



## Physical Education

*'Champions keep playing until they get it right,' Billie-Jean King*

At Blewbury School we believe physical activity is crucial to ensuring our pupils remain physically and mentally healthy as well as develop to become successful learners, confident individuals and responsible citizens. Our high quality PE curriculum aims to ensure that all pupils develop the fundamental knowledge, understanding and skills to engage successfully in a wide range of physical activities. Our pupils benefit from working with specialist PE and swimming coaches, offering all the opportunity to improve, succeed and excel. Each class has a minimum of two sessions of PE a week as well as two break times to encourage pupils to be active and to take enjoyment from physical activity. In Key Stage two, there is a competitive or performance element every term to encourage teamwork, leadership and a love of sport. We believe that it is important for children to foster an element of a competitive spirit as it can act as motivation to improve and better themselves, which can then be reflected in the classroom. Sportsmanship is also instilled in our children, helping them to understand respect, discipline, kindness, inclusion and perseverance. Pupils are encouraged to represent the school in competitive sporting events throughout the year in addition to intra-school events planned into the curriculum.

### EYFS

**Physical Development — Gross Motor Skills:** 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.

**Personal, Social and Emotional Development — Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly

**Personal, Social and Emotional Development — Building Relationships:** Work and play cooperatively and take turns with others

	Year group	Skills	Vocabulary
Gymnastics/Yoga	R	<ul style="list-style-type: none"> <li>Perform basic gymnastic actions like travelling, jumping and turning</li> <li>Respond to simple movement tasks. Link combinations of actions</li> </ul>	Body parts, jump, high, low, spin, turn, around, skip, hop, quick, slow, stretch, relax, ordinal numbers (first, second etc) Cosmic Kids yoga is a good online resource
	1	<ul style="list-style-type: none"> <li>Perform basic gymnastic actions like travelling, jumping and turning</li> <li>Make up simple phrases in response to simple tasks</li> </ul>	Travel, jump, leap, hop, skip, lunge, stretch, relax, high, low, quick, fast, copy, mirror, repeat, ordinal numbers (first, second etc)
	2	<ul style="list-style-type: none"> <li>Perform a variety of rolls (rug &amp; shoulder) jumps (half turn, tuck and safely off apparatus) and balances (on one or two points)</li> <li>Choose and vary simple compositional ideas to create and perform a sequence</li> </ul>	Travel, jump, leap, hop, skip, lunge, roll, balance, control, stretch, relax, high, low, quick, fast, copy, mirror, repeat, sequence
	3	<ul style="list-style-type: none"> <li>Perform a variety of rolls, jumps and balances with increasing control</li> <li>Devise, perform and repeat short sequences of movement with a beginning, middle and end that includes obvious contrasts</li> </ul>	Balance, control, stretch, relax, high, low, quick, fast, copy, mirror, repeat, sequence
	4	<ul style="list-style-type: none"> <li>Perform a competent forward roll, rug roll and shoulder roll plus controlled jumps and balances on one or two body parts</li> <li>Plan and perform a movement sequence showing contrasts in speed, level and direction</li> </ul>	Balance, control, stretch, relax, high, low, quick, fast, copy, mirror, cannon, repeat, sequence, levels, direction
	5	<ul style="list-style-type: none"> <li>Consistently perform a range of jumps and rolls including backwards roll plus controlled partner balances</li> <li>Develop longer and more varied movement sequences demonstrating smooth transitions between actions</li> </ul>	Balance, counter-balance, control, stretch, relax, high, low, quick, fast, copy, mirror, cannon, repeat, sequence, levels, direction
	6	<ul style="list-style-type: none"> <li>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in levels, speed and direction</li> <li>Consistently perform a range of jumps, rolls and balances (including counterbalance) showing different entrances and exits</li> </ul>	Balance, counter-balance, control, stretch, relax, high, low, quick, fast, copy, mirror, cannon, repeat, sequence, levels, direction

