

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

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

Gymnastics (Gy)

<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>
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Games (G)

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

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

Knowledge & understanding of health & fitness (HF)	Can describe how my body feels before, during and after an activity	Can describe how their body feels before, during and after an activity Can exercise safely	Can exercise safely Can describe how my body feels during different activities Can explain what their body needs to keep healthy	Can explain why it is importance to warm up and cool down Can exercise safely	Can explain why warming up is important Can explain why keeping fit is good for their health Can explain what effect exercise has on the body Can exercise safely	Can explain some important safety principles when preparing for exercise Can explain why exercise is important Can choose appropriate warm up and cool downs Can explain why we need regular and safe exercise	Can explain how they body reacts to different kinds of exercise Can choose appropriate warm up and cool downs Can explain some important safety principles when preparing for exercise Can explain why we need regular and safe exercise
Swimming-KS2 (S)				Begin to gain confidence in the water 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 Performs safe self-secure in different water-based situations	Work with confidence in the water 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 Improve the control and co-ordination of their bodies in water	Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills Improve linking movements and actions 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	Swims competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke and breast stroke Knows how to stay safe in the water Performs safe self-secure in different water-based situations