

### The PE curriculum at St Finbar's

- Our PE curriculum is for all children.
- Our curriculum is a skills-based one; using knowledge and understanding of a wide range of physical activities (gymnastics, games, outdoor & adventurous, swimming (KS2 only) and dance) as the context for learning core physical skills.
- Our curriculum is progressive; building on previous years' knowledge, understanding and skills.
- Our curriculum is organised into broad areas of learning and core skills; following the National Curriculum (2014)
  - Games
  - Dance
  - Gymnastics
  - Outdoor & Adventurous
  - Athletics
  - Evaluating performance
  - Knowledge & understanding of health and fitness
  - Swimming @ KS2

Year-group End-of-Year Expectations							
Core skills	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Dance (D)</b>	<p>Use space safely</p> <p>Use bodies to imitate motifs from stories/ topics such as animals, trees etc.</p> <p>Respond with bodies to imitate music</p>	<p>Put together two or more moves to create a short dance sequence based on familiar motifs</p> <p>Show rhythm in movement and linked movements</p> <p>Can recognise how their body feels after exercise</p> <p>Can discuss dance ideas</p>	<p>Copy and explore basic body patterns and movements</p> <p>Vary dynamic levels, speed and direction</p> <p>Perform with control and co-ordination</p>	<p>Continue to develop skills of performing with control and co-ordination</p> <p>Improve freely on own and with a partner – using a range of stimuli and music to interpret</p> <p>Translate ideas from a variety of stimuli into movement, with a partner or solo</p> <p>Compare, develop and adapt movement and motifs to create longer dances in small groups.</p>	<p>Translate ideas from a variety of stimuli (music, topic, vocabulary) into sequences of movement</p> <p>Compare and develop and adapt movement and motifs to create longer dances in larger groups using co-operative skills</p> <p>Use dance vocabulary to compare and improve work</p>	<p>Demonstrate precision, control and fluency in response to stimuli</p> <p>Vary dynamics and develop actions with a partner or as part of a group</p> <p>Continually demonstrate rhythm and spatial awareness</p>	<p>Be creative and imaginative in composing own dances</p> <p>Show controlled movement with expresses emotion and feeling</p> <p>Perform and create motifs in a variety of dance styles with accuracy and consistency</p> <p>Select and use a wide range of compositional skills to demonstrate ideas</p>
<b>End of Key Stage expectations (D)</b>	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Key Stage 2</b>			

Year-group End-of-Year Expectations							
Core skills	R	Y1	Y2	Y3	Y4	Y5	Y6
<b>Gymnastics (Gy)</b>	<p>Move and stop and recognise both commands</p> <p>Learn the first four gymnastic shapes (pencil, straight, tuck, star and pike) and demonstrate these positions in a variety of different ways</p>	<p>Develop the first four gymnastic shapes and begin to use the final gymnastic shapes (dish and arch)</p> <p>Become confidence in knowledge of what each shape looks like</p> <p>Change speed and direction in own and general shape</p> <p>Learn how to carry and place equipment carefully</p> <p>Copy and create own movement sequences involving the six gymnastic shapes – starting to roll, jump and balance</p> <p>Can try to win by changing the way they use skills in response to their opponent's actions</p>	<p>Remember, repeat and link combinations of gymnastic actions (rolling and jumping), body shapes (six shapes) and balances with control and precision</p> <p>Copy, remember, explore and repeat simple actions varying speed and levels</p> <p>Use apparatus safely to enhance gymnastic performance</p> <p>Can improve their work using information they have gained by watching and listening</p>	<p>Apply given ideas to sequences independently and with others</p> <p>Start to become competent at producing a sequence of matching and mirroring with a partner</p> <p>Copy, remember, explore and repeat simple action</p> <p>Link and vary ideas with control and co-ordination</p> <p>Begin to select simple actions independently to construct basic sequences</p> <p>Can evaluate their work and quality of their performance</p>	<p>Link and vary ideas with control and co-ordination</p> <p>Apply compositional ideas to sequences on their own and with others</p> <p>Create gymnastic sequences that meet a theme or set of conditions</p> <p>Use compositional devices with creating sequences, such as changes in speed, level and direction (may be mostly teacher/prompted)</p> <p>Can make simple judgements on their own and others work</p> <p>Can suggest ways performance can be improved</p>	<p>Link ideas, skills and techniques with control, precision and fluency when performing skills</p> <p>Understand composition by performing more complex sequences</p> <p>Sequences include changes in direction level and speed (independent)</p> <p>Combine actions shapes and balances using floor and apparatus</p> <p>Can understand why physical activity is good for overall healthy</p> <p>Can evaluate and improve their own work</p> <p>Know and understand the basic principles of warming up and why it is important</p>	<p>Ensure movement are clear, accurate and consistent</p> <p>Prepare and perform confidently to an audience</p> <p>Safety and consistently combine six gymnastic shapes, in rolls, balances and jumps with sequences</p>
<b>End of Key Stage expectations (Gy)</b>	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Key Stage 2</b>			

