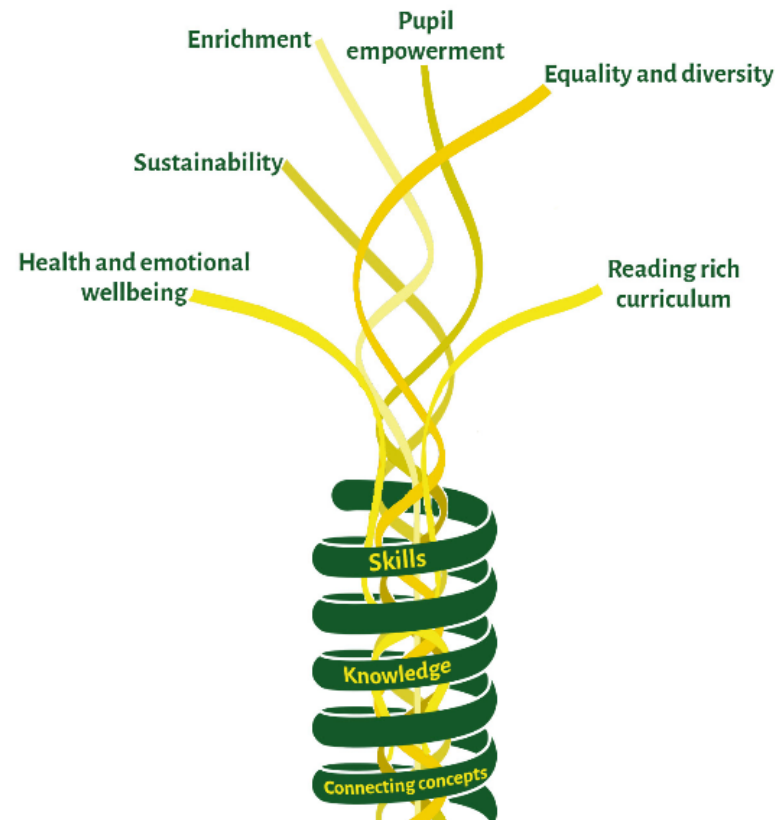




Physical Education at Kenton Primary School



Our Golden Threads



PE Intent

"Physical education is extremely important, especially in primary schools. It lays the foundation for a healthy lifestyle, teaches valuable life skills like teamwork and discipline, and helps children develop confidence and self-esteem through physical activity." - Serena Williams

At Kenton Primary School, the intent of our Physical Education (PE) curriculum is to provide all pupils with the knowledge, skills, and understanding to lead a healthy, active lifestyle, both now and in the future. We aim to inspire our pupils to become physically literate individuals who enjoy participating in a variety of physical activities and are motivated to continue their involvement beyond their time at our school. The intent of our PE curriculum aligns with the National Curriculum for Physical Education, ensuring that our pupils receive a broad and balanced education in this vital subject. We believe that through high-quality PE provision, we can nurture a love for physical activity and equip our pupils with the skills needed for a lifetime of enjoyment, improved mental well-being, and physical fitness.

PE Implementation

We offer a broad range of activities for our pupils to experience, including both individual and team-based sports, gymnastics, dance, which are taught by specialist teachers as well as class teachers. Our curriculum incorporates traditional and contemporary activities to provide a mix of familiar and new experiences for our pupils. Our PE curriculum emphasizes progression, allowing pupils to develop their skills and understanding at a pace suited to their individual needs. We plan learning opportunities that accommodate different abilities and interests, ensuring that all pupils experience success and challenges appropriate to their level. Our school employs specialist PE teachers who possess the necessary expertise to deliver high-quality lessons. These teachers are trained in the latest teaching methodologies, ensuring our PE provision remains up-to-date and engaging. Regular professional development opportunities are provided to both specialist and non-specialist teachers to enhance their subject knowledge and delivery. We place a strong emphasis on promoting healthy lifestyles and well-being through our PE curriculum. We educate our pupils about the importance of regular physical activity, balanced nutrition, and maintaining positive mental health. We strive to create a positive learning environment where pupils develop confidence, resilience, and good sporting attitudes, fostering a lifelong commitment to physical and mental well-being.

