



# P.E. CURRICULUM OVERVIEW

## YEAR NURSERY

### PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p><b>22-36 - Listening and attention</b>            Listens with interest to the noises adults make when they read stories.            Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door            Shows interest in play with sounds, songs and rhymes.            Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p><b>22-36 - Understanding</b>            Identifies action words by pointing to the right picture e.g. 'Who's jumping?'            Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.'            Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).            Developing understanding of simple concepts (e.g. big/little).</p> <p><b>22-36 - Speaking</b>            Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.            Holds a conversation jumping from topic to topic.            Learns new words very rapidly and is able to use them in communicating.            Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.            Uses a variety of questions (eg: what, where, who).            Uses simple sentences (e.g. Mummy gonna work).            Beginning to use word endings (e.g. going, cats).</p>	<p><b>22-36 - Moving and handling</b>  <b>Runs safely on whole foot.</b>  <b>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</b>  <b>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</b>  <b>Can kick a large ball.</b>            Turns pages in a book, sometimes several at once.            Shows control in holding and using jugs to pour, hammers, books and mark-making tools.            Beginning to use three fingers (tripod grip) to hold writing tools.            Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step.            May be beginning to show preference for dominant hand.</p> <p><b>22- 36 - Health and self-care</b>            Feeds self competently with spoon.            Drinks well without spilling.            Clearly communicates their need for potty or toilet.            Beginning to recognise danger and seeks support of significant adults for help.            Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt.            Beginning to be independent in self-care, but still often needs adult support.</p>	<p><b>22-26 - Self-confidence and self-awareness</b>            Separates from main carer with support and encouragement from a familiar adult.            Expresses own preferences and interests.  <b>22-36 - Managing feelings and behaviour</b>            Seeks comfort from familiar adults when needed.            Can express their own feelings such as sad, happy, cross, scared, and worried.            Responds to the feelings and wishes of others.            Aware that some actions can hurt or harm others.            Tries to help or give comfort when others are distressed.            Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.            Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><b>22-36 - Making Relationships</b>            Interested in others' play and starting to join in.            Seeks out others to share experiences.            Shows affection and concern for people who are special to them.            May form a special friendship with another child.</p>
<p><b>30-50 - Listening and attention</b>            Listens to others one to one or in small groups, when conversation interests them.            Listens to stories with increasing attention and recall.            Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.            Focusing attention – still listen or do, but can shift own attention.            Is able to follow directions (if not intently focused on own choice of activity).</p> <p><b>30-50 - Understanding</b>            Understands use of objects (e.g. "What do we use to cut things?")            Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.            Responds to simple instructions, e.g. to get or put away an object.            Beginning to understand 'why' and 'how' questions.</p> <p><b>30-50 - Speaking</b>            Beginning to use more complex sentences to link thoughts (e.g. using and, because).            Can retell a simple past event in correct order (e.g. went down slide, hurt finger).            Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.            Questions why things happen and gives explanations.            Asks e.g. who, what, when, how.            Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.            Uses vocabulary focused on objects and people that are of particular importance to them.            Builds up vocabulary that reflects the breadth of their experiences.            Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p><b>30-50 - Moving and handling</b>  <b>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet.</b>  <b>Walks downstairs, two feet to each step while carrying a small object.</b>  <b>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</b>  <b>Can stand momentarily on one foot when shown.</b>  <b>Can catch a large ball.</b>            Draws lines and circles using gross motor movements.            Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.            Holds pencil between thumb and two fingers, no longer using whole-hand grasp.            Holds pencil near point between first two fingers and thumb and uses it with good control.            Can copy some letters, e.g. letters from their name.</p> <p><b>30-50 - Health and self-care</b>            Can tell adults when hungry or tired or when they want to rest or play.            Observes the effects of activity on their bodies.            Understands that equipment and tools have to be used safely.            Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.            Can usually manage washing and drying hands.            Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p><b>30-50 - Self-confidence and self-awareness</b>            Can select and use activities and resources with help.            Welcomes and values praise for what they have done.            Enjoys responsibility of carrying out small tasks.            Is more outgoing towards unfamiliar people and more confident in new social situations.            Confident to talk to other children when playing, and will communicate freely about own home and community.            Shows confidence in asking adults for help.</p> <p><b>30-50 - Managing feelings and behaviour</b>            Aware of own feelings, and knows that some actions and words can hurt others' feelings.            Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.            Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.            Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>30-50 - Making Relationships</b>            Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.            Initiates play, offering cues to peers to join them.            Keeps play going by responding to what others are saying or doing.            Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

**IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.**

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
<b>P.E.</b> PHYSICAL DEVELOPMENT  STRANDS Moving and Handling Health and Self Care	<b>Gross motor</b> Bike riding Building with big bricks  <b>Fine motor</b> Writing skills Tweezers Threading Lock and latches Fit fingers	<b>Gross motor</b> Bike riding Building with big bricks Cosmic Yoga Climbing  <b>Fine motor</b> Writing skills Tweezers Threading Lock and latches Fit fingers	<b>Gross motor</b> Bike riding Building with big bricks Cosmic Yoga Climbing  <b>Fine motor</b> Writing skills Tweezers Threading Lock and latches Fit fingers	<b>Gross motor</b> Bike riding Building with big bricks Cosmic Yoga Climbing  <b>Fine motor</b> Writing skills Tweezers Threading Lock and latches Fit fingers	<b>Gross motor</b> Bike riding Building with big bricks Cosmic Yoga Climbing  <b>Fine motor</b> Writing skills Tweezers Threading Lock and latches Fit fingers	<b>Gross motor</b> Bike riding Building with big bricks Cosmic Yoga Climbing  <b>Fine motor</b> Writing skills Tweezers Threading Lock and latches Fit fingers	<b>Moving and handling</b> Children 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.  <b>Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



## P.E. CURRICULUM OVERVIEW

### YEAR RECEPTION

**PRIME AREAS – (The Prime Areas overarch all learning)**

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<b>40-60 - Listening and attention</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>40-60 - Understanding</b> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <b>40-60 - Speaking</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	<b>40-60 - Moving and Handling</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <b>40-60 - Health and self-care</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	<b>40-60 - Self-confidence and self-awareness</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <b>40-60 - Managing feelings and behaviour</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <b>40-60 - Making relationships</b> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.

	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	
<p><b>ELG - Listening and attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>ELG - Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>ELG - Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>ELG - Moving and handling</b> Children 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> <p><b>ELG - Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b>ELG - Self-confidence and self-awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>ELG - Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>ELG - Making relationships</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

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Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
<p><b>P.E.</b> PHYSICAL DEVELOPMENT</p> <p>STRANDS Moving and Handling Health and Self Care</p>	<p><b>Gross motor</b> Control and movement Using the hall space</p> <p>Listening and responding Using different movement.</p> <p><b>Fine motor</b> Daily fine motor skills Finger gym Name writing Shape formation Scissor control</p>	<p><b>Gross motor</b> Control and movement Using the hall space</p> <p>Listening and responding Using different movement.</p> <p><b>Fine motor</b> Daily fine motor skills Finger gym Letter formation Scissor control</p>	<p><b>Gross motor</b> Ball skills Use of apparatus Game skills Moving in different ways</p> <p><b>Fine motor</b> Daily fine motor skills Finger gym Letter formation Scissor control</p>	<p><b>Gross motor</b> Ball skills Use of apparatus Game skills Moving in different ways</p> <p><b>Fine motor</b> Daily fine motor skills Finger gym Letter formation Scissor control</p>	<p><b>Gross motor</b> Outdoor PE Ball skills Racing skills</p> <p><b>Fine motor</b> Daily fine motor skills Finger gym Letter formation Scissor control</p>	<p><b>Gross motor</b> Outdoor PE Ball skills Racing skills</p> <p><b>Fine motor</b> Daily fine motor skills Finger gym Letter formation Scissor control</p>		<p><b>Moving and handling</b> Children 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> <p><b>Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>



## P.E CURRICULUM OVERVIEW

Key Stage 1 – Subject Content  Scheme of work – Complete PE  National Curriculum	Year 1			Year 2		
	Games	Dance	Gym	Games	Dance	Gym
	Ball skills – Feet 1 Hand 1, Hand 2 Games for understanding Outside games Sports Day Net and court	Growing	Body parts Wide, Narrow and curled	Ball skills – Feet 1 Hand 1, Hand 2 Games for understanding Outside games Sports Day Net and court	Dance: Water Dance: Fire of London	Pathways
<b>Be physically active</b> 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	✓	✓	✓	✓	✓	✓
<b>Be physically active</b> - Participate in team games, developing simple tactics for attacking and defending	✓			✓		
Perform <b>dances</b> using simple movement patterns		✓			✓	
<b>Embed values such as fairness and respect</b> - Beech Hyde Curriculum: <b>Competitive</b> physical activities	✓			✓		
<b>Embed values such as fairness and respect</b> - Beech Hyde Curriculum: <b>Co-operative</b> physical activities	✓	✓	✓	✓	✓	✓



