



## Cranborne

Church of England  
First School and Nursery

*Love, Learn, Fly*

Do Everything in Love 1 Corinthians 16:14

## Physical Education at Cranborne First School and Nursery

At Cranborne First School, Physical Education is an integral part of our curriculum and we strive to create a culture which aims to inspire an active generation to enjoy P.E., encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development.

It is our intent to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. All children participate in competitive sport which can be against self and/or others.

Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

### Curriculum Drivers

	<b>In all subjects...</b>	<b>In P.E., this looks like...</b>
<b>Curiosity</b>	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	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 children. High performance can lead to further competition against other high-performing children from different areas and in different settings.
<b>Communication</b>	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming	Being able to talk through decision-making processes, such as those involved in attack and defence principle or choreography, enables children to display their learning and develop confidence in using subject specific terminology.

	<p>effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.</p>	
<b>Resilience</b>	<p>Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'. Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.</p>	<p>Developing a growth mind-set and resilience. To have a positive approach to new tasks, overcome setbacks and maintain their effort Taking creative risks, operating outside their 'comfort zone,' learning from mistakes and daring to do things differently when making decisions. Generating strategies when taking risks.</p>
<b>Independence</b>	<p>Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make choices based on this awareness, understanding that they have ownership of their actions.</p>	<p>Critical of their own work and that of others, making evaluations, practising their skills in a constant effort to do their best. Being original, imaginative, creative and taking risks for a purpose. Through practical activities children will be equipped with the knowledge, understanding and skills to engage successfully and with increasing independence in a range of physical activities.</p>

<b>Aspiration</b>	<p>Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.</p> <p>Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.</p>	<p>Having opportunities to look at sportsmen and women from all over the world for children to aspire to.</p> <p>Taking part in physical activities to develop a good understanding and enable success.</p> <p>Recognising opportunities to succeed, taking the initiative to be self-disciplined with a determination to succeed.</p>
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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. 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.

<b>EYFS</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>
Locomotion – walking Ball skills - hands Gymnastics – High, low, over and under Dance – Nursery Rhymes Ball skills – feet Games for understanding attack and defence Athletics	Ball skills – hands and feet Gymnastics – developing linking movements Dance Ball skills – throwing Attack and defence games Athletics – jumping Team building games and agility.	Tag Rugby Bridges in Gymnastics Netball Basketball Wild Animal Dance Hockey Mindfulness Tennis Rounders Athletics

## Substantive Knowledge in P.E.

Competence	Performance	Creativity	Healthy, Active Lifestyles	Evaluation and Analysis
The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.	Using physical competence and knowledge to gain a better understanding of physical activity	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.	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 life.	Comparing performance with the 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	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		
Agility: changing and controlling direction and position Coordination: using senses together, dribbling, hand-eye coordination, completing movements in dance Speed: moving parts of the body at controlled pace Tactics: strategy, plans Attacking and defending: 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)	Spatial awareness: awareness, understanding of self and objects within a space, changes in position Physical literacy: performing with confidence, performing actions accurately Rules: regulation, directions, commands, guidelines, safety, referee, decision making	Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination Communication: instructions, discussion, interaction, encouragement, clarity		

## Second Order Concepts

<b>Fitness</b>	How regular exercise contributes to fitness; how to set goals and improve fitness levels. This comprises of five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition)	Balance Sequence Rhythm Team Invasion Running Jumping Throwing Catching Attack Defend
<b>Health</b>	How exercise is a key factor in a healthy lifestyle and what being healthy means.	
<b>Tactics</b>	Actions or strategies that are specifically planned to achieve something	
<b>Control and performance</b>	The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintaining connection when dribbling a ball. Also, the ability to control emotion and behaviour in sport.	
<b>Challenge</b>	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.	
<b>Co-operation</b>	Working respectfully together in small and large groups to achieve success by using skills of communication and collaboration.	
<b>Competition</b>	Using leadership, teamwork, and interpersonal skills to follow rules in competitive contests. Showing respect and sportsmanship whilst balancing rights, roles, and responsibilities in group situations.	

What Needs to be Taught		
EYFS	Year 1 and Year 2	Year 3 and Year 4
<p>Early Learning Goal - Gross Motor Skills: Children at the expected level of development will:</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>Children 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>Children should be taught to:</p>	<p>Children 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. Pupils should be taught to:</p>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<ul style="list-style-type: none"> <li>• All schools must provide swimming instruction either in key stage 1 or key stage 2.</li> <li>• In particular, pupils should be taught to: 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]</li> <li>• perform safe self-rescue in different water-based situations (This is assessed at the end of Year 6).</li> </ul>		

<b>Progression of Skills in Gymnastics</b>					
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Experiment with different ways of moving. Jump off an object and land appropriately and safely.	Begin to take off and land on 1 and 2 feet by bouncing, jumping, hopping and skipping.  Begin to adapt work from the floor safely to apparatus.	Understand and create different pathways (straight, zigzag and curving) and move in different directions.  Begin to turn, twist and spin on different body	Move and balance showing specific planned shapes and variations in speed and level using turning and jumps.  Transfer learned skills onto apparatus.	Identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy.