## Year-group End-of-Year Expectations

Core skills	R	Y1	Y2	Y3	Y4	Y5	Y6
Games (G)	<p>Can throw a ball underarm</p> <p>Can roll a ball or hoop</p> <p>Start showing ability to work with a partner in throwing/catching games</p>	<p>Can throw and catch a ball with a partner</p> <p>Can move fluently by changing direction and speed easily and avoiding collisions</p> <p>Can show control and accuracy with a basic action for rolling, under throwing, striking a ball and kicking</p> <p>Can choose and use skills effectively for particular games understand the conceptions of aiming and hitting into space</p> <p>Can take the ball to a good position for aiming and can use skills in different ways in different games</p> <p>Can watch, copy and describe what others have done</p> <p>Can perform movement phrases using a range of body parts and actions</p>	<p>can pass a ball accurately to a partner over a variety of distances</p> <p>can perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</p> <p>Can show a good awareness of other in running, chasing and avoiding games</p> <p>Can make simple decisions about when and where to run</p> <p>can vary skills and use tactics to suit different situations</p> <p>can react to situations in a way that helps their partners and makes it difficult for their opponent</p> <p>Can watch, copy and describe what others have done</p>	<p>Can travel whilst bouncing a ball showing control</p> <p>Can use a range of skills to help them keep possession and control of the ball</p> <p>Can perform the basic skills needed for games with control and consistency</p> <p>Can, in pairs make up games and play a simple rallying game</p> <p>Can use a range of skills to keep possession and make progress and make progress towards a goal, on their own and with others</p> <p>Can choose good places to stand when receiving and give reasons for their choice</p> <p>Can choose and use batting or throwing skills to make the game hard for their opponents</p>	<p>Can keep a game going using a range of different ways of throwing</p> <p>Can strike a ball with intent and throw it more accurately when bowling and or fielding</p> <p>Can use a range of skills with increasing control</p> <p>Can effectively play a competitive net/wall game</p> <p>Can keep and use rules they are given</p> <p>Can try to make things difficult for their opponent by directing the ball to space, at different speeds and height</p>	<p>Can travel with a ball showing changes of speed and directions using either foot or hand</p> <p>Can use a range of techniques when passing e.g. high, low, bounced, fast, slow</p> <p>Can hit a ball with purpose, varying the speed, height and direction</p> <p>Can hit the ball from both sides of the body</p> <p>Can judge how far they can run to score points</p>	<p>Can dribble effectively around obstacles</p> <p>Can show precision and accuracy when sending and receiving</p> <p>Perform skills with accuracy, confidence and control</p> <p>Can combine and perform skill with control. Adapting them to meet the needs of the situation</p> <p>Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling</p> <p>Can play games showing tactical awareness and knowledge of rules and scoring</p> <p>Can respond consistently in the games they play, choosing and using skills which meet the need of the situation</p>

							Can choose when to pass or dribble, so that they keep possession and make progress towards the goal.
--	--	--	--	--	--	--	--





