

### Tonwell St Mary's School Curriculum Overview of Intent for PE

**Overall aims:**

As part of our school vision, we aim to support our children to choose lifestyles with healthy bodies and minds. We aim to introduce children to a broad range of sports, to ensure they all experience competition and develop character with a respect for others.

**Our unique context:**

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for PE in the following ways:

We recognise that involvement in PE and sport are crucial to children developing healthy bodies and minds. Therefore, all children have at least two hours of timetabled PE per week. This is supplemented with other daily opportunities for physical activity (e.g. Monday Mile, lunchtime games, PE extra-curricular clubs, visits to Forest School). To help ensure that children have access to high quality teaching, we employ a specialist coach for games and gymnastics and a dance professional to deliver the main PE lessons across the school.

Children in EYFS work on their physical development daily in our extensive outdoor provision, as well as having sessions with our specialist sports coaches.

The whole school is regularly involved in local Sports Partnership events and our games/athletics curriculum is organised to prepare children for these competitions, with certain sports revisited each year building on knowledge and understanding of the game, skills and competence. Due to our small numbers, all KS2 children often compete against larger schools developing their strength of character as they learn to win and lose with dignity and respect. Our school also links up with other similar sized primaries in a 'Small Schools Cluster Sports' group, who take turns to host sports events and collaborate to form teams for involvement in bigger tournaments.

We use the British Gymnastics core proficiency awards for progression through the school.

Each year, the children vote for Sports Ambassadors, who attend local training and lead competitions and events in school, including our annual sports day.

We value swimming as an essential life skill and organise the curriculum so that all KS2 children swim every year for a set of intensive lessons.

Children in Years 4-6 have the opportunity to go on residential school journey every year with a range of outdoor/adventurous activities. If any children are unable to attend, we organise similar activities in the locality. Every two years, Y5/6 take part in bikeability sessions and Y1/2 take part in scooterability sessions.

**Tonwell Ten: balance, tactics, performance, athlete, team, control, sequence, attack, defend, personal best**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
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EYFS Years A & B	How can I move my body? What are team games?		What is gymnastics?	How can I take part in sports day? What is athletics? Can I improve my running, jumping and throwing skills?	
	<b>team</b> , games, kick, throw, catch, speed, <b>control</b> , obstacle, walk, run, jump, skip, hop		gymnastics, gymnast, bench, mat, <b>balance</b> , over, under, gym tables, pointed toes, stretch, climbing	sports day, athletics, <b>athlete</b> , run, sprint, track, throw, jump, competition, compete, house team	
	Continuous Provision: Fine Motor: water, sand, sensory play, tweezers, cutting, threading, construction, EAD area, writing area. Gross motor activities: climbing frame, tricycles, digging area, mud kitchen, sand pit, chunky chinks, big paint brushes.				
To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. To dress independently.					
KS1 Year A	Can I develop my ball skills and be a team member in games? (Including basic intro to basketball, football)	Can I plan and perform dances using simple movement patterns?	Planning, preparing and performing on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year) Gymnastics	Can I prepare for an athletics competition? Athletics skills for sports day	Can I plan and perform dances using simple movement patterns?
	throw, catch, roll, kick, jump, dribble, goal, <b>teammate</b> , <b>control</b> , <b>tactics</b>	movement, dance, idea, mood, feeling, <b>control</b> , <b>performance</b> , theatre, stage, audience, patterns, <b>sequence</b>	<b>balance</b> , actions, forwards, backwards, body points, flexibility, jump, landing, finish, quality, <b>sequence</b>	sports day, district athletics, events, long jump, high jump, sprint, track, field, javelin	movement, dance, idea, mood, feeling, <b>control</b> , <b>performance</b> , theatre, stage, audience, patterns, improvement, <b>sequence</b>
KS1 Year B	Can I develop my ball skills and be a team member in games?	Can I plan and perform dances using simple movement patterns?	Planning, preparing and performing on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year) Gymnastics	Can I prepare for an athletics competition?	Can I plan and perform dances using simple movement patterns?

