



Physical Education

Vision

At Burghclere Primary School, we want every child to enjoy an active lifestyle, to learn to participate in a range of sports activities and develop their skills and techniques so they can perform to the best of their abilities. Children will have a minimum of two PE lessons each week. One of these will focus on dance/gymnastic/net and wall skills and the other on invasion/striking and fielding/athletics/swimming skills. EYFS/KS1 will use the REAL PE scheme of work for one of their weekly lessons. Every child will participate in the 'Active Mile' run at least twice a week. All children are encouraged to join the wide variety of sports clubs on offer including: athletics, dance, football, rugby, running and netball. Participation, enjoyment and competition are all important. All children will have the opportunity to participate in inter-school competitions e.g sports day and cross-country and to represent their house. Every child in Year 2-Year 6 will have the chance to represent the school and to compete against other schools at least once in the school year.

Progression of PE skills

| Strand | EYFS | Y1/2 | Y3/4 | Y5/6 |
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| A. Dance | <ul style="list-style-type: none"> A. Can explore space and how to use it safely B. Can explore travelling movements, shapes and balances C. Can choose their own actions in response to stimulus D. Can copy, repeat and | <ul style="list-style-type: none"> A. Can explore space and how their body can move to express an idea, mood or feeling B. Can expand their knowledge of travelling actions and use them in relation to a stimulus | <ul style="list-style-type: none"> A. Can create dance narratives and characters through movement and gesture B. Can work individually and in small groups C. Can use canon, unison, formation and levels | <ul style="list-style-type: none"> A. Can dance in range of different styles working individually, in pairs and groups B. Can use different compositional tools to create dances e.g formations, timing, dynamics |

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| | <p>remember actions</p> <p>E. Can count to keep time to music</p> <p>F. Can explore dance through world around them</p> <p><i>For example: move freely with confidence in a range of ways- slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i></p> | <p>C. Can build on understanding of dynamics and expression</p> <p>D. Can count in 8's to keep time with music and a partner</p> <p>E. Can explore pathways, levels, shapes, directions, speeds and timing</p> <p><i>For example: copy some moves, develop control of movement using: travel, stretch, twist, turn, jump; forwards, backwards, sideways, high, low; slowly, quickly, with appropriate expression. Sequence and remember a short dance. Move spontaneously showing some control and coordination. Move with confidence and rhythm in actions. Move in time to music. Co-ordinate leg and arm actions (e.g. march and clap). Interact with a partner (holding hands, swapping places, meeting and parting).</i></p> | <p>in their dances</p> <p>D. Can use dance to explore and communicate ideas and issues, and own thoughts and feelings</p> <p>E. Can show awareness of different dance styles and traditions</p> <p><i>For example: create dances to communicate an idea. Develop movement using: travel, turn, gesture, jump, stillness; formation, direction, levels; different speeds; repetition. Structure a dance sequence connecting different ideas showing a clear beginning, middle and end. Perform to an audience showing confidence. Show co-ordination, control and strength; focus, projection and musicality.</i></p> | <p>C. Can choreograph, perform and provide feedback on dance</p> <p>D. Can show awareness of historical and cultural origins of different dances</p> <p>E. Can use movement to convey ideas</p> <p><i>For example: express ideas, thoughts and feelings through movements. Develop movement using relationships e.g solo, duo, unison, canon, contrast; speed- heavy/light, flowing/sudden. Link phrases to music. Perform dance to an audience showing confidence and clarity of actions. Show sense of style and demonstrate a wide range of actions, dynamics, use of space and relationships.</i></p> |
| B. Gymnastics | <p>A. Can explore basic movements creating shapes, balances, jumps and rolls.</p> <p>B. Can perform basic</p> | <p>A. Can use space safely and effectively</p> <p>B. Can explore and develop basic gymnastic actions on</p> | <p>A. Can create more complex sequences with actions that link and flow.</p> <p>B. Can use 'extension'</p> | <p>A. Can develop sequences using knowledge of variations in levels, direction and pathway</p> |

