

Physical Education Knowledge Sequencing at Knavesmire Primary

Physical Education coverage of Knowledge and Programme of Study:

Intent:	<p>The Physical Education (PE) curriculum is created in line with the National Curriculum with objectives further divided into each phase within the school. Our intent is that all children access high quality P.E. provision throughout the school, allowing them to showcase key skills across a variety of sports and performance based units. This facilitates pupils to achieve the school aims and values. The IMPACT is that each child can see a clear end purpose and journey for every unit of P.E. they take part in. They will be confident and competent sportspersons, and have the knowledge to lead healthy lifestyles. They will view sports a strategy for supporting mental health, and participate because of a love of sport.</p>
Substantive knowledge in Physical Education:	<p>The knowledge of basic skills used across all of P.E. such as: running, jumping, throwing, catching, participating in team games or performing a series of movements in order.</p>
Disciplinary knowledge in Physical Education:	<p>The knowledge of applying basic skills which have been learned up to a certain point, to a specific end purpose or game such as: football, hockey, tennis, dance, gymnastics etc. This enables pupils to compete, improve, enjoy, and lead healthy lifestyles.</p>
Physical Education:	<p>Instruction in the development and care of the body: acquisition of motivation, confidence, physical competence, knowledge and understanding that established purposeful physical pursuits as an integral part of our lifestyle.</p>



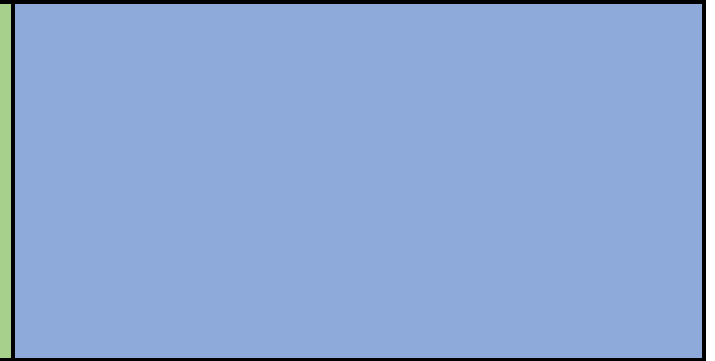
EYFS– Building foundations for PE

Nursery

Physical development is taught through many aspects of the EYFS curriculum; from handwriting (pencil grip) to physical activity outside and learning about our bodies and how to keep them healthy. Throughout Early Years children are offered a balance of outdoor play opportunities and indoor physical development as well as a weekly dedicated Physical Education lesson from Nursery through to the end of Reception. Children throughout Early Years also take part in regular dough disco sessions and staff work with parents to support independence with eating/coats and dressing. Children develop Personal Social and Emotional skills, Expressive Art and Design skills as well as Physical Development that all help to build foundations for future PE success when they begin to access the National Curriculum.

Physical	EAD	PSED
<ul style="list-style-type: none"> • Knows how to choose and use correct resources for their play. • Knows how scissors work and has a go. • Knows how to hold a pencil and make marks. • Knows which hand feels comfortable for drawing and writing. • Beginning to know how to do up coats, zips and buttons. • Knows how to hold a knife and fork. • Knows how to move in increasing ways – bike, scoot, ball skills etc. • Move around using alternative feet. • Knows how to move around in different ways. 	<p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.

- Knows how to balance on large climbing equipment.
- Knows how to take part with team work.
- Knows how movement can be appropriate for different situations eg move slowly across a beam.
- Use large muscle movements to wave flags, streamers, paint and make marks.



EYFS– Building foundations for PE

Reception

Physical development is taught through many aspects of the EYFS curriculum; from handwriting (pencil grip) to physical activity outside and learning about our bodies and how to keep them healthy. Throughout Early Years children are offered a balance of outdoor play opportunities and indoor physical development as well as a weekly dedicated Physical Education lesson from Nursery through to the end of Reception. Children throughout Early Years also take part in regular dough disco sessions and staff work with parents to support independence with eating/coats and dressing. Children develop Personal Social and Emotional skills, Expressive Art and Design skills as well as Physical Development that all help to build foundations for future PE success when they begin to access the National Curriculum.

Physical	EAD	PSED
<ul style="list-style-type: none"> • Knows how to write letters in a controlled, accurate and efficient manner, most formed correctly. • Knows how to use cutlery and small tools. • Knows how to hold a pencil with a tripod grip. • Knows how to show accuracy and care when drawing. • Knows how to and can do so energetically - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • Knows how to move around with control and grace, showing consideration for others. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others.

- Children take part in basic performances where they sing and dance.
- Has overall body strength needed to move freely and take part in physical activity.
- Knows how to use equipment safely.
- Knows how to use balls in a controlled manner including footballs and guiding balls with a hockey stick.
- Knows how to sit with good posture on the carpet or at a desk.

- Explore and engage in music making and dance, performing solo or in groups.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Physical Education coverage of Knowledge and Programme of Study:

Year 1

Physical education programmes of study: key stages 1 and 2 - National curriculum in England

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject content:

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.

Objectives:

1	Master basic movements including running, jumping, throwing and catching.	2	Perform dances using simple movement patterns.	
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Physical Education coverage of Knowledge and Programme of Study:

Year 2

Physical education programmes of study: key stages 1 and 2 - National curriculum in England

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

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Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject content:

Key stage 1

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- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Objectives:

1	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.	2	Perform dances using simple movement patterns.	3	Participate in team games, developing simple tactics for attacking and defending.
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Physical Education coverage of Knowledge and Programme of Study:

Year 3

Physical education programmes of study: key stages 1 and 2 - National curriculum in England

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject content:

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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.



Objectives:					
1	Use running, jumping, throwing and catching in isolation and in combination.	3	Perform dances using a range of movement patterns.	5	Play competitive games, modified where appropriate and apply some basic principles suitable for attacking and defending.
2	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	4	Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best.	6	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.

Physical Education coverage of Knowledge and Programme of Study:

Year 4

Physical education programmes of study: key stages 1 and 2 - National curriculum in England

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject content:

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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.



Objectives:					
1	Use running, jumping, throwing and catching in isolation and in combination.	3	Perform dances using a range of movement patterns.	5	Play competitive games, modified where appropriate and apply some basic principles suitable for attacking and defending.
2	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	4	Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best.		



Physical Education coverage of Knowledge and Programme of Study:

Year 5

Physical education programmes of study: key stages 1 and 2 - National curriculum in England

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject content:

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
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- 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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.



Objectives:

1	Use running, jumping, throwing and catching in isolation and in combination.	3	Perform dances using a range of movement patterns.	5	Play competitive games, modified where appropriate and apply some basic principles suitable for attacking and defending.
2	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	4	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	6	Take part in outdoor and adventurous activity challenges both individually and within a team.



Physical Education coverage of Knowledge and Programme of Study:

Year 6

Physical education programmes of study: key stages 1 and 2 - National curriculum in England

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject content:

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:

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Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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- Swim competently, confidently and proficiently over a distance of at least 25 metres.
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