> Throwing, catching, racket skills, ready position, hitting a ball</p>	<p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.</p> <p><b>Key Skills:</b> Throwing, catching, racket skills, ready position, hitting a ball</p>	<p>Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes in tennis. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p><b>Key Skills:</b> Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking</p>	<p>Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><b>Key Skills:</b> Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking</p>
Striking and Fielding			
<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.</p> <p><b>Key Skills:</b> Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball</p>	<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.</p> <p><b>Key Skills:</b> Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball</p>	<p>Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p><b>Key Skills:</b> Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p><b>Key Skills:</b> Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball</p>

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<b>Team-building/OAA</b>			
<p>Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust</p>	<p>Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust</p>	<p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust, map reading, orientation</p>	<p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust, map reading, orientation</p>
<b>Yoga</b>			
<p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, balance, flexibility, strength</p>	<p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, balance, flexibility, strength</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, flexibility, strength balance, co-ordination</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, flexibility, strength balance, co-ordination</p>
<b>Fitness</b>			
<p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p><b>Key Skills:</b> Agility, balance, co-ordination, speed, stamina, skipping</p>	<p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p><b>Key Skills:</b> Agility, balance, co-ordination, speed, stamina, skipping</p>	<p>Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels</p> <p><b>Key Skills:</b> Strength, speed, power, agility, co-ordination, balance, stamina</p>	<p>Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to improve on their own fitness levels, trying to work at their maximum levels to improve.</p> <p><b>Key Skills:</b> Strength, speed, power, agility, co-ordination, balance, stamina</p>