

Physical Education Intent

Physical Education at Beaminster St Mary's

At Beaminster St. Mary's, we intend to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities, as well as give children the tools and understanding required to make a positive impact in their own health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices.

Our Physical Education will challenge and promote self-esteem through the development of physical confidence and problem-solving. We aim to teach children to cope with both success and failure in competitive, individual and team-based physical activities, allowing them to explore and express their personal and spiritual identity.

Through our provision, children can flourish at sports in which they have a particular interest or flair for.

Children have equal opportunities to take part in a range of sports and physical activities within a challenging and supportive environment where effort, as well as success, is recognized. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, outdoor play and competitive events.

CCAW Curriculum Drivers

	In all subjects...	In PE, this looks like...
Curiosity	We aspire for pupils to embrace challenge with a growth mind set and show curiosity, independence and resilience in all that they do.	<ul style="list-style-type: none"> PE lessons encourage enjoyment and purposeful play, both cooperatively and competitively. All children have meaningful opportunities to represent the school and compete against other locality pupils. High performance can lead to further competition against other high-performing pupils from different areas and in different settings.
Communication	We aspire for pupils to become emotionally mature with a depth of language that enables them to share ideas effectively.	<ul style="list-style-type: none"> being able to talk through decision-making processes, such as those involved in attack and defence principles or choreography, this enables pupils to display their learning and develop confidence in using subject-specific terminology.
Admiration	We aspire for pupils to become wise, respectful learners	<ul style="list-style-type: none"> sporting leaders within their field, both internationally and locally, enable pupils to project their own pathways to success. Developing self-confidence through PE can lead to improved competence within the subject.
Worldly	We aspire for pupils to become emotionally literate, tolerant and appreciative of an ever changing global environment.	<ul style="list-style-type: none"> pupils are encouraged to show independence when trying to improve performance. Varied sporting experiences should provoke wonder and encourage pupils to seek further opportunities within the community.

Learning knowledge is not an end point in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of subject knowledge, we want our children to develop subject specific skills. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through carefully planned enrichment activities.

EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Balance ability Ball Skills Dance Gymnastics Games Athletics	Gymnastics Fundamentals Ball Skills Target Games Dance Invasion Net and Wall Fitness Athletics Sending and Receiving	Fundamentals Ball Skills Netball Hockey Tag Rugby Swimming Dance Tennis Yoga Athletics Cricket	Swimming Tennis Netball Gymnastics Hockey Basketball Fitness Rounders Yoga Athletics Cricket

Substantive knowledge in PE

Competence: The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.	Performance: Using physical competence and knowledge to gain a better understanding of physical activity.	Creativity: Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.	Healthy, active lifestyles: Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives	Evaluation and analysis: Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best
Movement (self): travelling, rolling, balancing, sliding, jogging, running, jumping, dodging, spinning, skipping Movement (object control): bouncing, throwing, catching, kicking, striking Balance: control, stability Agility: changing and controlling direction and position	Technique: Skill, ability, capability, proficiency, expertise, style Performance: conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining	Applying tactics: strategy, games, planning, sequencing, creating Competition: rivalry, contesting, opposition, match, game, round, heat, event Co-operation: collaboration, working together, combined effort, teamwork, partnership,	Safety: Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules Health and fitness: mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)	Evaluation: assessment, appraisal, judgement, analysis, improving Determination: self-improvement, resilience, personal best

<p>Coordination: using senses together, dribbling, hand-eye co-ordination, completing movements in dance</p> <p>Speed: moving body or parts of body at controlled pace</p> <p>Tactics: strategy, plans</p> <p>Attacking and defending: 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)</p>	<p>Spatial awareness: awareness, understanding of self and objects within a space, changes in position</p> <p>Physical literacy: performing with confidence, performing actions accurately</p> <p>Rules: regulation, directions, commands, guidelines, safety, referee, decision making</p>	<p>coordination</p> <p>Communication: instructions, discussion, interaction, encouragement, clarity</p>		
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Second Order Concepts

PE	fitness	How regular exercise contributes to fitness; how to set goals and improve fitness levels. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition).	balance sequence rhythm team invasion running jumping throwing catching attack defend
	health	How exercise is a key factor in a healthy lifestyle and what being healthy means.	
	tactics	Actions or strategies that are specifically planned to achieve something.	
	Control & performance	The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.	
	challenge	Actively participating in contexts that involve challenge to extend and test spiritual, physical, mental, and emotional limits, both individually and as part of a group.	
	co-operation	Working respectfully together in small and large groups to achieve success by using skills of communication and collaboration.	
	competition	Using leadership, teamwork, and interpersonal skills to follow rules in competitive contexts. Showing respect and sportsmanship whilst balancing rights, roles, and responsibilities in group situations.	

