

PCA PE Statement of Intent 2023-2024

“Ask not what your team mates can do for you. Ask what you can do for your team mates”. Magic Johnson

PE is a subject in which pupils have the opportunity to experience a diverse range of physical activities. It promotes wellbeing, a healthy heart and a healthy mind, allowing pupils to experience successes and failures in a competitive sport as well as building resilience. Children have chances to collaborate and work in teams whilst having fun and positively engaging with their peers. Our PE curriculum aims to develop a well-rounded individual who understand the importance of physical activity and a healthy lifestyle. We aim to **promote the values of teamwork, self-belief, respect, passion, honesty and determination through inclusion.**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Fundamental Movement Skills Exploring various body movements with some control | Gymnastics Create shapes with different body parts. | Dance Copy basic body actions and rhythms. | Stability Developing skills to balance and control their bodies movements. | Target Games Developing skills in dropping, catching, movement and stopping. | Locomotion Run and stop with some control. Explore skipping as a travelling action. |
| Reception | Fundamental Movement Skills Exploring moving different body parts together with some control | Gymnastics Copy and link simple actions together. | Dance Begin to use dynamics and expression with guidance. | Object Manipulation Developing skills in moving and positioning objects within one hand. | Target Games Securing skills in dropping, catching, movement and stopping. | Locomotion Jump and hop with bent knees. Throw larger objects into space. Change direction at a slow pace. |
| Year 1 | Net and wall games Control a small ball rolled along the ground with a racket. Dance Show some sense of dynamic and expressive qualities. | Gymnastics Perform balances on different body parts with some control and balance, with and without apparatus. Drumba Fitness Linking moving differently with some control. | Invasion Games Throw and catch a ball by self and with a partner. Begin to follow some simple rules of a game. Gymnastics Remember, repeat and link simple actions together. | Invasion Games Recognise space in relation to others. Begin to use simple tactics with some guidance. Net and wall games Use a racket with one hand, showing strength in arm and wrist. | Striking and fielding Show different ways of hitting, throwing and striking a ball. Team building Follow instructions and work with a partner and a small group. | Athletics/Fitness Begin to show balance and co-ordination when changing direction. Striking and fielding Begin to follow simple rules of a game. |
| Year 2 | Net and wall games Control a small ball rolled along the ground with a racket and to a partner. Dance Show character through actions, dynamics and expression. | Gymnastics Perform balances making their body tense, stretched and curled. Drumba Fitness Show balance and co-ordination when moving at different speeds. | Invasion Games Perform simple skills with hands and feet to keep a ball under control. Make simple decisions about when and where to move in a game. Gymnastics Copy, remember, repeat and plan linking simple actions with some control and technique. | Invasion Games Move to space to help score goals or limit others scoring. Use simple tactics. Net and wall games Use a racket with one hand and both hands. Showing strength and co-ordination in moving it around. | Striking and fielding Strike a ball using a racket or bat. Develop skills in throwing with some accuracy. Team building Follow instructions accurately and begin to work co-operatively with a partner and a small group, taking turns and listening to each other. | Athletics/Fitness Perform actions with increased control when co-ordinating their body with and without equipment. Striking and fielding Following the rules of the game successfully. |
| Year 3 | Net and wall games (Tennis) Develop appropriate stances when waiting to receive a ball. Dance Match dynamic and expressive qualities to a range of ideas. | Gymnastics Complete balances with increasing stability, control and technique. Drumba Fitness To develop their physical strength, stamina, speed and flexibility. | Invasion Games Improve ball skills focusing on control and accuracy. Begin to show defending skills against an opponent. Gymnastics Choose actions that flow well into one another both on and off apparatus. | Invasion Games (Basketball) Use space with some success in game situations. Use simple tactics individually and within a team. Net and wall games (Tennis) Begin to what it means by a forehand and backhand position. | Striking and fielding (Rounders) Throw and catch a ball under pressure. Orienteering (OAA) Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and small group, listening to and accepting others' ideas. | Striking and fielding Work as team, using tactics in order to beat another team. Fitness/ Athletics Can co-ordinate their bodies with increased consistency in a variety of activities. |
| Year 4 | Swimming Swim competently, confidently and proficiently, using a range of strokes effectively. Perform safe self-rescue in different water-based situations. | Swimming Swim competently, confidently and proficiently, using a range of strokes effectively. Perform safe self-rescue in different water-based situations. Dance | Swimming Swim competently, confidently and proficiently, using a range of strokes effectively. Perform safe self-rescue in different water-based situations. Gymnastics | Invasion Games (Netball) Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession. Invasion Games Make decisions on types of passing to use. Begin to attempt | Net and wall games (Badminton) Begin to bring the racket to meet the ball for a forehand and backhand hit. Net and wall games (Badminton) Begin to hit a ball over a net allowing for a bounce, hit technique. | Striking and fielding (Cricket) Use fielding skills to begin to stop the ball effectively and throw a ball accurately. Improve accuracy of hitting a ball with equipment. Fitness/ Athletics |