<b>Outdoor &amp; adventurous (OA)</b>				Develops listening skills	Develops strong listening skills	Develop strong listening skills	Develop strong listening skills
				Create simple body shapes	Use simple maps	Use and interpret simple maps	Use and interpret simple maps
				Listens to instructions from a partner/adults	Beginning to think activities through and problem solve	Think of activities through and problem solve using general knowledge	Think of activities through and problem solve using general knowledge
				Beginning to think activities through and problem solve	Choose and apply strategies to solve problems with support	Choose and apply strategies to solve problems with support	Choose and apply strategies to solve problems with support
				Discuss and work with others in a group	Discuss and work with others in a group	Discuss and work others in a group	Discuss and work with others in a group
				Demonstrate an understanding of how to stay safe	Demonstrates an understanding of how to stay safe.	Discuss and work others in a group	Discuss and work with others in a group
						Demonstrate an understanding of how to stay safe	Demonstrate an understanding of how to stay safe
<b>Athletics (A)</b>	Learn skills of running, jumping and throwing with a range of equipment	Throw a variety of objects with one hand	Jump from a standing position	Change speed and direction whilst running	Run at a speed appropriate to the distance being ran	Improve and sustain running technique at different speeds	Control take-off and landing when jumping
	Use comparative language e.g. further, faster, longer and be able to physically demonstrate this	Jump from a standing position	Develop skills of running, jumping and throwing by increasing speed and velocity	Jump accurately from a standing position	Take a running jump with appropriate feet patterns and movements	Demonstrate accuracy and technique in a range of throwing and jumping actions	Be accurate with when throwing for distance
	Vary speed of running based on commands	Change speed and direction whilst running	Set a simple target from improving performance e.g. to jump further. Be able to measure this and use equipment to do this	Throw a variety of objects with one hand and know how to aim these to improve performance	Demonstrate a range of throwing action using a variety of objects	Identify and explain good athletic performance	Combine running and jumping well
<b>Evaluating performance (E)</b>	Can talk about what they have done	Can describe what other people did	Can talk about what is different between what they did and what someone else did	With help, they can recognise how performance could be improved	Can explain how their work is similar and different from that of others	Can compare and comment on skills, techniques and ideas they and others have used	Can analyse and explain why I have used specific skills or techniques
	Can describe what other people have done	Can say how they can improve	Can say how they can improve		Can use their comparison to improve their work	Can modify and use skills or techniques to improve their work	Can create their own success criteria for evaluating



<p><b>Knowledge &amp; understanding of health &amp; fitness (HF)</b></p>	<p>Can describe how my body feels before, during and after an activity</p>	<p>Can describe how their body feels before, during and after an activity</p> <p>Can exercise safely</p>	<p>Can exercise safely</p> <p>Can describe how my body feels during different activities</p> <p>Can explain what their body needs to keep healthy</p>	<p>Can explain why it is importance to warm up and cool down</p> <p>Can exercise safely</p>	<p>Can explain why warming up is important</p> <p>Can explain why keeping fit is good for their health</p> <p>Can explain what effect exercise has on the body</p> <p>Can exercise safely</p>	<p>Can explain some important safety principles when preparing for exercise</p> <p>Can explain why exercise is important</p> <p>Can choose appropriate warm up and cool downs</p> <p>Can explain why we need regular and safe exercise</p>	<p>Can explain how they body reacts to different kinds of exercise</p> <p>Can choose appropriate warm up and cool downs</p> <p>Can explain some important safety principles when preparing for exercise</p> <p>Can explain why we need regular and safe exercise</p>
<p><b>Swimming- KS2 (S)</b></p>				<p>Begin to gain confidence in the water</p> <p>Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water</p> <p>Performs safe self-secure in different water-based situations</p>	<p>Work with confidence in the water</p> <p>Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction</p> <p>Improve the control and co-ordination of their bodies in water</p>	<p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills</p> <p>Improve linking movements and actions</p> <p>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breast stroke</p> <p>Knows how to stay safe in the water</p> <p>Performs safe self-secure in different water-based situations</p>