


















Sawley Physical Education Curriculum Overview			Curriculum Intent – Statement of aims	Curriculum Implementation – Tools, Techniques, Opportunities	Curriculum Impact - I-can /Assessment	Links to prior and future learning (EYFS/National Curriculum)		
Category	Key Aspect	Icon	We want our children to...	So, we do this:	So that our children:	EYFS	KS1	KS2
Games 	Games and Rules		Understand of the importance of different rules involved in a variety of games so they can fully engage with, and participate in, a wide range of sporting activities in the future and demonstrate good sportsmanship.	Incorporate a range of games into PE lessons that involve different rules, in order to allow our children to become familiar with the structure and rules of some common games and experience using them.	Can follow the rules of a game.	M4: MS: Explain the reasons for rules, know right from wrong and try to behave accordingly M4: FM: Use a range of small tools M4: BR: Work and play cooperatively and take turns with others	AT3: participate in team games, developing simple tactics for attacking and defending AT1: master basic movements including running, jumping, throwing and catching	play competitive games and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation or combination
	Strategy		Have a secure understanding of the need for strategy when taking part in a game. Be confident with strategies for attacking and defending and appreciate strategic skills.	Incorporate a range of games into PE lessons which utilise key aspects of attacking and defending strategies (body positioning, body shape, positioning in play area, formation and team work).	Can use simple attacking and defending strategies.			
	Hand skills		Be confident to control equipment using their hands and develop skills that will support their future learning and development in PE to open up opportunities to engage in a variety of ball and racket sports.	Using small apparatus (balls, bean bags quoits) to send and receive and travel in a variety of ways (underarm overarm, chest) and be introduced to sporting equipment (racket, bats, stick)	Can send, receive and travel with small apparatus using my hands.			
	Foot skills		Be confident to control equipment using their feet and develop skills that will support their future learning and development in PE and open up opportunities to engage in a variety of pitch sports e.g. football and rugby.	Using different sized apparatus (football, tennis ball) to send and receive using appropriate technique. Sessions to complete dribbling a football using the correct technique, including the correct area of their foot.	Can send, receive and travel with small apparatus using my feet.			
Athletics 	Jumping for distance and height		Have experienced jumping for distance and height, and developed a basic understanding of how to use approaches and techniques for different purposes and situations	We teach discrete sessions that focus on how to use the correct technique to maximise jumping for distance and height. We give children the opportunity to apply their jumping techniques in a range of games and activities and using hurdles	I know how to jump further for distance and higher for height.	M4: GM: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	AT1: master basic movements including running, jumping, throwing and catching	take part in outdoor and adventurous activity challenges both individually and within a team
	Travelling at different speeds		Be confident with techniques for travelling at different speed (run, walk, jog, sprint) and demonstrate good coordination of body parts throughout the different techniques so they can apply these to sports and physical activity in the future.	Use a range of spaces to gain an understanding of how to run at different speeds. We explore the different movement types and the techniques that link, including developing children's coordination when running, walking, jogging and sprinting.	Can show control of my body when travelling at different speeds.			
	Throwing for distance and accuracy		Be secure in different throwing techniques such as overarm and underarm, and to have a developing understanding of which throw is most beneficial for distance or accuracy.	We focus on developing throwing skills over time and teach children the skills and techniques needed to choose appropriate throws for distance or accuracy. We develop co-ordination through all units of PE, to positively impact throwing techniques.	Can throw with accuracy and control suited to the apparatus			
Gymnastics 	Stationary Balance		Develop an understanding of different stationary balances, including a variation of point and patch balances. Be confident at how to adapt body positioning to support balance.	We teach discrete gymnastics and yoga lessons that focus on how to use different body parts (points and patches) to complete different balances. We provide physical literacy sessions and supporting resources to develop children's core strength.	Can hold point and patch balances with good control.	M4: GM: Demonstrate strength, balance and coordination when playing M4: GM: Negotiate space and obstacles safely, with consideration for themselves and others	AT2: develop balance, agility co-ordination and apply these ..develop fundamental movement skills to extend their agility, balance and Coordination	develop flexibility, strength, technique, control and balance -for example, through gymnastics
	Travelling with Control		Be confident when travelling around space and using different apparatus. Show coordination of body parts and developing balance and control when on, around, or dismounting apparatus as an introduction to gymnastic areas (floor, vault, beam, and bar)	We teach children how to move around space and on apparatus safely. We use effective modelling to demonstrate how to approach different apparatus safely. We use appropriate apparatus to build children's confidence while ensuring that learning is ambitious.	Can travel on and off large apparatus with good control.			
	Specific Movements (jump/ Roll)		Have a good understanding of different gymnastics jumps (e.g. tuck, pencil and star) and rolls (e.g. Teddy bear, barrel, straight, forward). To understand how to link different rolls and jumps in a gymnastics sequence for floor work.	We teach discrete gymnastics lessons that focus on how to use the correct technique for different jumps and rolls. We also apply the different movements to gymnastics sequences, linking with dance routines.	Can demonstrate a range of jumps and rolls with good control			
Dance 	Responding and expressing		Be able to respond confidently to dance stimulus, understand how to adapt movements to suit a purpose, and express themselves when dancing. Opening up a world of creative dance opportunities for education and fun in the future.	We provide a range of different stimuli in dance lessons, providing opportunities to express and adapt ideas. We make relevant links through topic themes, emotions and physical feelings in PSHE and by using a variety of different music genres in our dance planning.	Can respond to a stimulus and use a variety of expression in my dance.	M3: EAD: move to music, expressing their feelings & responses. M4: EAD: Perform songs, stories ... and try to move in time with music.	A4: perform dances using simple movement patterns A1: master basic movements	perform dances using a range of movement patterns
	Repeating/ sequencing		Be confident at linking different movements together in a sequence when dancing and keeping in time. Be able to experience completing a routine, repeat pattern of movements as an introduction to dance choreography	We provide time to develop, practice and perform dances, repeating movements and improving performances. Discrete sessions focus on different counts, and listening carefully to follow a rhythm.	Can repeat movements in a dance and move in time to music.			
	Travelling		Be able to incorporate different movements when dancing such as skipping, hopping and sliding. Demonstrating an awareness of how to use speed and link movements to make good use of space.	Discrete sessions that involve a range of movements that can be used when dancing (such as spins, changing height, hopping, sliding). Encourage awareness of space throughout all PE lessons, including how to use space well.	Can use a variety of travelling when dancing.			