PE Impact

Our aspirational PE provision has a significant impact on our pupils, allowing them to achieve excellent outcomes across a range of areas.

- Our PE curriculum contributes to the holistic development of every child, fostering their physical, social, emotional, and cognitive skills. Through participation in physical activities, our pupils develop motor skills, coordination, balance, and spatial awareness. They also learn important life skills such as teamwork, communication, problem-solving, and resilience.
- Regular participation in our PE curriculum improves the overall physical fitness and well-being of our pupils. By engaging in a variety of activities, they develop stamina, strength, agility, and cardiovascular fitness. Our pupils understand the importance of leading an active lifestyle and are motivated to continue pursuing physical activities beyond their time at our school.
- Our engaging and broad PE provision boosts pupil engagement, resulting in increased participation rates in physical activities. Pupils look forward to PE lessons and enjoy the range of activities offered. They develop a positive attitude towards being physically active and are more likely to engage in additional activities and sports outside school hours.
- We ensure that all pupils take part in a range of enrichment events from Trust-wide sports competitions to local and regional opportunities to compete.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for 2 Pupil Premium funding and those with SEND

We foster an inclusive approach to PE, catering for the needs of all our pupils, irrespective of their gender, ability, or background. We provide differentiated activities and adaptations to ensure that all pupils can participate fully and experience success. We encourage a positive and supportive environment where every pupil feels valued and included, embracing diversity, and fostering teamwork and respect. Children attend specialist events such as an ‘inspire day’ to increase confidence and participation in PE.

What PE is taught at Kenton?

Year A

	Autumn 1 indoor	Autumn 1 outdoor	Autumn 2 indoor	Autumn 2 outdoor	Spring 1 indoor	Spring 1 outdoor	Spring 2 indoor	Spring 2 outdoor	Summer 1 indoor	Summer 1 outdoor	Summer 2 indoor	Summer 2 outdoor
R/1	gymnastics	Multi-Skills	Dance	Fundamental ball skills	Multiskills/ circuits	Invasion games- dodgeball	Dance	Striking- tennis	Dance	Football	Swimming	Athletics
2	gymnastics	Tag Rugby	Dance	Net/ Handball	Multiskills/ circuits	Invasion games- dodgeball	Dance	Striking- tennis	Dance	Football	Swimming	Athletics
3/4	gymnastics	Tag Rugby	Dance	Netball	Multiskills/ circuits	Invasion games- Dartmoor 3 ball	Dance	Hockey	Dance	Cricket	Swimming	Athletics
5/6	gymnastics	Tag Rugby	Dance	Netball	Multiskills/ circuits	Invasion games- Dartmoor 3 ball	Dance	Hockey	Dance	Cricket	Swimming	Athletics

Year B

	Autumn 1 indoor	Autumn 1 outdoor	Autumn 2 indoor	Autumn 2 outdoor	Spring 1 indoor	Spring 1 outdoor	Spring 2 indoor	Spring 2 outdoor	Summer 1 indoor	Summer 1 outdoor	Summer 2 indoor	Summer 2 outdoor
R/1	gymnastics	Fundamental ball skills	Dance	Invasion games- dodgeball	Multiskills/ circuits	Dribbling - football	Dance	Striking- tennis	Dance	Tag rugby	Swimming	Athletics
2	gymnastics	Handball	Dance	Invasion games- dodgeball	Multiskills/ circuits	Dribbling - football	Dance	Striking- tennis	Dance	Tag rugby	Swimming	Athletics
3/4	gymnastics	Ultimate Frisbee	Dance	Volleyball	Multiskills/ circuits	Invasion games- Dartmoor 3 ball	Dance	Badminton	Dance	Basketball	Swimming	Athletics
5/6	gymnastics	Ultimate Frisbee	Dance	Volleyball	Multiskills/ circuits	Invasion games- Dartmoor 3 ball	Dance	Badminton	Dance	Basketball	Swimming	Athletics