What Needs to be Taught

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Early Learning Goal: Gross Motor Skills: <u>Children at the expected level of development will:</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others,</p> <p>Demonstrate strength, balance and coordination when playing,</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>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.</p> <p><u>Pupils should be taught to:</u></p> <p>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,</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>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.</p> <p><u>Pupils should be taught to:</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination,</p> <p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>			

Progression of Skills in Athletics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Run and jump energetically.</p> <p>Explore running, jumping and throwing with my peers.</p>	<p>Begin to master basic movements such as running and jumping</p> <p>Begin to compete against others in an event.</p> <p>Begin to throw using throwing actions.</p>	<p>Master basic movements such as running and jumping.</p> <p>Compete against others in an event.</p> <p>Use throwing actions more accurately to hit a target.</p>	<p>Run and jump.</p> <p>Compete against others in events.</p> <p>Begin to demonstrate improved throwing, running and jumping technique.</p> <p>Say what is good about their and others performance.</p>	<p>Demonstrate improved throwing, running and jumping technique.</p> <p>Compete against others in events.</p> <p>Say what is good about their and others performance.</p>	<p>Refine their technique showing precision in a variety of disciplines such as throwing, catching, running and jumping.</p> <p>Compete against others in events showing increasing resilience.</p> <p>Begin to evaluate and improve their performance.</p>	<p>Refine their technique showing precision in a variety of disciplines such as throwing, catching, running and jumping.</p> <p>Improve and evaluate their performance comparing it to previous performances.</p>
Vocabulary	<p>Walk, jog, run, hop, skip, jump, team, throw, catch, pass, by yourself, in pairs.</p>	<p>Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, pace.</p>	<p>Distance, weight, height, technique, grip, stance, strike, power, accuracy.</p>	<p>Rotation, relay, estimating, exchange, shuffle run up, landing.</p>	<p>Muscles, propel, long jump, high jump, steady pace, leading leg.</p>	<p>Tactic, triple jump, discus, crouching, phase, torso, assisted, unassisted.</p>	<p>Stamina, pulse rate, aerobic capacity, high intensity, sustain, bicep, triceps, calf, quadriceps, abdominals, hamstrings.</p>

Progression of Skills in Gymnastics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Experiment with different ways of moving.</p> <p>Jump off an object and land appropriately.</p> <p>Demonstrate strength, balance and coordination.</p>	<p>Begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping and skipping.</p> <p>Begin to adapt work from the floor safely to apparatus.</p> <p>Experiment with different rolling actions.</p> <p>Begin to link a series of jumps and rolls together.</p>	<p>Understand and create different pathways (straight, zigzag and curving) and move in different directions.</p> <p>Begin to turn, twist and spin on different body parts showing control and coordination.</p> <p>Link together 3 different movements showing contrast in speed and height.</p> <p>Adapt work from the floor safely to apparatus</p>	<p>Move and balance showing specific planned shapes and variations in speed and level using turning movements and jumps.</p> <p>Transfer learned skills onto apparatus.</p> <p>Select and construct sequences, which use variations in speed, height, direction and pathways.</p> <p>With a partner, begin to analyse and say what they like about a sequence.</p>	<p>Identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy.</p> <p>Begin to identify which balances produce stable and unstable bases.</p> <p>Use the floor and apparatus to create a sequence on balancing and rolling showing variation in shape, speed and levels.</p> <p>Observe the work of others and make judgements against given criteria.</p>	<p>Demonstrate five basic jumps showing different shapes and directions in the air.</p> <p>Identify and use spinning, rotation and rolling around different axes.</p> <p>Sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills.</p> <p>Transfer flight safely onto apparatus.</p> <p>Design and create a sequence using variations in speed, height, direction and pathways.</p> <p>Observe, analyse and evaluate using correct terminology.</p>	<p>Identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter balance and counter tension.</p> <p>Draw on past learning to travel over and under a moving partner.</p> <p>Travel rhythmically, develop timing and use synchronization.</p> <p>Adapt and transfer sequences from the floor to apparatus.</p> <p>Work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness.</p>
Vocabulary	Mat, table, roll, long, slow, on off, land, stretched, curled, tucked	Space, travel, control, sequence, evaluate, balance, agility.	Coordination, speed, direction, body, awareness, pace,	Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility.	Rhythmic Gymnastics, accelerate, decelerate, body tension.	Front/back support, collaboratively, transition, stride.	Handstand, flight, asymmetrical, element, headstand,