	(Including basic into to tag rugby)			Athletics skills for sports day and District Athletics	
	throw, catch, roll, kick, jump, try, goal, <b>teammate</b> , control, underarm	movement, dance, idea, mood, feeling, <b>control, performance</b> , theatre, stage, audience, patterns, <b>sequence</b>	<b>balance</b> , actions, forwards, backwards, body points, flexibility, jump, landing, finish, quality, <b>sequence, control</b>	sports day, district athletics, events, long jump, high jump, sprint, track, field, javelin	movement, dance, idea, mood, feeling, <b>control, performance</b> , theatre, stage, audience, patterns, improvement, <b>sequence</b>
KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>				
KS2 Year A	Can I improve my skills and knowledge of invasion games (basketball, netball)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?	Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year/dance from a different culture)? Can I develop and improve my knowledge and skills in gymnastics?	Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in striking and fielding games (kwik cricket)?		

			6 weeks' intensive swimming lessons Can I plan and perform dances?
	<b>tactics, team</b> mate, co-operate, <b>attack, defend</b> , pass, knock-on, <b>control</b> , speed, awareness, score, position, accuracy, possession, contact, distance, marking	<b>performance</b> , flexibility, improve, <b>control, sequence</b> , phrase, movement, technique, quality, finish, <b>balance</b> , apparatus, direction, speed, level, rotate, travelling	athletics, <b>athlete, personal best</b> , improvement, <b>performance</b> , fielding, batting, scoring, wicket, stump, bowl, underarm, overarm, track events, field events
KS2 Year B	Can I improve my skills and knowledge of invasion games (football)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?	Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year)? Can I develop and improve my knowledge and skills in gymnastics?	Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in net/wall games (tennis/players from around the world)? 6 weeks' intensive swimming lessons Can I plan and perform dances?
	<b>tactics, team</b> mate, co-operate, <b>attack, defend</b> , pass, knock-on, <b>control</b> , speed, awareness, score, position, accuracy, possession	<b>performance</b> , flexibility, improve, <b>control, sequence</b> , phrase, movement, technique, quality, finish, <b>balance</b> , apparatus, direction, speed, level, rotate, travelling	athletics, <b>athlete, personal best</b> , improvement, <b>performance</b> , racket, ball, net, scoring, serve, points, deuce, track events, field events
KS2 Year C	Can I improve my skills and knowledge of invasion games (basketball, netball)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?	Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year/dance from a different culture)? Can I develop and improve my knowledge and skills in gymnastics?	Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in striking and fielding games (kwik cricket)? 6 weeks' intensive swimming lessons Can I plan and perform dances?
	<b>tactics, team</b> mate, co-operate, <b>attack, defend</b> , pass, knock-on, <b>control</b> , speed, awareness, score, position, accuracy, possession, contact, distance, marking	<b>performance</b> , flexibility, improve, <b>control, sequence</b> , phrase, movement, technique, quality, finish, <b>balance</b> , apparatus, direction, speed, level, rotate, travelling	athletics, <b>athlete, personal best</b> , improvement, <b>performance</b> , fielding, batting, scoring, wicket, stump, bowl, underarm, overarm, track events, field events
KS2 Year D	Can I improve my skills and knowledge of invasion games (football)?	Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at	Can I prepare for an athletics competition?