	Year group	Skills	Vocabulary
Dance	R	<ul style="list-style-type: none"> <li>• Travel on feet – walk, hop, skip, run &amp; bounce</li> <li>• Link combinations of travelling, balancing and jumping and combine with changes of direction, speed and shape.</li> </ul>	Fast, slow, high, low, jump, hop, skip, gallop, space, move, stop, big, small
	1	<ul style="list-style-type: none"> <li>• Follow the leader – jumps, hops and skips</li> <li>• Compose and link movement phrases to make simple dances with clear beginning, middle and end</li> </ul>	Fast, slow, high, low, jump, hop, skip, gallop, space, move, stop, big, small
	2	<ul style="list-style-type: none"> <li>• Follow the leader – jumps, hops and skips</li> <li>• Compose and link movement phrases to make simple dances with clear beginning, middle and end</li> </ul>	Fast, slow, high, low, jump, hop, skip, gallop, space, move, stop, big, small, respond, beginning, middle end, repeat
	3	<ul style="list-style-type: none"> <li>• Can link several movements together with control and coordination</li> <li>• Devise and perform and repeat longer movement phrases, step patterns and dances showing contrasts eg fast/slow, high/low</li> </ul>	Contrast, repeat, choreograph, control, phrase, pattern, unison, cannon, mirror
	4	<ul style="list-style-type: none"> <li>• Improvise freely with a partner translating ideas from stimuli to movement</li> <li>• Apply basic compositional ideas to create dances which convey feelings and emotions</li> </ul>	Contrast, repeat, choreograph, control, phrase, pattern, unison, cannon, mirror, emotion, stimuli, improvise,
	5	<ul style="list-style-type: none"> <li>• Respond to a variety of stimuli showing a range of actions performed with control and fluency</li> <li>• Create and perform dances using a range of movement patterns in response to a range of stimuli</li> </ul>	Contrast, repeat, choreograph, control, phrase, pattern, unison, cannon, mirror, emotion, stimuli, improvise, dynamics
	6	<ul style="list-style-type: none"> <li>• Extend compositional skills incorporating a wider range of dance styles and forms</li> <li>• Perform a variety of dance styles with accuracy and consistency</li> </ul>	Contrast, repeat, choreograph, control, phrase, pattern, unison, cannon, mirror, emotion, stimuli, improvise, dynamics, consistency

	Year group	Skills	Vocabulary
Athletics	R	<ul style="list-style-type: none"> <li>• Run for speed (up to 30m)</li> <li>• Throw vortex balls</li> <li>• Participate in traditional sports day races</li> </ul>	Quick, fast, pace, straight, start, finish, over, under, in front, behind, line
	1	<ul style="list-style-type: none"> <li>• Run for speed (up to 40m)</li> <li>• Throw vortex balls</li> <li>• Participate in traditional sports day races</li> </ul>	Quick, fast, pace, straight, start, finish, over, under, behind, in front
	2	<ul style="list-style-type: none"> <li>• Run for speed (up to 40m)</li> <li>• Throw vortex balls and foam javelins</li> <li>• Participate in traditional sports day races</li> </ul>	Quick, fast, pace, straight, start, finish, over, under, behind, in front, speed
	3	<ul style="list-style-type: none"> <li>• Develop technique when throwing a vortex and foam javelin</li> <li>• Perform technique for standing jump</li> <li>• Maintain pace over longer distances (up to 400m)</li> <li>• Sprint up to 50m</li> <li>• Participate in traditional sports day races</li> </ul>	Stamina, speed, together, push, swing, force, pace, sprint, jog, parallel
	4	<ul style="list-style-type: none"> <li>• Use proper technique when throwing a shot put, vortex and foam javelin</li> <li>• Improve technique and performance for standing jump</li> <li>• Maintain pace over longer distances (up to 600m)</li> <li>• Sprint up to 60m</li> <li>• Compete in shuttle relays using batons</li> </ul>	Stamina, speed, together, push, swing, force, pace, sprint, jog, parallel, baton, exchange, push, transfer
	5	<ul style="list-style-type: none"> <li>• Develop effective technique when throwing a shot put, vortex, foam javelin and discus</li> <li>• Use effective technique for standing jump and develop technique for triple jump</li> <li>• Maintain pace over longer distances (up to 800m)</li> <li>• Sprint up to 70m</li> <li>• Compete in running and hurdles shuttle relays using batons</li> </ul>	Stamina, speed, together, push, swing, force, momentum, pace, sprint, jog, parallel, baton, exchange, push, transfer
	6	<ul style="list-style-type: none"> <li>• Improve effective technique when throwing a variety of equipment</li> <li>• Use effective technique for standing jump and triple jump</li> <li>• Maintain pace over longer distances (up to 800m)</li> <li>• Sprint up to 80m</li> <li>• Compete in a variety of shuttle relays using batons (running, hurdles and obstacles)</li> </ul>	Stamina, speed, together, push, swing, force, momentum, pace, sprint, jog, parallel, baton, exchange, push, transfer