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| | <p><u>Drumba Fitness</u> To develop their physical strength, stamina, speed and flexibility.</p> | Change dynamics to express changes in character or narrative. | Plan and perform sequences showing control and technique with and without a partner. | interceptions and understanding positioning in a game. | | Begin to co-ordinate their body for speed, height and accuracy in response to a task. |
| Year 5 | <p><u>Net and wall games (Tennis)</u> Begin to make decision of forehand or backhand depending on where the ball is.</p> <p><u>Dance</u> Confidently perform choosing appropriate dynamics to represent an idea.</p> | <p><u>Gymnastics</u> Show increasing control and balance when moving from one balance to another.</p> <p><u>Drumba Fitness</u> Develop physical strength, stamina, speed and flexibility.</p> | <p><u>Invasion Games</u> Choose correct passes consistently during a game situation. Begin to make some successful interceptions.</p> <p><u>Gymnastics</u> Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> | <p><u>Invasion Games (Hockey)</u> Create and use space for self and others with some success. Understand the need for tactics and identify when to use them in different situations.</p> <p><u>Net and wall games (Tennis)</u> Set racket back in its ready position quickly upon recovery.</p> | <p><u>Striking and fielding (Cricket)</u> Consistently throw and catch a ball with different speeds and levels.</p> <p><u>Orienteering (OAA)</u> Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions.</p> | <p><u>Striking and fielding (Cricket)</u> Consistently hit a ball every time with an appropriate bat.</p> <p><u>Fitness/ Athletics</u> Can co-ordinate a range of body parts using increased speed, control and accuracy for complex activities.</p> |
| Year 6 | <p><u>Net and wall games (Badminton)</u> Use ‘move-hit-recover’ approach within a game showing facing forward on recovery.</p> <p><u>Dance</u> Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> | <p><u>Gymnastics</u> Combine and perform more complex balances with control, technique and fluency.</p> <p><u>Drumba Fitness</u> Develop physical strength, stamina, speed and flexibility.</p> | <p><u>Invasion Games</u> Know which pass would be best during a game situation, play effectively in attack and defence. Score points against an opponent.</p> <p><u>Gymnastics</u> Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p> | <p><u>Invasion Games (Tag Rugby)</u> Effectively create and use space for self and others to outwit opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p><u>Net and wall games</u> Use the correct swing technique and control with smooth swings keeping the path of the racket the same.</p> | <p><u>Striking and fielding (Rounders)</u> Consistently control movements in both batting and fielding situations.</p> <p><u>Striking and fielding (Rounders)</u> To use a range of tactics and skills in the role of bowler, batter and fielder.</p> | <p><u>Fitness/ Athletics</u> Can co-ordinate a range of body parts and techniques with a fluent action and accuracy.</p> <p><u>Swimming</u> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively and perform safe self-rescue in different water-based situations.</p> |