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| | <p>skills on both floor and apparatus</p> <p>C. Can copy, create, remember and repeat short sequences</p> <p>D. Can understand levels and directions when travelling and balancing</p> <p>E. Can show good control and coordination in small and large movements</p> <p><i>For example: explores ways to jump on/off an object and land appropriately; can mount climbing equipment using alternative feet. Can balance on one foot momentarily.</i></p> | <p>the floor and using apparatus</p> <p>C. Can create sequences using jumping, rolling, balancing and travelling skills with different shapes, levels and directions</p> <p><i>For example: begin to travel on hands and feet; monkey walk, caterpillar walk and bunny hop. Explore shape in the air when jumping (e.g star shape) and landing with control. Explore 5 basic shapes (straight, tuck, star, straddle, pike). Balance in these shapes on large body parts. Explore balances on front and back with extended arms and legs (arch and dish shapes). Develop control in different rolls: pencil, egg, dish. Begin forward roll.</i></p> | <p>and 'body tension' and develop more advanced actions such as inverted movements.</p> <p>C. Can develop performance skills considering the quality and control of their actions</p> <p><i>For example: perform a sequence with clear changes of speed, 3 different balances with 3 different ways of travelling. Work with a partner performing movements together. Use a variety of rolling actions to travel along the floor and on apparatus. Travel at different speeds e.g slowly into a balance or quickly before jumping. Explore different entry and exit points e.g not always a straight line. Stag jumps, quarter and half turns in jumps, twisted shapes in the air, landing with control. Explore and develop use of upper body strength taking weight in balances. Explore balances using combinations of points e.g two hands, one foot, on floor and apparatus; and with partner. Move in and</i></p> | <p>and combine and link actions on, off and along apparatus.</p> <p>B. Can develop performance skills</p> <p>C. Can show increasing control and fluency in movements.</p> <p><i>For example: create sequences of up to 8 elements including symmetrical/asymmetrical balances, rolls and jumps, mirroring, counter balance (pushing against)/counter tension (pulling away from), twisting and turning. Travel sideways in bunny hop and develop into cartwheel. Jump along, over, on, off apparatus of varying height with control in air and landing. Make symmetrical and asymmetrical shapes in the air. Explore different starting and finishing positions when rolling e.g forward roll from straddle. Begin to take more weight on hands when progressing bunny hop to handstand. Perform group balances with increasing fluency and control.</i></p> |
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| | | | out fluently. Develop rolls on floor and off and along apparatus. Perform full forward roll and begin backward roll. | |
| C. Athletics | <p>A. Can develop skills of balancing, running and stopping, hopping, galloping, changing direction and jumping.</p> <p>B. Can develop fine and gross motor skills through handling equipment.</p> <p><i>For example: runs skilfully and negotiates space successfully- adjusting speed or direction to avoid obstacles.</i></p> | <p>A. Can show balance and coordination when running at different speeds</p> <p>B. Can link running and jumping movements with some control and balance</p> <p>C. Can explore different types of jumps and landing</p> <p>D. Can show good technique when throwing towards a target of for distance.</p> <p><i>For example show difference with running at speed and jogging; hurdle an obstacle and maintain running style; complete an obstacle course with control and agility. Perform five basic jumps (2-2, 1-1 (same and opposite foot), 2-1, 1-2) showing control at take-off and landing. Perform throwing actions- rolling, underarm, overarm. Throw into a target.</i></p> | <p>A. Can develop basic running, jumping and throwing techniques.</p> <p>B. Can think about how to achieve best speed, height, distance or accuracy</p> <p>C. Can measure, time and record scores</p> <p>D. Can demonstrate difference between sprinting and running over different distances</p> <p>E. Can throw with increasing accuracy and power</p> <p>F. Can jump for distance and height with control and balance.</p> <p><i>For example: Describe specific aspects of running e.g what arms and legs do. Pace and sustain effort over longer distances. Choose different styles of running over different distances. Perform combinations of jumps e.g hop, step, jump. Describe what arms and legs</i></p> | <p>A. Can develop technical understanding of athletic activities</p> <p>B. Can select and apply best pace for running events</p> <p>C. Can exchange a relay baton</p> <p>D. Can demonstrate good technique when jumping and throwing</p> <p>E. Can accurately measure and time</p> <p>F. Can coach a partner to improve techniques</p> <p><i>For example: sustain pace over longer distances- 2 minutes. Perform relay change-overs. Demonstrate a range of jumps showing power, control and consistency. Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus and understand these travel in different ways and different distances.</i></p> |