Kenton Primary School Progression of skills in PE & PD: EYFS							
Physical Development: Moving and Handling	Three to Four Year Olds & Children in Reception						ELG
	<u>AUT 1</u>	<u>AUT 2</u>	<u>SPR 1</u>	<u>SPR 2</u>	<u>SUM 1</u>	<u>SUM 2</u>	
	CHILDREN WILL BE TAUGHT TO: Move freely using suitable spaces and speed. Draw lines and circles. Hold a pen correctly. Understand their own needs hunger/toilet/personal hygiene. Dress with support. Know equipment needs to be used safely	CHILDREN WILL BE TAUGHT TO: Move freely in a variety of different ways. Use scissors and other tools safely. Show a dominant hand. Make anticlockwise movement. Understand the need for varied and healthy food.	CHILDREN WILL BE TAUGHT TO: Stand on one foot. Catch a ball. Write some letters and copy their name. Experiment moving in different ways on equipment and jump landing safely. Manage own risk assessment. Help to put away equipment correctly.	CHILDREN WILL BE TAUGHT TO: Demonstrate increasing control over objects. Use tools to change to materials. Move confidently. Use safety measures without direct supervision.	CHILDREN WILL BE TAUGHT TO: Demonstrate good control and co-ordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	CHILDREN WILL BE TAUGHT TO: Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Kenton Primary School Progression of skills in PE: KS1 & KS2

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	
		Pupils should be taught to: <ul 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 		Pupils should be taught to: <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics) • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performance with previous ones and demonstrate improvement to achieve their personal best. 	
Dance	Compose	<ul style="list-style-type: none"> • Copy and explores basic movements and body patterns <p>Develop control of movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance • Sequence and remember a short dance 	<ul style="list-style-type: none"> • Beginning to improvise dance phrases/dances to communicate an idea <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT) – travel, turn, gesture, jump, stillness • Space (WHERE) – formation, direction and levels • Relationships (WHO) – whole group/duo/solo, unison/canon • Dynamics (HOW) – explore speed, energy • Choreographic devices, motif, motif development and repetition. • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music 	<ul style="list-style-type: none"> • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Beginning to exaggerate dance movements and motifs (using expression when moving) <p>Develop movement using;</p> <ul style="list-style-type: none"> • Actions (WHAT) – travel, turn, gesture. Jump, stillness • Space (WHERE) – formation, direction, level, pathways • Relationships (WHO) – solo/duo/trio, unison/canon/contrast • Dynamics (HOW) – explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices – motif, motif development, repetition, retrograde (performing motifs in reverse) • Link phrases to music 	

	Perform	<ul style="list-style-type: none"> • Move spontaneously showing some control and co-ordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music • Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) 	<ul style="list-style-type: none"> • Perform dance to an audience showing confidence • Beginning to create longer dance sequences in a larger group. • Show co-ordination, control and strength (Technical Skills) • Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions with precision and some control – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting 	<ul style="list-style-type: none"> • Perform dance to an audience showing confidence and clarity of actions • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact
	Appreciate	<ul style="list-style-type: none"> • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy. 	<ul style="list-style-type: none"> • Show awareness of different dance styles and traditions. • Compare and comment on their own and other's work – strengths and areas for improvement • Modifies parts of sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Show awareness of different dance styles, traditions and aspects of their historical/social context • Compare and evaluate their own and other's work Modifies parts of a sequence as a result of self and peer evaluation • Uses more complex dance vocabulary to compare and improve work.
		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gymnastics	Sequencing	<ul style="list-style-type: none"> • Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Teach sequence to a partner and perform together 	<ul style="list-style-type: none"> • Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling • Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. They move apart to finish 	<ul style="list-style-type: none"> • Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances) • Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.