Progression of Skills in Dance

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Dance energetically.</p> <p>Explore and engage in dance, performing solo or in groups.</p> <p>Move to music and expressing my feelings and responses.</p>	<p>Perform basic actions with increasing control.</p> <p>Move in different directions and high and low.</p> <p>Travel rhythmically on feet, hopping and skipping.</p> <p>Begin to work with others to create a dance and begin to suggest ways to improve.</p>	<p>Create and perform simple movement patterns.</p> <p>Copy and perform simple movements and rhythmic patterns.</p> <p>Work with others to create a dance and change and vary their actions.</p> <p>Suggest ways to improve their performance.</p> <p>Understand that dance is active and changes will occur to their body.</p>	<p>Perform basic dance actions with greater control and fluency.</p> <p>Select and adapt appropriate movements for a dance idea.</p> <p>Create and structure a dance.</p> <p>Evaluate their own and others performance.</p>	<p>Use simple movement patterns to structure, remember and repeat dance phases.</p> <p>Link movements and sections together using appropriate transitional movement.</p> <p>Talk about how to develop and improve performance and begin to make changes to their own performance using select criteria.</p>	<p>Respond to a range of visual stimuli and accompaniment.</p> <p>Explore, improve and plan dances in a group.</p> <p>Use props as an integral part of dance.</p> <p>Link a series of more complex dance phases.</p> <p>Refine and compare their performances with that of others and use this to evaluate and improve their own performance.</p>	<p>Copy, refine and repeat dance phases and dances with a partner or in a group.</p> <p>Create a series of more complex ideas, using a range of movements.</p> <p>Recognise that dance is a good activity for health and well – being.</p> <p>Compare their performances with that of others and use this to evaluate and improve their own performance.</p>
Vocabulary	<p>Fast, slow, shape, body part, tip toes, flat feet, stamping, swinging, forwards, backwards, side to side.</p>	<p>Travel, jump, link, balance, duet, trio, energy, perform</p>	<p>Repeat, quartet, choreograph, formation</p>	<p>Gesture, stillness, unison, limbs, support partner, 90 degrees, 180 degrees suppleness.</p>	<p>mirroring, expressions, flexed, strength, core, gesture, repetition</p>	<p>flicks, contact work, technique, variation</p>	<p>confrontation, direction, formation improvisation, unison, action/reaction</p>

Progression of Skills in Swimming

Swimming can be taught in any year group but the progression of skills is as follows:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Show confidence when entering a pool.</p> <p>Begin to experiment using different strokes to move across the water.</p> <p>Float in the water.</p>	<p>Show confidence when entering water.</p> <p>Use different strokes to move across the water more efficiently.</p> <p>Float in the water.</p> <p>Begin to understand how to keep safe in the water.</p>	<p>Use a variety of swimming strokes such as front crawl and back stroke more efficiently.</p> <p>Begin to develop an awareness of safety considerations around the pool.</p>	<p>Use a variety of strokes competently.</p> <p>Develop an awareness of safety considerations around the pool.</p>	<p>Begin to swim competently up to a distance of 25 metres.</p> <p>Begin to use a range of strokes effectively.</p> <p>Understand some ways to keep themselves safe in the water.</p>	<p>Swim competently over a distance of 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue techniques in different water based situations.</p>
Vocabulary		<p>Front crawl, back stroke, breast stroke, butterfly, free style, floating, kicking, breathing, coordination.</p> <p>Water safety, drowning, buoyancy, chlorine, temperature (water and body), life jacket, life floatation, 999.</p>					