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| | | | <i>are doing. Explore different styles of throwing e.g pulling, pushing and slinging. Consistently hit a target with different equipment.</i> | |
| D. Invasion Games e.g rugby, netball, football, hockey | A. Can practice catching and throwing balls of different sizes | <p>A. Can develop basic skills such as sending, receiving and dribbling a ball</p> <p>B. Can develop understanding of attacking and defending</p> <p>C. Can play small sided games, score points and follow rules</p> <p><i>For example: dribble a ball with hands/feet. Attempt to send a ball to someone on the same team. Move with a ball towards a goal. Dodge and find space away from the other team. Prevent a player from getting a ball.</i></p> | <p>A. Can dribble, pass, receive and shoot a ball with increasing control</p> <p>B. Can help a team keep possession and score goals when attacking</p> <p>C. Can delay and help prevent the other team from scoring when in defence</p> <p>D. Can use simple tactics to help a team score or gain possession</p> | <p>A. Can dribble, pass, receive and shoot a ball with increasing control under pressure</p> <p>B. Can support ball carrier using width and drawing defence when attacking</p> <p>C. Can tag, track, intercept, block and slow down an opponent when defending</p> <p>D. Can use rules and tactics in games</p> <p><i>For example: use skills of throwing and catching to gain points in games; use tactics when attacking or defending; use skills to maximise team effectiveness</i></p> |
| E. Striking and Fielding Games e.g cricket and rounders | <p>A. Can roll ball towards a target</p> <p>B. Can stop a medium sized ball</p> <p>C. Can sometimes catch a beanbag or medium sized ball</p> | <p>A. Can roll a ball to hit a target</p> <p>B. Can develop overarm and underarm throwing skills</p> <p>C. Can sometimes hit a ball using a racket</p> | <p>A. Can use overarm and underarm throwing and catching skills with increasing accuracy</p> <p>B. Can sometimes strike a bowled ball</p> | <p>A. Can strike a bowled ball with increasing consistency</p> <p>B. Can play the different roles of bowler, wicket-keeper/backs</p> |

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| | | <ul style="list-style-type: none"> D. Can track a ball and stop it E. Can apply skills in a variety of games | <ul style="list-style-type: none"> C. Can bowl a ball with some accuracy and consistency D. Can choose and use tactics for different situations | <ul style="list-style-type: none"> top, fielder and batter C. Can use a wider range of skills in game situations D. Can use rules of the game consistently |
| <p>F. Net and Wall Games e.g tennis, badminton, volleyball, dodgeball and benchball</p> | <ul style="list-style-type: none"> A. Can throw and push a ball in a variety of ways B. Can track balls | <ul style="list-style-type: none"> A. Can roll and hit a ball B. Can catch a ball C. Can use a racket to hit a ball D. Can play against an opponent and over a net E. Can demonstrate the ready position | <ul style="list-style-type: none"> A. Can use forehand and backhand strokes B. Can return a ball and create a rally C. Can return to the ready position and defend space on a court D. Can throw and hit a ball with some accuracy at a target | <ul style="list-style-type: none"> A. Can use racket skills with increasing accuracy to play continuous rallies B. Can use forehand, backhand groundstrokes and volleys and underarm serve C. Can use tactics to outwit an opponent in a game |
| <p>G. Outdoor Adventurous Activities</p> | <ul style="list-style-type: none"> A. Can follow instructions B. Can listen to others C. Can give simple instructions | <ul style="list-style-type: none"> A. Can follow and give instructions B. Can work cooperatively with a partner and small group C. Can plan and attempt to apply strategies to solve problems D. Can reflect on when and why problem solving was effective | <ul style="list-style-type: none"> A. Can accurately follow and give instructions B. Can work effectively with a partner and small group C. Can identify key symbols on a map and use a key to help navigate around a grid D. Can apply strategies to solve problems and challenges and reflect on whether they were successful | <ul style="list-style-type: none"> A. Can work effectively with a partner and a group B. Can pool ideas within a group, selecting and applying the best method to solve a problem or challenge C. Can reflect on when and how successful a method was and alter it in order to improve D. Can orientate and map efficiently to navigate around a |