	Year group	Skills	Vocabulary
Games	R	<ul style="list-style-type: none"> <li>• Move a ball using different body parts</li> <li>• Apply simple rules when practising skills and playing games</li> <li>• Throw and catch a range of balls</li> <li>• Strike a small ball with a bat/racquet</li> </ul>	Body parts, rules, fair, take turns, team, throw, catch, ready position, pass, hit, gentle, hard, watch
	1	<ul style="list-style-type: none"> <li>• Kick and receive a ball with a partner over a variety of distances, varying direction</li> <li>• Throw a ball at a target and strike a small ball with a bat/racquet</li> <li>• Throw and catch a ball with a partner over a variety of distances, varying direction</li> <li>• Choose and use skills effectively for particular games (Building football, netball, rugby, tennis and cricket skills)</li> </ul>	Rules, fair, take turns, team, throw, catch, kick, stop, control, ready position, pass, hit, gentle, hard, watch, direction, left, right, forward, backwards, aim
	2	<ul style="list-style-type: none"> <li>• Pass a ball with a partner over a variety of distances, varying direction</li> <li>• Throw a ball at a target and strike a small ball with a bat/racquet</li> <li>• Choose and use skills effectively for particular games (Building football, netball, rugby, tennis and cricket skills)</li> </ul>	Rules, fair, take turns, team, throw, forward, catch, kick, stop, control, aim, ready position, pass, hit, gentle, hard, watch, direction, left, right, backwards
	3	<ul style="list-style-type: none"> <li>• Throw at a target, receive with hands feet and stick</li> <li>• Devise own simple rules, apply them consistently and without dispute</li> <li>• Show awareness of positioning for attack and defence</li> </ul>	Rules, fair, take turns, throw, catch, kick, stop, control, ready position, pass, hit, direction, left, right, forward, backwards, aim, attack, defend, space, mark
	4	<ul style="list-style-type: none"> <li>• Travel with a ball showing control</li> <li>• In pairs, make up and play a simple game</li> <li>• Use movement and positioning for attack and defence</li> </ul>	Rules, fair, throw, catch, kick, stop, control, ready position, pass, hit, direction, left, right, forward, backwards, aim, attack, defend, space, mark, position
	5	<ul style="list-style-type: none"> <li>• Travel with a ball showing changes of speed and direction using either hand or foot</li> <li>• Effectively play a competitive net/wall game</li> <li>• Make movement and positioning choices for effective attack and defence</li> </ul>	Rules, fair, control, pass, direction, left, right, forward, backwards, aim, attack, defend, space, mark, position, possession, tackle, shoot, save, dribble
	6	<ul style="list-style-type: none"> <li>• Dribble effectively around obstacles. Show precision and accuracy when sending and receiving</li> <li>• Play a recognised version of games showing tactical awareness and knowledge of the rules and scoring</li> <li>• Use and adapt movement and positioning for effective attack and defence</li> </ul>	Rules, fair, control, pass, direction, left, right, forward, backwards, aim, attack, defend, space, mark, position, possession, tackle, shoot, save, dribble, block,
Swimming	3	<ul style="list-style-type: none"> <li>• Develop a range of strokes</li> <li>• Swim 10m on front and back</li> <li>• Perform safe self-rescue</li> </ul>	Safe, float, sink, push, pull, front, back, aerodynamic, glide, kick, bend, stroke,
	4	<ul style="list-style-type: none"> <li>• Use a range of strokes effectively</li> <li>• Swim 25m on front and back</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>	Safe, float, sink, push, pull, front, back, aerodynamic, glide, kick, bend, stroke,

	Year group	Skills
Evaluating performance and Fitness & Health	R	<ul style="list-style-type: none"> <li>• Children are confident about trying new activities, and say why they like some activities more than others</li> <li>• Children are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</li> <li>• Can say when they do or don't need help</li> <li>• Can take account of one another's ideas about how to organise their activity</li> <li>• Responds positively to suggestions for improving their skill</li> </ul>
	1	<ul style="list-style-type: none"> <li>• Describe and comment on their own and others actions</li> <li>• Can describe what they have done and say what others are doing when watching them</li> <li>• Can describe how their bodies feels when still and exercising</li> <li>• Can talk about how to exercise safely</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Can talk about differences between their own and others' performance and suggest improvements</li> <li>• Can understand how to exercise and describe how their bodies feel during different activities</li> <li>• Can move safely around a space without colliding with equipment or other people</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Assess their own performance identifying what they do well and what they find difficult.</li> <li>• Make some simple suggestions on how individual and team performance might be improved.</li> <li>• Know and understand the reasons for warming up.</li> <li>• Compare and contrast breathing and heart rates when resting and exercising.</li> <li>• Play team games safely eg avoiding collisions or hitting other players.</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</li> <li>• Children suggest appropriate warm up ideas</li> <li>• Children dress appropriately for PE</li> <li>• Children work in a responsible and safe manner</li> <li>• Children recognise changes in body temperature, heart rate and breathing</li> </ul>
	5	<ul style="list-style-type: none"> <li>• From observation of others, begin to describe constructively how to refine, improve and modify performance.</li> <li>• Refine own performance in response to comments of others and self-analysis</li> <li>• Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates.</li> <li>• Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.</li> </ul>
	6	<ul style="list-style-type: none"> <li>• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating a sound knowledge and understanding</li> <li>• Can show responsibility for personal warm up program specific to the activity.</li> <li>• Demonstrate all round safe practice, including the handling of equipment, safety of self and others, playing within accepted rules and conventions</li> </ul>