Balance		<ul style="list-style-type: none"> Stand and sit “like a gymnast” Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore and develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)- ensure hands are always flat on the floor and fingers point the same way as toes 	<ul style="list-style-type: none"> Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)- ensure hands are always flat on the floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Balance on floor and apparatus exploring which body parts are safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently 	<ul style="list-style-type: none"> Perform balances with control, showing good body tension Mirror and match partner’s balance i.e. making same shape on different level or in a different place. Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balance with a partner on the floor and on different levels of apparatus Perform group balances at the beginning, middle or end of sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into hand stand
Travel		<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <ul style="list-style-type: none"> Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hops (transfer weight to hands) 	<p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <ul style="list-style-type: none"> Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus 	<ul style="list-style-type: none"> Travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and by placing one hand and then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner
Jump		<ul style="list-style-type: none"> Explore shape in the air when jumping and landing with control (e.g. star shape) 	<ul style="list-style-type: none"> Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action 	<ul style="list-style-type: none"> Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing

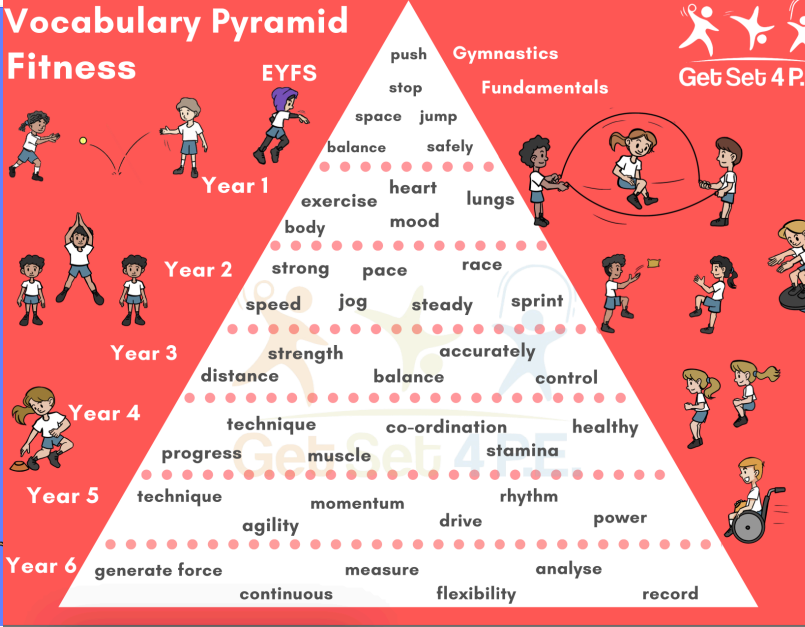
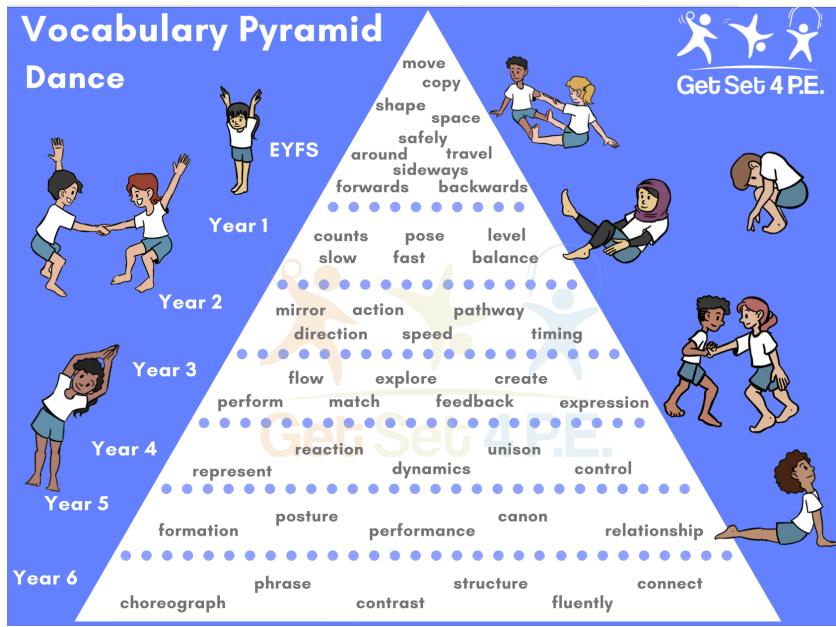
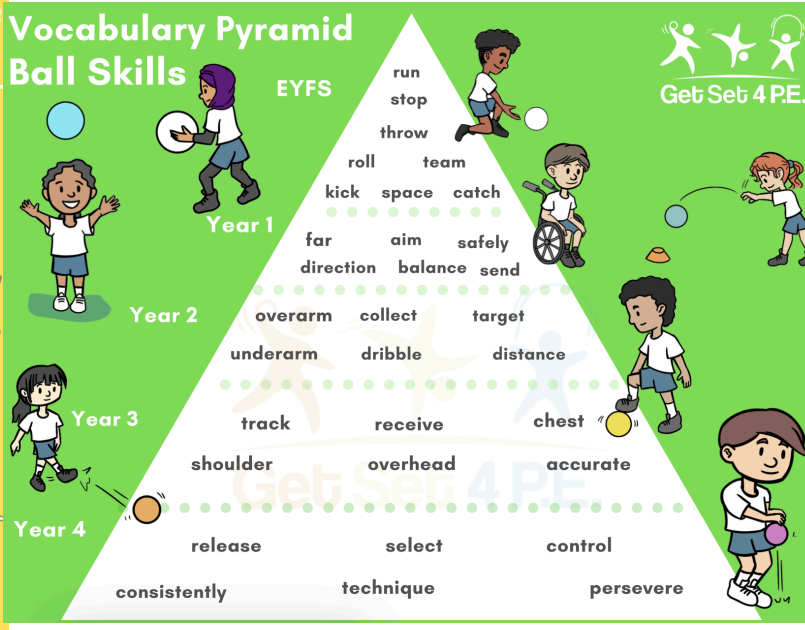
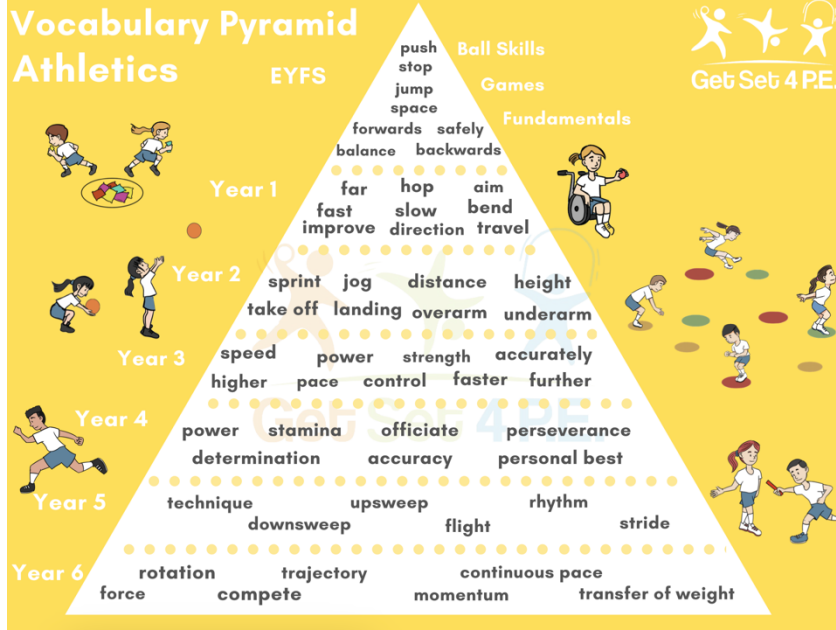
