

PE – The National Requirements

The legal coverage requirements for PE are as follows:

EYFS	Key Stage 1 Programme of Study	Key Stage 2 Programme of Study
<p>Children at the expected level of development will:</p> <p>PHYSICAL DEVELOPMENT (40-60) Moving and Handling</p> <ol style="list-style-type: none"> To experiment with different ways of moving To jump off an object and land appropriately To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment To show increasing control over an object in pushing, patting, throwing, catching or kicking it <p>Health and Self Care</p> <ol style="list-style-type: none"> To show understanding of the need for safety when tackling new challenges and consider and manage some risks To show understanding of how to transport and store equipment safely To practice some appropriate safety measures without direct supervision. <p>EXPRESSIVE ARTS and DESIGN (40-60) Being Imaginative</p> <ol style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences <p>PHYSICAL DEVELOPMENT (ELG) Moving and Handling</p> <ol style="list-style-type: none"> To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing <p>Health and Self Care</p> <ol style="list-style-type: none"> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe <p>EXPRESSIVE ARTS and DESIGN (ELG) Being Imaginative</p> <ol style="list-style-type: none"> To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<p>SUBJECT CONTENT 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.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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. <p>Physical education – key stages 1 and 2 3 Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ol style="list-style-type: none"> 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.

Teaching Units at Mayflower Primary School

Taught through PBL		Taught as a Discrete Unit		Assemblies and Curriculum Days	
Year	Autumn Term	Spring Term		Summer Term	
EYFS*					
Year 1	Sending and receiving Gymnastics	Dance Ball skills		Athletics Striking and fielding	
	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)		Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	
Year 2	Sending and receiving Gymnastics	Dance Ball skills		Athletics Striking and fielding	
	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)		Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	
Year 3	Ball skills and cricket Gymnastics	Dance Basketball		Athletics Tennis	
	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)		Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	
Year 4	Ball skills and cricket Gymnastics Swimming	Dance Cricket Swimming		Athletics Tennis Swimming	
	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)		Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	
Year 5	Sports-hall Athletics, rounders and fitness Hockey and football	Gymnastics Dance and basketball		Athletics Rounders and tennis	
	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)		Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	
Year 6	Sports-hall Athletics, rounders and fitness Basketball	Gymnastics Cricket		Athletics Rounders and tennis	
	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)		Sporting achievements, stories of famous sports people, and local/national/international events (see termly plan)	

PE Curriculum – EYFS and Programmes of Study Coverage

This page provides a summary of how the EYFS and the National Curriculum Programmes of Study for PE have been covered through the teaching units previously disclosed (see page 2). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
EYFS			
Year 1	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered
Year 2	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered
Year 3	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming
Year 4	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered. This includes 7, 8, and 9 from the Swimming Programme of Study (weekly lesson, 1 hour of pool time).	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered. This includes 7, 8, and 9 from the Swimming Programme of Study (weekly lesson, 1 hour of pool time).	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered. This includes 7, 8, and 9 from the Swimming Programme of Study (weekly lesson, 1 hour of pool time).
Year 5	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming
Year 6	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming	Through the 2-units that are taught across the term, all aspects of the programmes of Study will be covered, with the exception of swimming