### Cycle A

Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Move a ball with body parts Gymnastics – travelling, jumping and turning	Simple Team games Dance – link to Nativity	Throwing and catching a large ball Yoga	Throwing and catching a large ball Dance- weather	Throwing, catching and striking a small ball Dance – Country dancing	Throwing, catching and striking a small ball Running & jumping
Y1/2	Skills towards football Gymnastics – mounting, travelling and dismounting apparatus	Skills towards team games Dance – link to Nativity	Skills towards Rugby Yoga	Skills towards Netball Dance - weather	Skills towards cricket Dance – Country dancing	Skills towards tennis Athletics
Y3/4	Football Gymnastics – water cycle	Netball/basketball Dance – Rivers from source to sea	Tag Rugby Gymnastics – mirror, cannon & unison	Tag Rugby/hockey Dance – street dance linked to plate tectonics	Cricket Swimming Dance – country dancing	Tennis Athletics Swimming
Y5/6	Football Gymnastics –travelling and floor routines	Netball/basketball Dance – Rivers from source to sea	Tag Rugby Gymnastics – group routines	Tag Rugby/hockey Dance – street dance linked to plate tectonics	Cricket Dance - Maypole	Tennis Athletics

### Cycle B

Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Move a ball with body parts Gymnastics – travelling, jumping and turning	Simple Team games Dance – link to Nativity	Throwing and catching a large ball Gymnastics – linking actions	Throwing and catching a large ball Dance-animals	Throwing, catching and striking a small ball World Dance - African	Throwing, catching and striking a small ball Running & jumping
Y1/2	Skills towards football Gymnastics – mounting, travelling and dismounting apparatus	Skills towards team games Dance – link to Nativity	Skills towards Rugby Gymnastics – linking moves and short routines	Skills towards Netball Dance - Animals	Skills towards cricket World Dance – African	Skills towards tennis Athletics
Y3/4	Rugby World Dance - Hakka	Football Gymnastics – partner balance	Netball/Basketball Dance – Lindisfarne invasion	Netball/Basketball Gymnastics – jumps, rolls and spins	Cricket World dance - African Swimming	Tennis Athletics Swimming
Y5/6	Rugby World Dance - Hakka	Football Gymnastics –balance and counter balance	Netball/Basketball Dance – Lindisfarne invasion	Netball/Basketball Gymnastics – travelling and floor routines	Cricket World dance - Bhangra	Tennis Athletics

### Cycle C

Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Move a ball with body parts Gymnastics – travelling, jumping and turning	Simple Team games Dance – link to Nativity	Throwing and catching a large ball Yoga	Throwing and catching a large ball Dance- weather	Throwing, catching and striking a small ball Dance – Country dancing	Throwing, catching and striking a small ball Running & jumping
Y1/2	Skills towards team games Gymnastics – mounting and dismounting apparatus	Skills towards football Dance – link to Nativity	Skills towards Rugby Yoga	Skills towards Netball Dance - weather	Skills towards cricket Dance – Country dancing	Skills towards tennis Athletics
Y3/4	Tag Rugby Dance - machines	Football Gymnastics – travelling and floor routines	Netball/Basketball Dance –	Tag Rugby/hockey Gymnastics – mirror, cannon & unison	Cricket Swimming Dance – country dancing	Athletics Swimming
Y5/6	Tag Rugby Dance -	Football Gymnastics – travelling and floor routines	Netball/Basketball Dance – basketball theme	Tag Rugby/hockey Gymnastics – group routines	Cricket Dance - Maypole	Tennis Athletics

### Cycle D

Physical Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Move a ball with body parts Gymnastics – travelling, jumping and turning	Simple Team games Dance – link to Nativity	Throwing and catching a large ball Gymnastics – linking actions	Throwing and catching a large ball Dance-animals	Throwing, catching and striking a small ball World Dance - African	Throwing, catching and striking a small ball Running & jumping
Y1/2	Skills towards team games Gymnastics	Skills towards football Dance – link to Nativity	Skills towards Rugby Gymnastics - travelling, rolling and jumping	Skills towards Netball Dance	Skills towards cricket World Dance – African	Skills towards tennis Athletics
Y3/4	Tag Rugby Gymnastics – partner balance	Netball/Basketball Dance – Tudor dance	Football Gymnastics – jumps, rolls and spins	Football Dance	Cricket World dance - African Swimming	Athletics Swimming
Y5/6	Tag Rugby Gymnastics – balance and counter balance	Netball/Basketball Dance – West side story	Football Gymnastics – travelling and floor routines	Football Dance	Cricket World dance - Bhangra	Tennis Athletics