

PHYSICAL EDUCATION CURRICULUM AIMS

By the time children leave St. Mary's Catholic Primary School, they will be:

Successful Learners

Through the enjoyment of learning, develop enquiring minds in order to process information, reason, question and evaluate, enabling all children to achieve the best they can now and in the future.

Confident Individuals

Become increasingly independent, are able to take the initiative and organise themselves, showing a willingness to try new things and making the most of opportunities.

Responsible Citizens

Are enterprising, well prepared for life and able to work co-operatively in a diverse, multi-faith/ cultural society.

They take account of and respect the needs of present and future generations in the choices they make and know that they can change things for the better.

To achieve this the school helps pupils: -

- Attain a high standard of achievement, satisfaction and enjoyment in all areas of the curriculum.
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live.
- Mix with their peers and adults, to communicate feelings and share experiences, building a better understanding and mutual respect for each other.
- Apply themselves to tasks individually and as contributing members of a team.
- Develop a set of moral values, understand the world in which they live and respect the views of others, tolerating different opinions and beliefs whether racial, religious or political.
- Develop lively, enquiring minds with the ability to communicate their findings.
- Be aware of and take an interest in the beauty and wonder of the world around them and recognise the need for conservation.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our Curriculum being accessible to all.

At St. Mary's Catholic Primary School, we offer a curriculum which is broad and balanced, engages and inspires children, yet builds on the knowledge, understanding and skills of all: regardless of their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. It ensures that academic success, creativity and problem solving, respect, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates diversity and utilises the skills and knowledge of the whole school and wider community while supporting the pupils' spiritual, moral, social and cultural development.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated lifelong learners in readiness for their next stage of education. To best meet the needs of all of our pupils, a knowledge-rich yet skills based curriculum is delivered.

Across the EYFS the curriculum is delivered through broad topic work and also through the interests of the children and current themes. In Nursery, planning in the moment can also have an impact on learning and the environment. Staff support children in their choices and provide them with a rich and well-resourced environment. Children across the Foundation Stage are encouraged to become independent learners. Staff challenge children through questioning, specific tasks and independent learning. In Nursery, we build on the foundations to give our children the skills they need when transitioning into Reception. In our Reception class, activities are planned with a variety of adult directed, adult support and independent work. We tailor our curriculum to meet the needs of our children. Where children are ready for a more formal approach, staff will plan for this through directed teaching. Those who still need a play based approach will be supported by all staff through scaffolding and modelling.

If needed, pupils may still work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. However, the Year 1 National Curriculum is taught from the outset. Throughout this period and beyond, all children are developing their phonic knowledge using SoundsWrite phonics programme.

The RE curriculum is provided as part of each child's entitlement to a broad and balanced education contributing to their spiritual, moral and cultural development.

RE within our curriculum promotes:

- religious literacy
- the chance to think and ask questions
- the development of empathy skills
- a broader understanding of different values
- an awareness of diversity through looking at major religions and beliefs in the UK and beyond

The curriculum is delivered through discretely taught subjects, where possible, the subjects may overlap. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly.

At St. Mary's, we have a highly effective, carefully planned and tightly structured program for phonics teaching. This enables our children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. Our children are also taught high frequency words that do not conform to regular phonic patterns.

Reading is a vital life skill that will support children's learning across the whole curriculum. We strive to ensure that our children are taught to read with fluency, accuracy and understanding through a variety of high quality English lessons

and learning opportunities across all subject areas. We want children at ST. Mary's to become enthusiastic, independent and reflective readers.

Mathematics curriculum is delivered using a range of resources which are developed around the CPA approach (concrete, pictorial and abstract). In all year groups there are small group interventions to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support some music, physical education and the teaching of MFL. All subject leaders are given training and opportunity to develop their subject knowledge, skills and understanding to ensure curriculum development provides progression and sequencing of concepts across the school. This also enables them to provide high quality support to colleagues to improve pupil outcomes. Enrichment events, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

Our aim is that all pupils have access to a broad, balanced, engaging and enjoyable curriculum. Teachers set high expectations for every pupil, whatever their prior attainment. Children are encouraged to apply skills learned, particularly in English and Mathematics, across the curriculum. Assessment is used to set targets which are deliberately ambitious; but which enable pupils to experience success as learners. Potential areas of difficulty are identified and these areas are addressed at the outset through intervention, differentiated resources and targeted teaching to remove barriers to pupil achievement. This results in our curriculum being accessible to all. Provision for the Most Able pupils is a mixture of depth and mastery with opportunities for independent working and reflection. Where appropriate, children working within the greater depth area of the curriculum are provided with an individual activity or challenge which reflects a greater depth of understanding and higher level of attainment.