Progression of Skills in Outdoor and Adventurous Activities

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Work and play cooperatively and take turns with others.</p> <p>Participate in small group, class and one to one discussions, offering their own ideas.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Communicate with their peers about what to do in a task.</p> <p>Solve simple problems.</p> <p>Begin to think about how their group can improve.</p>	<p>Solve simple problems with their peers.</p> <p>Solve simple problems.</p> <p>Think about how their group can improve to complete the task/problem more efficiently.</p>	<p>Use clues and flags to complete a task.</p> <p>Begin to negotiate with their peers to develop the most effective plan.</p> <p>Take the lead and solve simple tasks in small groups.</p>	<p>Use clues and flags to complete a task.</p> <p>Begin to negotiate with their peers to develop the most effective plan.</p> <p>Take the lead and solve problems and tasks in small groups.</p>	<p>Use multiple plans and maps for a task.</p> <p>Negotiate with their peers to develop the most effective plan.</p> <p>Take the lead and solve more complex tasks in small groups increasing to larger groupings.</p>	<p>Use multiple plans and maps for a task.</p> <p>Negotiate with their peers to develop the most effective plan.</p> <p>Take the lead and solve more complex tasks in small groups increasing to larger groupings.</p>
Vocabulary	Sharing, take turns, resilience, perseverance, challenge,	balance, counterbalance, timing, spotting, decision making	Rules, demonstrating, instructing, competition	Map reading, trust, problem-solving, symbols, retrace, self-confidence	Orienteering, course,	Knots, loop course, topographic map, countryside, leader, survival	Verbal, non-verbal

Progression of Skills in Games

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explain the reasons for rules.</p> <p>Set and work towards simple goals.</p> <p>Demonstrate strength, balance and coordination when throwing, catching, kicking and rolling a ball.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing.</p> <p>Begin to use a bat in different ways to strike, push and roll a ball.</p> <p>Begin to use these skills to observe, copy and play games individually and with a partner.</p> <p>Begin to understand the concept of rules and learn to change the rules of a game to make it harder.</p> <p>Aim at a range of targets.</p> <p>Move safely and actively around a space.</p> <p>Show my partner how to do a simple skill in PE.</p>	<p>Throw, catch, bounce, dribble, kick and hit a ball in different ways.</p> <p>Begin to be more confident at using sending and receiving skills.</p> <p>Remember, repeat and link skills to make up and play games.</p> <p>Apply basic tactics and strategies to a game.</p> <p>Observe, play and improve another person's game and begin to evaluate their own work.</p> <p>Move safely and actively about a space and in a team.</p> <p>Show their partner how to stretch in a warm up.</p>	<p>Consolidate and improve the quality of their hitting skills.</p> <p>Improve their ability to select and apply a range of simple tactics.</p> <p>Make up and play small sided games.</p> <p>Begin to apply attacking and defending principles in competitive games.</p> <p>Recognise, describe and evaluate the effectiveness of a performance.</p> <p>Set up equipment for their partner or their group in PE.</p>	<p>Consolidate their striking skills and improve the quality and control.</p> <p>Adapt and transfer appropriate principles of play and tactics.</p> <p>Solve problems and begin to modify rules.</p> <p>Apply attacking and defending principles in small invasion games.</p> <p>Recognise good quality in their, and others', performance and techniques suggesting practices to improve play.</p> <p>Lead a partner in making up their own activity to practice a skill.</p>	<p>Select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games.</p> <p>Apply basic strategic and tactical principals in different games situations.</p> <p>Develop their ability to recognise their own strengths and weaknesses and use this to evaluate their own, and others' performance; communicating improvements with team mates.</p> <p>Experience and adapt to all roles in small –sided striking, fielding and invasion games.</p> <p>Lead a group in a warm up/ skill activity.</p>	<p>Choose and use techniques and skills fluently in invasion, striking and net games.</p> <p>Recognise my strengths and weaknesses and develop their ability to evaluate their own, and others' performance in different physical activities and communicate ways to improve it.</p> <p>Choose, adapt rules and apply a range of tactics and strategies in games situations.</p> <p>Compare their performances with previous ones and demonstrate an improvement.</p> <p>Explain why exercise is good for their fitness, health and well – being.</p> <p>Take on the role of scorer/coach/umpire/ captain in PE.</p>

GAMES	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	run, jump, hop, skip, balance catch, throw, kick, travelling, hitting, partner.	Sending, receiving, aim, strike, balance, control, space, target, underarm, swing, agility, static, dynamic, coordination, strike, dribble, direction, space, passing, aiming, releasing.	Stronger, weaker, Attacking, defending, tactics, power.	serve, technique, position, stance, territory, passing, receiving, scanning, dominant, possession, heart rate.	Warm-up, cool-down, pivot, context, space, intercept.	acceleration, speed, evaluating, adapting opponent, mark, rules, facilitate, adapt, spatial awareness.	Impact, score, strike, defensive unit, organising, set area, observing, monitoring, accuracy, fluency.