	Roll	<ul style="list-style-type: none"> • Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest roll into back and onto other side. Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on the floor in front. Keep hands and feet still, raise hips in the air to inverted “V” position. 	<ul style="list-style-type: none"> • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner • Develop forward roll • Begin backwards roll 	<ul style="list-style-type: none"> • Explore different starting and finishing positions when rolling e.g. forward roll from straddle position on feet and end in a straddle position on floor or feet / begin a backward roll from standing in a straight position, ending in a straddle position on feet • Explore symmetry and asymmetry throughout the rolling actions
		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Games		<ul style="list-style-type: none"> • Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) <ul style="list-style-type: none"> - Use basic underarm (sometimes overarm), rolling and hitting skills - Intercept, retrieve and stop beanbag and a medium sized ball with some consistency - Catch a beanbag and a medium-sized ball - Track balls and other equipment sent to them, moving in line with the ball to collect it - Throw, hit and kick a ball in a variety of ways, depending on the needs of the game - Choose different ways of hitting, throwing, striking or kicking the ball - Decide where to stand to make it difficult for their opponent • Work co-operatively in teams • Can use equipment safely/ and with good control • 	<ul style="list-style-type: none"> • Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) <ul style="list-style-type: none"> - throw and catch with control to keep possession and score goals - Keep possession with some success when using equipment that is not used for throwing and catching skills • Work well as a team in competitive games • Apply the basic principles of fair play (respect team-mate and opponents) • Begin to apply basic principles suitable for attacking and defending • Can use equipment safely and with good control 	<ul style="list-style-type: none"> • Develop techniques of a variety of skills to maximise team effectiveness • Use skills (e.g. of throwing and catching to gain points in competitive games – fielding) <ul style="list-style-type: none"> - Throw, catch and move with control to keep possession and score goals • Use tactics when attacking or defending • Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game