# P.E CURRICULUM OVERVIEW

Key Stage 2 – Subject Content  Scheme of work – Complete PE  National Curriculum	Year 3			Year 4		
	Games	Dance	Gym	Games	Dance	Gym
	Invasion: football Invasion: netball Invasion: Tag rugby Invasion: hockey Rounders / cricket Athletics Tennis	Dance: Wild animals	Symmetry	Invasion: football Invasion: netball Invasion: Tag rugby Invasion: hockey / lacrosse Rounders / cricket Athletics Tennis	Dance: Dragons, Space	Bridges
<b>Be physically active</b> - Use running, jumping, throwing and catching in isolation and in combination	✓		✓	✓		✓
<b>Embed values such as fairness and respect</b> - <b>Play competitive games</b> , modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	✓			✓		
<b>Physically confident</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	✓	✓	✓	✓	✓	✓
Perform <b>dances</b> using a range of movement patterns		✓			✓	
<b>Be physically active</b> -Take part in outdoor and adventurous activity challenges both individually and <b>within a team</b>	✓			✓		
<b>Compare</b> their performances with previous ones and demonstrate improvement to achieve their personal best.		✓	✓		✓	✓
<b>Swimming</b> swim competently, confidently and proficiently over a distance of at least 25 metres – Year 3	✓	✓	✓			
<b>Swimming</b> Use a range of strokes effectively (for example front crawl, backstroke, breaststroke)	✓	✓	✓			
<b>Swimming</b> Perform safe self-rescue in different water-based situations	✓	✓	✓			



## P.E CURRICULUM OVERVIEW

Key Stage 2 – Subject Content  Scheme of work – Complete PE  National Curriculum	Year 5			Year 6		
	Games	Dance	Gym	Games	Dance	Gym
	Invasion: football Invasion: netball Invasion: Tag rugby Invasion: hockey / lacrosse Rounders / cricket Athletics Tennis	Dance: Theseus and the Minotaur  Dance: The Highwayman	Counter balance tension	Invasion: football Invasion: netball Invasion: Tag rugby Invasion: hockey / lacrosse Rounders / cricket Athletics Tennis	Dance: Hakka  Dance: The Lion the Witch and the Wardrobe	Matching, mirroring
<b>Be physically active</b> - Use running, jumping, throwing and catching in isolation and in combination	✓		✓	✓		✓
<b>Embed values such as fairness and respect</b> - <b>Play competitive games</b> , modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	✓			✓		
<b>Physically confident</b> - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	✓	✓	✓	✓	✓	✓
Perform <b>dances</b> using a range of movement patterns		✓			✓	
<b>Be physically active</b> - Take part in outdoor and adventurous activity challenges both individually and within a team	✓			✓		
<b>Compare</b> their performances with previous ones and demonstrate improvement to achieve their personal best.		✓	✓		✓	✓



# Curriculum Drivers

## Subject: P.E.

<b>Challenge</b>	<p>Children are given opportunities to take part in extra-curricular activities and competitions to develop their skills and talents</p> <p>Staff development and CPD has been facilitated through a trained sports coach to ensure that staff have the skills to challenge all children in all sports and fitness activities</p> <p>Pupils are encouraged to develop an understanding of their own development and strive to achieve their personal best e.g. Daily Mile / 2 lap times</p> <p>Children are given opportunities to take on leadership roles e.g officiating roles in lesson, and training for sports ambassador roles and house captains for whole school</p> <p>Pupils are challenged to carefully think about their lifestyle choices and how exercise has a positive impact on their health and well-being</p>
<b>Inclusion</b>	<p>All pupils are included in PE lessons and fitness activities by adapting the tasks to meet their needs. STEP (Space, Task, Equipment, People)</p> <p>Pupils are encouraged to think about what they can do and what they can achieve instead of what they can't do</p> <p>Extra-curricular clubs and activities have been planned to meet the specific needs of those children with additional needs, behavioural difficulties or those who do not attend after school clubs</p> <p>Each pupil is carefully assessed in order to identify and set next steps. Children who are below age related, receive support to close the gaps in their PE lessons</p>
<b>Positive Minds</b>	<p><b>Resilient tortoise</b> Beech Hyde promotes positive attitudes towards sport, health and fitness and the curriculum is designed to support whole person development and achievements</p> <p><b>Independent rhino</b> Pupils are challenged to strive to improve their own personal best and are encouraged to be self-motivated and set high goals</p> <p><b>Risk-taking penguin</b> Pupils have opportunities to try new sports and activities. The curriculum and extra-curricular activities give children the opportunities to push themselves to their limits and believe in themselves</p> <p><b>Reflective owl</b> Children routinely take time to reflect on their performance and attitudes during physical activity to ensure that they identify the next steps for further development and can communicate their own specific next steps</p> <p><b>Team Bee</b> Children demonstrate sportsmanship in both winning and losing Children work with each other to support, encourage and build confidence Children develop team work skills during team games</p> <p><b>Curious and creative chameleon</b> Children are curious about learning new skills and techniques They contribute new ideas to develop games and physical activities Pupils to use their creativity to develop and improve dance compositions and gym sequences</p>