After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

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.

Schools are not required by law to teach the example content in [square brackets].

Subject content

EYFS

Pupils are skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

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.

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.

PE - End of Year Expectations – Nursery

Personal, Social and Emotional Development	<ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them.
Physical Development	<ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips
Expressive Arts and Design	<ul style="list-style-type: none">• Respond to what they have heard, expressing their thoughts and feelings.

PE - End of Year Expectations - Reception

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
<p>Physical Development</p> 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. <p>Develop overall body strength, balance, coordination and agility.</p>
<p>Expressive Arts and Design</p>	<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. <p>Explore and engage in music making and dance, performing solo or in groups.</p>

Early Learning goals

Personal, Social and Emotional Development	Managing Self	<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.
	Building Relationships	Work and play cooperatively and take turns with others.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none">• 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.
Expressive Arts and Design	Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PE - End of Year Expectations - Year 1

Dance	<ul style="list-style-type: none"> • Perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. • Link two actions together. 	Athletics	<ul style="list-style-type: none"> • Sprint up to 60m. • Run 100m. • Use over arm and underarm throws. • Jump: side to side; both feet together.
Gymnastics	<ul style="list-style-type: none"> • Perform simple rolls e.g. pencil, teddy-bear. • Copy stretching movements for different parts of the body. • Balance using his/her hands, feet or seat. • Create different shapes when balancing e.g. thin, wide, twisted, curled. • Copy short movements to combine simple balances. e.g. balance - travel – balance. • Travel in different ways e.g. Jumping, walking, leaping, hopping etc. 	Swimming	<ul style="list-style-type: none"> • N/A
Games	<ul style="list-style-type: none"> • Throw a ball underarm, over arm and use a bounce pass. • Pass a ball to a partner using his/her hands. • Beginning to understand where to stand to make a game more difficult for an opponent. 	OAA	<ul style="list-style-type: none"> • N/A

PE - End of Year Expectations - Year 2

Dance	<ul style="list-style-type: none"> Perform the basic dance actions confidently e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape. Copy short motifs (a short phrase, movement or gesture that is repeated.) Link two or more actions together. 	Athletics	<ul style="list-style-type: none"> Sprint up to 60m – continuously. Run 100m – continuously. Use over arm and underarm throws to throw items in a straight line. Jump: side to side; both feet together; one foot to the other.
Gymnastics	<ul style="list-style-type: none"> Perform simple rolls confidently with correct technique e.g. forward roll. Can suggest appropriate stretching movements for different parts of the body. Create short movements to combine simple balances. Travel in different ways e.g. skipping and hopping with control. 	Swimming	<ul style="list-style-type: none"> N/A
Games	<ul style="list-style-type: none"> Throw a ball underarm, over arm and use a bounce pass in games situation e.g. in netball using an overarm throw for distance. Move into a given space to catch a ball. Pass a ball to a partner with control using his/her hands and feet. Hit a ball with a tennis style bat or racquet. Stop a ball with his/her feet before passing it. Move into a given space within a game. Confidently understand where to stand to make a game more difficult for an opponent. 	OAA	<ul style="list-style-type: none"> N/A

PE - End of Year Expectations - Year 3

Dance	<ul style="list-style-type: none"> • Copy and perform basic dance actions. • Perform given routines from memory. • Choreograph short routines. • Explore different styles of dance and copy steps from them. 	Athletics	<ul style="list-style-type: none"> • Sprint up to 100m. • Run 200m. • Use the correct action to throw a javelin without a run up. • Jump: one foot to two feet (long jump)
Gymnastics	<ul style="list-style-type: none"> • Perform a range of rolls. • Create his/her own stretching routine to prepare for gymnastics. • Balance on pads and points. • Make a range of different shapes when balancing. • Use all parts of his/her body when travelling in different ways. 	Swimming	
Games	<ul style="list-style-type: none"> • Can attempt different throws / passes e.g. Over arm, underarm, chest pass. • Move to catch a ball within a game. • Pass a ball when moving around during a game. • Beginning to hit a ball with a range of different bats/racquets. • Dribble a ball e.g. With his/her feet or a hockey stick. • Find space to move into within a game. 	OAA	<ul style="list-style-type: none"> • Follow a school map to navigate around a simple course. • Read basic symbols on an orienteering map. • Use verbal communication within group activities to help solve problems/complete challenges. • Follow the instructions of others when working within a team.

