Subject Curriculum Overview

# Physical Education

## Planning and Progression

Nurture curious minds through providing opportunities to excel.
Create resilient and resourceful life – long learners.
Value pupil voice, promote high self-esteem and emotional wellbeing.

# Subject Vision and Rationale

*"In life, there is no such thing as impossible; it's always possible" -* ***Venus Williams***

At Ringmer Primary and Nursery School we believe that PE is an essential part of a child's educational development. Our vision is to create a culture that encourages all pupils to experience, enjoy and excel in high quality PE and school sport.

Ringmer is a close village community and it is through community and teamwork that we endeavour to allow our pupils to learn and develop their physical skills. As early as EYFS, we aim to build confidence, skills and knowledge by helping our pupils to understand the importance of communication and teamwork. Along with the development of social skills, we nurture pupils and promote a love of PE from a young age. This is developed further as pupils move to KS1 and KS2 where pupils thrive with confidence in a community based physical environment where equal opportunities are provided in school and after school. We offer many quality opportunities for pupils to become involved in gymnastics, dance, cricket, running, netball and football outside of school time as well as offering swimming lessons for KS2 as part of our PE curriculum. Pupils in Year 6 are given the opportunity of a residential trip which offers a variety of outdoor adventurous and orienteering activities.

Our PE Lead ensures that pupils are offered a balanced PE curriculum that provides exciting, active and fun lessons together with an education in health and well-being. We endeavor to provide opportunities for pupils to participate in competitive sports and activities both in and beyond the curriculum. Our close links with the wider community is very important as is maintaining our relationship with the PE department at Kings Academy where we have access to their field and range of high quality resources.

By emphasising leadership, we expect pupils to develop the skills of communication, organisation, teamwork, resilience, perseverance and a respect for rules. We celebrate PE by having annual sports days in which we select sports captains and our aim is to offer opportunities for all pupils to lead sporting activities, organise games and events and learn to lead by example. Every pupil should have the opportunity to increase their confidence and competence in being physically active and, through challenge and competition, we hope that they will develop a life-long habit of being physically active.



Our PE curriculum is inclusive to ensure that pupils of all abilities access the range of activities on offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. PE will develop not only physical literacy and physical skills, but it will allow pupils to learn about themselves, the importance of a healthy, active lifestyle, self-expression and concepts such as fair play and respect. We hope that these opportunities will help our children to develop into well-rounded and balanced individuals all set for life's challenges.

<u>Purpose of study</u>

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

In KS1 pupils are provided with opportunities to have experience days in school along with them being given opportunities to take part in multicultural games.

By the end of KS1:

- Develop a range of fundamental movement skills
- Have developed the stamina to sustain substantial periods of physical activity
- To understand how to engage in team games collaboratively
- Perform dances using simple movement patterns
- Beginning to understand the elements of a healthy lifestyle

In KS2 pupils are provided with diverse opportunities for pupils to take part in competitive sports with cluster schools. In addition to this, the organisation provides pupils with experiences of activity days that support opportunities for OAA. Multicultural sports are embedded throughout the year where children are able to competently describe the location and nationality of sporting games; this is accomplished through activities with specialist coaches, within our PE curriculum and opportunities to meet athletes.

By the end of KS2:

- Develop a broad range of skills learning how to use them in isolation and combination
- Can sustain participation in competitive team games whilst communicating, collaborating and competing with each other
- After performing a range of movement patterns pupils are able to determine improvements to achieve their best outcome
- Pupils are able to competently identify all elements of a healthy lifestyle

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.

# Two Year Plan

| Year/Term | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| EYFS - Year A | Playing through games | Ourselves | High, Low, Over, Under | Hands 1 | Games For Understanding | Rackets Bats Balls and Balloons |
| KS1 - Year A | Growing<br>Playing Games | Water<br>Hands 2 | Wide, Narrow, Curled<br>Sticks | Linking<br>Sticks | Jumping 1<br>Games For Understanding | Jumping 1<br>Health and Wellbeing |
| LKS2 - Year A | Orienteering<br>Wild Animals | Cats<br>Netball | Symmetry & Asymmetry<br>Football | Bridges<br>Football | Cricket<br>Throwing & Jumping | Cricket<br>Foot Golf |
| UKS2 - Year A | Swimming<br>Sportshall Athletics<br>Communication & Tactics | Greeks<br>Netball | Counter Balance & Counter Tension<br>Hockey | Matching & Mirroring<br>Hockey | Tennis<br>Throwing & Jumping | Tennis<br>Foot Golf |

| Year/Term | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| EYFS - Year B | Playing through games | Nursery Rhymes | Moving | Hands 1 | Games For Understanding | Feet 1<br>Rackets Bats Balls and Balloons |
| KS1 - Year B | Team Building<br>The Zoo | Hands 1<br>Explorers | Body Parts<br>Feet 1 | Feet 1<br>Linking | Rackets Bats and Balls<br>Running 1 | Dodging 1<br>Rackets Bats and Balls |
| LKS2 - Year B | Communication & Tactics<br>Weather | Basketball<br>Space | Canon and Unison<br>Hockey | Hockey<br>Levels and Direction | Running<br>Tennis | Tennis<br>Mindfulness |
| UKS2 - Year B | Swimming<br>Problem Solving<br>Sports hall athletics | Basketball<br>The Circus | Football<br>Flight | Football<br>Creating Sequences | Cricket<br>Athletics | Cricket<br>Health Related Exercise |

*Complete PE offers multiple and comprehensive levels of skills within each objective and lesson. These need to pitched relative to the year groups taught. For example, the Year 1 lessons covered by the Year 2 class need to be accessing the top levels within the objective or lesson.