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| H. Swimming | No swimming takes place in EYFS | No swimming takes place in KS1 | All Y3/4 pupils have swimming lessons and are taught to: <ul style="list-style-type: none"> A. Swim confidently, competently and proficiently over a distance of at least 25 metres B. Use a range of strokes effectively C. Perform safe self-rescue in different water-based situations | In Y5/6 all non-swimmers are offered swimming lessons to meet KS2 expectations. |
| 9. General Fitness | <ul style="list-style-type: none"> A. Pupils know the importance of exercise on the body to keep it healthy B. Can explain how exercise affects the body | <ul style="list-style-type: none"> A. Can explain the different effects exercise has on the body and how these can make the body stronger and healthier B. Can perform a simple warm-up and cool down C. Can begin to suggest improvements to performance | <ul style="list-style-type: none"> A. Can plan and lead simple warm-ups and cool downs and knows why these are needed B. Can evaluate own and others performance and suggest ways to improve | <ul style="list-style-type: none"> A. Can plan and lead large groups in warming up and cooling down routines B. Can effectively evaluate own and others performance and make changes to achieve personal bests C. Can create fitness routines with a range of exercises which develop stamina and strength in different areas of the body |

PE Curriculum Overview

This overview shows the different learning journeys in each phase from Y1-Y6 and the specific skills and knowledge taught in each learning journey. As part of the West Berkshire Sports Partnership we get a range of different coaching opportunities throughout the year which supercede what is in this curriculum document.

| Y1/2 | Autumn 1 Great Fire of London | Autumn 2 Burghcle re | Spring 1 Wonderful Weather | Spring 2 Toys | Summer 1 Garden Gallery | Summer 2 Castles and Knights | Autumn 1 Great Explorers | Autumn 2 Happy and Healthy | Spring 1 Travel and Transport | Spring 2 Zoom, Zoom, Zoom! | Summer 1 Scottish Shores | Summer 2 Oh I do like to be beside the seaside! |
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| National Curriculum Coverage | <p>At KS1 pupils will be taught to:</p> <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 | | | | | | | | | | | |
| Curriculum Content | REAL PE Co-ordination - Floor Movement Patterns & Static Balance - One Leg Standing | REAL PEDynamic Balance to Agility & Static Balance - seated | REAL PEDynamic Balance & Static Balance - Small Base | REAL PECo-ordination - Ball Skills & Counter Balance in Pairs | REAL PECo-ordination with Equipment & Agility-Response | REAL PEAgility - Ball Chasing & Static Balance - Floor Work & Ball Games | REAL PECo-ordination - Floor Movement Patterns & Static Balance - One Leg Standing | REAL PEDynamic Balance to Agility & Static Balance - seated | REAL PEDynamic Balance & Static Balance - Small Base | REAL PECo-ordination - Ball Skills & Counter Balance in Pairs | REAL PECo-ordination with Equipment & Agility-Response | REAL PEAgility - Ball Chasing & Static Balance - Floor Work |
| Curriculum Content | Dance | Gym | Dance | Gym | Dance | Gym | Dance-explorers | Gym-balance | Dance | Gym-travelling | Dance | Gym |

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| Y3/4 | | Autumn 1 Prehistoric Britain | Autumn 2 Villages, Towns and Cities | Spring 1 Ancient Egypt | Spring 2 Mountains, Volcanoes and Earthquakes | Summer 1 Ancient Greece | Summer 2 Water, Weather and Climate | Autumn 1 Roman Britain | Autumn 2 Rivers | Spring 1 Anglo-Saxons and Scots | Spring 2 Migration | Summer 1 Vikings | Summer 2 Natural resources in Northern Chile |
| National Curriculum Coverage | <p>At KS2 pupils will be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movements • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvements to achieve their personal best | | | | | | | | | | | | |
| Curriculum Content | Rugby | Hockey | Netball | Rugby | Athletics | Rounders | Hockey | Football | Indoor Ball Games | Rugby | Athletics | Rounders | |
| Curriculum Content | Swimming | Gym | Dance | Gym | Cricket | Volleyball | Swimming | Dance | Gym | Dance | Tennis | Aerobics | |
| Y5/6 | | Autumn 1 Benin Kingdom | Autumn 2 Slums (Europe) | Spring 1 Medieval Monarchs | Spring 2 Biomes | Summer 1 Middle East | Summer 2 Energy and Sustainability | Autumn 1 Industrial Revolution | Autumn 2 Population | Spring 1 Civil Rights | Spring 2 Globalisation | Summer 1 Twentieth Century Conflict | Summer 2 Local Fieldwork |
| Curriculum | Rugby | Netball | Hockey | Cricket | Athletics | Tennis | Rugby | Basketball | Hockey | Football | Cricket | Tennis | |

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| Content | | | | | | | | II | | | | |
| Curriculum Content | Dance | Gym | Dance | Gym | Indoor ball games (volley/Dodge/Bench ball) | Rounders | Dance | Gym | Dance | Gym | Athletics | Rounders |