PE - End of Year Expectations - Year 4

Dance	<ul style="list-style-type: none"> • Perform basic dance actions with greater control over each element. • Choreograph motifs using repetition, direction, level, speed & space. • Perform given routines from memory, performing all the elements in the correct order. • Choreograph short routines in time with a given piece of music. • Explore different styles of dance and copy steps from them with increasing accuracy. 	Athletics	<ul style="list-style-type: none"> • Sprint up to 100m – continuously. • Run 200m – continuously. • Use a push throw to throw a discus and shot put. • Jump: one foot to the other (high jump); one foot to two feet (long jump)
Gymnastics	<ul style="list-style-type: none"> • Perform a range of rolls with a good level of accuracy e.g. forwards, backwards. • Balance on pads and points with good control. • Combine shapes and balances in a performance. 	Swimming	<ul style="list-style-type: none"> • Swim a complete length of the pool, on his/her front and back without stopping. • Use the correct arm and leg movements to swim breaststroke. • Tread water for at least 2 minutes. • Put his/her head in the water when using different strokes.
Games	<ul style="list-style-type: none"> • Show control of a range of different throws / passes e.g. Over arm, underarm, chest pass. • Move to catch a ball within a game, maintaining eye contact with the ball. • Pass a ball accurately when moving around during a game. • Hit a ball with a range of different bats/racquets with an improving technique. • Dribble a ball in a straight line. e.g. With his/her feet or a hockey stick. • Use a range of techniques to help keep possession of the ball in a team game. 	OAA	<ul style="list-style-type: none"> • Follow a school map to navigate around a simple course designed by themselves and others. • Start to create his/her own appropriate symbols. • Use non-verbal communication strategies to help solve problems/complete challenges. • Evaluate his/her own performance within a group or individual challenge.

PE - End of Year Expectations - Year 5

Dance	<ul style="list-style-type: none"> • Perform dance actions. • Choose his/her own dance steps and movements. • Perform longer routines from memory. • Choreograph short routines. • Explore different styles of dance. 	Athletics	<ul style="list-style-type: none"> • Run longer distances knowing when to use a sprint. • Use the correct action to throw a javelin. • Jump: one foot to same foot to two feet (triple jump).
Gymnastics	<ul style="list-style-type: none"> • Perform actions in and out of rolls. • Lead others in a stretching routine to prepare for gymnastics. • Perform a range of balances. • Hold different positions when balancing. • Select the most appropriate ways to travel from one balance to another. 	Swimming	<ul style="list-style-type: none"> • Swim a distance of 25m without stopping. • Swim using a range of strokes, e.g. front crawl, backstroke and breaststroke. • Synchronise his/her breathing with his/her stroke.
Games	<ul style="list-style-type: none"> • Choose the most appropriate throw to use within a game. • Hit a ball into space to help increase his/her score within a game. • Dribble a ball in different directions and avoid obstacles. e.g. With his/her feet or a hockey stick. 	OAA	<ul style="list-style-type: none"> • Read a wide variety of map symbols. • Decide if verbal or non-verbal communication is the most effective choice when solving problems. • Take the lead within a group challenge and give clear instructions to others.

PE - End of Year Expectations - Year 6

Dance	<ul style="list-style-type: none"> • Perform dance actions with control and expression. • Put own dance steps and movements into a routine. • Perform longer routines from memory adding expression and extension to his/her movements. • Choreograph short routines to portray a particular mood or style. • Explore different styles of dance and develop short routines in those styles. 	Athletics	<ul style="list-style-type: none"> • Change his/her body shape to decrease air resistance when running. • Use the correct action to throw a javelin with a run up. • Use his/her toe and heel to spin and throw a discus and shot put. • Jump: one foot to same foot to two feet (triple jump).
Gymnastics	<ul style="list-style-type: none"> • Perform a range of balances with a high level of control and accuracy. • Hold different positions when balancing and use different shapes to express a given theme/mood. • Create sequences that have changes of speed and level. 	Swimming	<ul style="list-style-type: none"> • Swim a distance of 25m without stopping and using a consistent stroke. • Swim using a range of strokes accurately, e.g. front crawl, backstroke and breaststroke. • Perform different self-rescue actions. e.g. Using a buoyancy aid, treading water etc. • Synchronise his/her breathing with his/her stroke.
Games	<ul style="list-style-type: none"> • Call out for a catch in a game showing they know they are in the best place. • Select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy. • Help other members of his/her team to find space within a team game. • Use a range of attacking and defending skills when playing a team game. 	OAA	<ul style="list-style-type: none"> • Plan a simple orienteering trial for others to complete. e.g. Using the local area. • Use a compass when following a given route. • Plan ideas of how to solve a problem before attempting it. • Evaluate his/her own and the teams performance within a challenge and make suggestions of how to improve for next time.