	Demonstrate strength, balance and coordination.	Experiment with different rolling actions.  Begin to link a series of jumps and rolls together.	parts showing control and coordination.  Link together 3 different movements showing contrast in speed and height.  Adapt work from the floor safely to apparatus.	Select and construct sequences, which use variations in speed, height, direction and pathways.  With a partner, begin to analyse and say what they like about a sequence.	Begin to identify which balances produce stable and unstable bases.  Use the floor and apparatus to create a sequence on balancing and rolling showing variation in shape, speed and levels.  Observe the work of others and make judgements against given criteria.
<b>Vocabulary</b>	Mat, table, roll, long, slow, on, off, land, stretched, curled, tucked, straight.	Space, travel, control, sequence, evaluate, balance, agility.	Coordination, speed, direction, body, awareness, pace.	Symmetry, strength, pushing, pulling, stationary, extend, tuck, star, straddle, pike, jump and flexibility.	Rhythmic, gymnastics, accelerate, decelerate, body tension.

### Progression of Skills in Dance

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Dance energetically. Explore and engage in dance, performing solo or in groups. Move to music and expressing my feelings and responses.	Perform basic actions with increasing control. Move in different directions and high and low. Travel rhythmically on feet, hopping and skipping. Begin to work with others to create a dance and begin to suggest ways to improve.	Create and perform simple movement patterns. Copy and perform simple movements and rhythmic patterns. Work with others to create a dance and change and vary their actions. Suggest ways to improve their performance. Understand that dance is active and changes will occur to their body.	Perform basic dance actions with greater control and fluency. Select and adapt appropriate movements for a dance idea. Create and structure a dance. Evaluate their own and others performance.	Use simple movement patterns to structure, remember and repeat dance phases. Link movements and sections together using appropriate transitional movement. Talk about how to develop and improve performance and begin to make changes to their own performance using select criteria.

<b>Vocabulary</b>	Fast, slow, shape, body, part, tip toes, flat feet, stamping, swinging, forwards, backwards, side to side.	Travel, jump, link, balance, duet, trio, energy, perform.	Repeat, quartet, choreograph, formation.	Gesture, stillness, unison, limbs, support partner, 90 degrees, 180 degrees, suppleness.	Mirroring, expressions, flexed, strength, core, gesture, repetition.
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<b>Progression of Skills in Games</b>					
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Explain the reasons for rules. Set and work towards simple goals. Demonstrate strength, balance and coordination when throwing, catching, kicking and rolling a ball. Work and play cooperatively and take turns with others. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.	Begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. Begin to use a bat in different ways to strike, push and roll a ball. Begin to use these skills to observe, copy and play games individually and with a partner. Begin to understand the concept of rules and learn to change the rules of a game to make it harder. Aim at a range of targets. Move safely and actively around a space. Show my partner how to do a simple skill in PE.	Throw, catch, bounce, dribble, kick and hit a ball in different ways. Begin to be more confident at using sending and receiving skills. Remember, repeat and link skills to make up and play games. Apply basic tactics and strategies to a game. Observe, play and improve another person's game and begin to evaluate their own work. Move safely and actively about a space and in a team. Show their partner how to stretch in a warm up.	Consolidate and improve the quality of their hitting skills. Improve their ability to select and apply a range of simple tactics. Make up and play small sided games. Begin to apply attacking and defending principles in competitive games. Recognise, describe and evaluate the effectiveness of a performance. Set up equipment for their partner or their group in PE.	Consolidate their striking skills and improve the quality and control. Adapt and transfer appropriate principles of play and tactics. Solve problems and begin to modify rules. Apply attacking and defending principles in small invasion games. Recognise good quality in their, and others', performance and techniques suggesting practices to improve play. Lead a partner in making up their own activity to practice a skill.
<b>Vocabulary</b>	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,	Stronger, weaker, Attacking, defending, tactics, power	Serve, technique, position, stance, territory, passing, receiving, scanning, dominant, possession, heart rate.	Warm-up, cooldown, pivot, context, space, intercept.

		space, passing, aiming, releasing.			
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**Progression of Skills in Outdoor and Adventurous Activities**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Work and play cooperatively and take turns with others. Participate in small group, class and one to one discussions, offering their own ideas. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Communicate with their peers about what to do in a task. Solve simple problems. Begin to think about how their group can improve.	Solve simple problems with their peers. Solve simple problems. Think about how their group can improve to complete the task/ problem more efficiently.	Use clues and flags to complete a task. Begin to negotiate with their peers to develop the most effective plan. Take the lead and solve simple tasks in small groups.	Use clues and flags to complete a task. Begin to negotiate with their peers to develop the most effective plan. Take the lead and solve problems and tasks in small groups.
<b>Vocabulary</b>	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,

**Progression of Skills in Athletics**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	Run and jump energetically. Explore running, jumping and throwing with my peers.	Begin to master basic movements such as running and jumping Begin to compete against others in	Master basic movements such as running and jumping. Compete against others in an event.	Run and jump. Compete against others in events. Begin to demonstrate improved throwing, running and jumping	Demonstrate improved throwing, running and jumping technique. Compete against others in events. Say what is good

		an event. Begin to throw using throwing actions.	Use throwing actions more accurately to hit a target.	technique. Say what is good about their and others performance	about their and others performance.
<b>Vocabulary</b>	Walk, jog, run, hop, skip, jump, team, throw, catch, pass, by yourself, in pairs.	Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, pace.	Distance, weight, height, technique, grip, stance, strike, power, accuracy.	Rotation, relay, estimating, exchange, shuffle run up, landing.	Muscles, propel, long jump, high jump, steady pace, leading leg.