PE Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	Throughout their time in EYFS, children will develop their gross and fine-motor control, both through taught sessions and within free-flow. Practitioners will also ensure that the children understand the positive impact physical activity can have on their health.	Building on what has been achieved during the autumn term, children will also planned opportunities to engage in both the dining and main halls. Rhythm and movement will form the basis for teaching, as well as small and large apparatus.	As the children move towards the end of their time in EYFS, there will be greater opportunities for them to incorporate their own ideas, thoughts, and feelings into the provision they encounter. This will also support effective transition to Key Stage 1.
Year 1	The focus on sending and receiving will help to ensure that the children work in small groups, but also support the development of collegiate working with a partner. The gymnastics focus also reflects this, with individual and partner work characterising provision.	During the spring term, there will be an opportunity for the children to further develop their knowledge and understanding, using small apparatus as a focus. The focus on dance will allow the children to be creative and free in their work.	To complete the focused unit on small apparatus, the children will develop their co-ordination around striking and fielding. These units will help to prepare the children for transition into Year 2, where these skills will be taught in much greater detail.
Year 2	The units in Year 2 will revisit what is taught in Year 1, but the challenge will be greater, and the context adapted so children can work beyond paired requirements. All of these skills will prepare the children for transition to Key Stage 2, where team games are an important focus.	The units in Year 2 will revisit what is taught in Year 1, but the challenge will be greater, and the context adapted so children can work beyond paired requirements. All of these skills will prepare the children for transition to Key Stage 2, where team games are an important focus.	The units in Year 2 will revisit what is taught in Year 1, but the challenge will be greater, and the context adapted so children can work beyond paired requirements. All of these skills will prepare the children for transition to Key Stage 2, where team games are an important focus.
Year 3	Now that the children have developed their small apparatus skills, the context of teaching can shift further towards large group and team forms of working. Cricket will be the primary focus for this, augmented by coaches from LCC. Cricket is also a specific area of interest in the school, given the community we serve.	Dance has become embedded across Key Stage 1 and the children are used to responding in a creative manner. The team focus will also shift where small apparatus skills can again be deployed, but within the context of basketball. As with cricket, the children have long been interested in this team sport.	To conclude their studies in Year 3, a team, individual and large group focus can be achieved through the pro=active teaching of athletics. Skills development with small apparatus can also be built upon using different items e.g. hurdles, javelin etc. The team sport will be tennis, with a competitive element.
Year 4	Now that the children have moved into Year 4, they will receive 1-hour of pool-time per week. Coaches will teach across 6-groups, and this intensive provision will support the children to reach the national requirement of 25 metres, independently. The team sport (cricket and gymnastics) develops games that have been previously taught, but now this can be done at a higher level.	Now that the children have moved into Year 4, they will receive 1-hour of pool-time per week. Coaches will teach across 6-groups, and this intensive provision will support the children to reach the national requirement of 25 metres, independently. Dance and cricket will also continue, utilising and developing skills that have been taught previously.	Now that the children have moved into Year 4, they will receive 1-hour of pool-time per week. Coaches will teach across 6-groups, and this intensive provision will support the children to reach the national requirement of 25 metres, independently. Athletics and tennis will also continue, utilising and developing skills that have been taught previously.
Year 5	As team sports are now embedded, the context can shift rounders, hockey and football. Links will also be established around the RSE provision in relation to health and fitness. Inter-school competition is also embedded, through the sports partnership, and informal links that have been developed over many years.	Provision this term deepens skills and tactics that have been taught earlier in the Key Stage, and will allow the children to move towards excellence in their performance. Inter-school support will continue to augment this, as well as the extra-curricular provision that is available in school.	As with provision during the spring term, the context for the development of skills and tactics will shift again, this time embracing athletics, rounders, and tennis. Competition and extra-curricular opportunities will continue to enrich provision, and all children will be encouraged to take part.
Year 6	Now that the children are moving into their final year, they can begin to make preparations for effective transition to Key Stage 3. We will also revisit the benefits of sport in the hope that this will help them to make positive life choices, as well as engaging in the broad range of opportunities they will encounter in Key Stage 3. In this respect, links will again be established with the RSE curriculum and how fitness and wellbeing can impact on positive relationships. Mini-league will also take place during the autumn term.	As is characteristic of provision, the context will move from athletics and basketball, to gymnastics and cricket. These are both areas of the curriculum that the children know well, and this rotation will allow them to further develop their skills, moving towards peak performance as they prepare for transition to Key Stage 3. Links have also been established with schools in the secondary sector, allowing the children to engage in a specialist facility, and also become aware of some of the expectations in our feeder schools.	As the children move into their final term, the primary focus will remain on both excellence and effective transition. The context of learning has again shifted back to some of the summer sports they are already familiar with. End of year assessments will also be used to inform pupils' annual reports, enabling them to be effectively challenged when they move into their secondary schools. Sports days will also be held, where the children can captain the teams they have been members of since the beginning of Year 3.