Athletics	Running	<ul style="list-style-type: none"> • Run for 1 minute • Show difference in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running 	<ul style="list-style-type: none"> • Run smoothly at different speeds • Choose different styles of running of different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running (e.g. what arms and legs are doing) • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over short and longer distances (with guidance) 	<ul style="list-style-type: none"> • Sustain pace over longer distance – 2 minutes • Perform relay change-overs • Identify the main strengths of a performance of self and others • Identify parts of the performance that needs to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performances • Explain why athletics can help stamina and strength • Set realistic targets for self, of times to achieve over short and longer distance
	Jumping	<ul style="list-style-type: none"> • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve 	<ul style="list-style-type: none"> • Perform a combination of jumps e.g. hop, step, jump showing control and consistency. • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what the arms and legs are doing • Set realistic targets when jumping for distance or for height (with guidance) 	<ul style="list-style-type: none"> • Demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height
	Throwing	<ul style="list-style-type: none"> • Throw into targets • Perform a range of throwing actions e.g. rolling, underarm and overarm • Describe different ways of throwing • Explain what is successful or how to improve 	<ul style="list-style-type: none"> • Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing e.g. what the arms and legs are doing • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) 	<ul style="list-style-type: none"> • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25m
- Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations

Key Vocabulary



Vocabulary Pyramid Fundamentals

Get Set 4 P.E.

EYFS
run
stop
space jump
balance skip

Year 1
fast hop slow
direction land safely

Year 2
dodge jog hurdle
speed steady sprint

Year 3
distance technique control
tension coordination rhythm

Year 4
momentum decelerate transfer
accelerate pace stability

Vocabulary Pyramid Gymnastics

Get Set 4 P.E.

EYFS
move copy
shape over
rock space
around safely
sideways travel
forwards backwards

Year 1
action jump roll level
direction speed point balance

Year 2
link pathway sequence tuck
straddle speed star pike

Year 3
flow explore create
matching interesting control contrasting

Year 4
technique quality perform inverted
apparatus extension

Year 5
symmetrical rotation aesthetics canon
asymmetrical synchronisation progression

Year 6
formation momentum fluently counter balance counter tension stability

Vocabulary Pyramid Invasion Games

Get Set 4 P.E.

EYFS
pass Games
team Ball Skills
tag balance
safely space Fundamentals
forwards backwards

Year 1
defender points dribbling
attacker score partner

Year 2
received send teammate chest pass
possession goal dodge bounce pass

Year 3
receiver footwork rebound tracking
interception mark travelling playing area

Year 4
outwit opposition opponent contact
pivot court field pitch

Year 5
tactics control foul pressure onside
offside support obstruction

Year 6
consecutive consistently dictate contest
formation conceding turnover shut down

Vocabulary Pyramid Target Games

Get Set 4 P.E.

EYFS
aim
space
pass Games
team Ball Skills
safely

Year 1
balance
points throw far
distance score partner

Year 2
accurate send teammate against
overarm release target underarm

Year 3
rules dodge drive
receiver putt court/course block

Year 4
chipping opponent swing
communicate protect align

Year 5
tactics officiate fair play

Year 6
par hole pressure power
support cooperatively tournament hazard
consistently sportsmanship outwit bunker