	<p>Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?</p>	<p>Hertford Theatre (different theme each year)? Can I develop and improve my knowledge and skills in gymnastics?</p>	<p>Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in net/wall games (tennis/players from around the world)? 6 weeks' intensive swimming lessons Can I plan and perform dances?</p>
	<p><b>tactics, team</b> mate, co-operate, <b>attack, defend</b>, pass, knock-on, <b>control</b>, speed, awareness, score, position, accuracy, possession</p>	<p><b>performance</b>, flexibility, improve, <b>control, sequence</b>, phrase, movement, technique, quality, finish, <b>balance</b>, apparatus, direction, speed, level, rotate, travelling</p>	<p>athletics, <b>athlete, personal best</b>, improvement, <b>performance</b>, racket, ball, net, scoring, serve, points, deuce, track events, field events</p>
<p>KS2 Years A, B, C &amp; D revisited objectives</p>	<ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Pass to team mates at appropriate times.</li> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements and phrases into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Plan, perform and repeat sequences.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Swing and hang from equipment safely (using hands).</li> <li>• Swim up to 25 metres unaided.</li> <li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Coordinate leg and arm movements.</li> <li>• Swim at the surface and below the water.</li> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> </ul> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>
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## PE Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery/Reception		22-36 months	30-50 months	40-60 months	ELG
		Runs safely on whole foot. <ul style="list-style-type: none"> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> </ul>	Experiments with different ways of moving. <ul style="list-style-type: none"> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Year group	Games (including OAA)	Gymnastics	Dance	Swimming and Water Safety	Evaluating and Improving
Year 1	Throw underarm. Roll a piece of equipment. Hit a ball with a bat.	Move safely in a space showing some control. Hold a simple balance for 3 seconds. Link two actions.	Move to music. Copy simple dance moves. Copy and remember actions.	N/A	Talk about what I have done. Describe what other people did.

	Move and stop safely in a game. Catch with both hands. Throw in different ways. I can kick in different ways.	Core proficiency award 8.	Move with some control and awareness of space.		
<b>Year 2</b>	Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Decide where the best place to be is during a game. Follow rules in a game.	Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts in movements. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control. Core proficiency award 8/7.	Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.	N/A	Talk about what is different between what I did and what someone else did. Say how I could improve.
<b>Year 3</b>	Throw and catch with control. Aware of space and use it to support team-mates and cause problems for the opposition. Know and use rules fairly to keep games going.	Plan, perform and repeat simple sequences with 3 actions. Make improvements to sequences. Core proficiency award 7/6.	Plan, copy, remember and perform movements and phrases into short sequences.	Improve water confidence. Swim up to 10 metres unaided.	Explain how my work is similar from that of others. Recognise how performances could be improved (with guidance).
<b>Year 4</b>	Throw and catch with control and accuracy.	Plan, perform and repeat sequences.	Move in a clear, fluent and expressive manner.	Swim up to 25 metres unaided.	Recognise how own and others' performance could be improved.



	<p>Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Be willing to try OAA activities. Listen carefully to safety instructions and use equipment safely.</p>	<p>Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways. Swing and hang from equipment safely (using hands). Core proficiency award 6/5.</p>	<p>Refine movements and phrases into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance.</p>	<p>Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.</p>	<p>Use the term 'personal best' and try to improve performance in athletics/Monday Mile).</p>
<b>Year 5</b>	<p>Choose appropriate techniques in a game (running, throwing, catching, passing). Work as part of a team to gain points or possession. Strike a bowled or volleyed ball with some accuracy. Uphold the spirit of fair play and respect in all competitive situations. Take part in a range of OAA activities with growing confidence.</p>	<p>Create sequences that include</p> <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• bending, stretching and twisting</li> </ul> <p>Vary speed, direction, level and body rotation during floor performances. Core proficiency award 5/4.</p>	<p>Compose own ideas for dance sequences. Perform expressively. Plan to perform a theme.</p>	<p>Swim 25 metres confidently. Show a clear understanding of water safety.</p>	<p>Begin to compare their performances with previous ones and show a Growth Mindset to aim to improve.</p>
<b>Year 6</b>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> </ul>	<p>Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p>Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Take a lead role in a range of OAA activities supporting others and showing a good understanding of safety.</p>	<ul style="list-style-type: none"> <li>• springing</li> <li>• flight</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> </ul> <p>Core proficiency award 4-1.</p>	<p>Perform and create complex sequences. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>Perform safe self-rescue in different water-based situations.</p>	
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