# Learning ladders

Our Complete PE scheme and is structured around clear learning ladders that show how pupils' physical skills, knowledge and confidence develop as they move through the school.

In EYFS and Key Stage 1, learning ladders focus on the development of fundamental movement skills such as agility, balance, coordination and control. These core skills are taught through a wide range of activities and simple games, helping children to build confidence, enjoyment and a strong foundation for future learning.

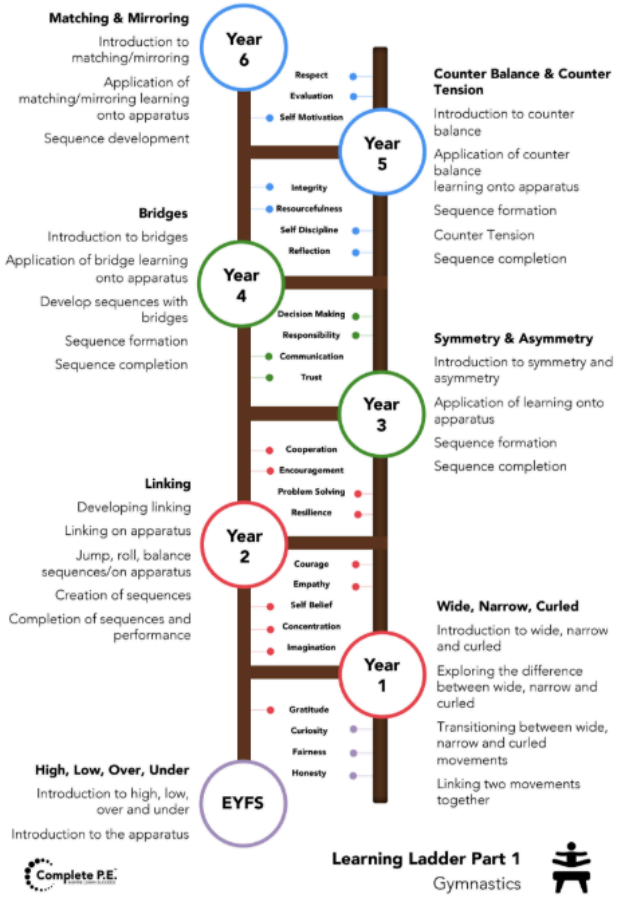
As pupils progress into Key Stage 2, these fundamental skills are applied and refined within a variety of sports and physical activities. Learning ladders demonstrate how children develop increasingly complex key skills, tactical awareness and decision-making, alongside teamwork, resilience and leadership.

At the start of each academic year, all classes begin with a Team Building and Outdoor Adventurous Activities (OAA) unit. This supports children in developing positive relationships, communication and social skills within their new classes, setting a strong foundation for learning across the year.

In Year 5, pupils also participate in swimming during the Autumn term, developing essential water safety knowledge and swimming competence in line with the National Curriculum expectations.

These learning ladders ensure clear progression, continuity and challenge across all year groups, supporting every child to succeed and enjoy physical education.

Click the links below to see the learning ladders.




| | | | | | | |
|---|---|---|---|---|---|---|
| Athletics | Basketball | Cricket | Dance (YrA) | Dance (YrB) | Football | Gymnastics (YrA) |
| Gymnastics (YrB) | Health & Wellbeing | Hockey | Netball | OAA | Tennis | |

# EYFS

EYFS Physical development (With links to PSED and Expressive Arts and Design)

| Age Group | What children are learning to do: | Examples of how to support it: |
|---|---|---|
| Age 2-3 | **Physical Development:**<br>• Move freely and with enjoyment, showing increasing confidence<br>• Begin to develop balance, coordination and spatial awareness<br>**Personal, Social and Emotional Development:**<br>• Begin to play alongside others<br>• Start to show independence in movement and play<br>**Expressive Arts and Design:**<br>• Explore movement as a form of expression | • Provide safe crawling spaces for climbing, crawling, rolling and pushing<br>• Use music, action songs and stories to encourage movement<br>• Model turn taking and positive interactions<br>• Offer encouragement and name emotions linked to movement (e.g. excitement, pride) |
| Age 3-4 | **Physical Development:**<br>• Develop control and coordination in large movements<br>• Use equipment with increasing confidence and safety<br>**Personal, Social and Emotional Development:**<br>• Begin to follow simple rules and routines<br>• Showing increasing independence and perseverance<br>• Play cooperatively with others<br>• Begin to take turns and share equipment<br>**Expressive Arts and Design:**<br>• Use movement to respond to music, stories and ideas. | • Plan activities that develop agility, balance and coordination<br>• Introduce simple team games and group challenges<br>• Encourage children to talk about how they feel during activities<br>• Use music, props and imaginative themes to support expressive movement. |
| Reception (Early Learning Goals | **Physical Development:**<br>• Negotiate space and obstacles safely, with consideration for others.<br>• Demonstrate strength, balance and coordination<br>• Move energetically in a range of ways<br>**Personal, Social and Emotional Development:**<br>• Show resilience and perseverance when facing challenges<br>• Understand and follow rules, showing self-control<br>• Work and play cooperatively with others<br>• Take turns and show sensitivity to others' needs<br>**Expressive Arts and Design:**<br>• Perform songs, rhymes and dances<br>• Use movement to express feelings and ideas | • Deliver progressive PE sessions focussing on fundamental movement skills<br>• Use team-building games to promote cooperation and communication<br>• Encourage children to reflect on their learning and effort<br>• Provide opportunities for dance, drama and creative movement<br>• Celebrate individual and group achievements |