

## Physical Education at Exwick Heights Primary School

### Overview

The principal aim of Physical Education at Exwick Heights is to provide high-quality, knowledge-rich physical experiences to inspire children to become physically literate, active members of the school and wider community as they mature. We will enable children to develop competence and confidence across a diverse range of physical activities including basketball, hockey, cricket, dance and handball to name just a few! We promote physical activity to encourage our children to live healthy and active lives through improving their own understanding of fitness, health, respect and fair play. This in turn allows them to participate in the competitive sporting opportunities arranged by the school.

Children are natural physically active so we also provide excellent playtime facilities which include trikes, skipping ropes, obstacle playground markings, hoops and a traversing wall to promote movement at playtimes.

### Curriculum Principles

#### **By the end of their primary education, a pupil of Exwick Heights Primary School will:**

- Be physically literate across a range of physical activities and sports.
- Understand the importance of fairness and respect within the context of sport.
- Be able to communicate and perform competently when engaging in sport and physical activity as an individual and as part of a team.
- Have the knowledge, understanding and skills needed to continue their active lives in secondary school and in the wider community.
- Be able to evaluate their performance and begin to engage with coaching/ support of peers.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.

#### **By the end of Early Years, pupils can...**

- Develop aesthetic, functional and manipulative movement skills including whole body movement, hand and finger motor control and physically active movements including running, jumping, hopping, climbing, riding and changing direction.
- Develop core strength, stability, balance, spatial awareness, co-ordination and agility. We know that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being; we also know that fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.
- Demonstrate increased confident fundamental movements including gymnastics, dancing and sport specific skills such as balancing, running, throwing and catching.
- Move/travel in a variety of different ways (e.g. quickly, softly, powerfully) whilst controlling and coordinating their hands and feet.
- Show object control (of a variety of objects) using their hands, bats and rackets.

- Work independently and as part of a team to complete physical activities and games/competition.
- Begin to express why they enjoy physical activity.

### **By the end of KS1, pupils can...**

- 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 and choreograph simple gymnastics routines.
- Begin to play organised sports, following rules while applying respect and fair-play to their performance.
- Express why they enjoy physical activity in more detail and begin rehearsing and explaining why it is important to be physically active.

### **By the end of KS2, pupils can:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games: badminton, basketball, cricket, handball, hockey, netball, tennis, tag rugby and football, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns and choreograph increasingly complex gymnastics routines.
- Take part in outdoor and adventurous activity challenges both individually and within a team. Some of this will be taught through the Quidditch scheme of learning following the theme of Harry Potter and promoting a love of reading.
- Apply tactical attacking and defensive principles to both team and individual games and begin explaining the impact of how using such tactics can impact performance.
- Compare their performances with previous ones through coaching and video analysis, and demonstrate improvement to achieve their personal best.
- **Swimming and water safety:** Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.

### **In order to achieve a true understanding of PE, topics are sequenced based on the following rationale:**

- At Exwick, we currently follow the PE Hub scheme for the whole school. This scheme provides teachers with great detail and supports teachers to scaffold and extend learning whilst being adapted yearly based on their feedback.
- Within the established knowledge-rich PE curriculum, the topics/activities/sports taught reflect the stages of children's development and allow for progression from fundamental skills and concepts in KS1 to technical and tactical development in upper KS2. Decisions around what sports are taught when and how the knowledge and skills progress throughout their time at primary schools are carefully considered.

- The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and competence at the previous stage. Pupils who grasp concepts rapidly should be challenged through being offered rich technical vocabulary and tactical exploration before any acceleration through new content. Children who are unsuccessful within previous outcomes should be offered further consolidation of motor competence and basic movement patterns required within that activity/sport. At EWH we call this 'gathering' to enable the teacher to impact on key children throughout the lessons.

**The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- At Exwick, we provide relevant and bespoke CPD to ensure that all staff are able to give the students the best quality PE teaching (and interventions when appropriate). Teachers are given support by PE lead if they require assistance with delivering a challenging topic.
- Assessment is undertaken yearly. PP children at Exwick do not perform at a lower level than non-PP children in PE.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs (extend and gather).
- Children are offered a broad experience of a range sports and activities involving intra-school and inter-school competition as well as professional experiences through trips and coaching experience to raise the profile of sport and physical activity in their lives.
- At Exwick, we encourage all children to have a positive attitude towards PE and to demonstrate resilience throughout their physical journey here.

**We fully believe PE can contribute to the personal development of students at Exwick Heights:**

- At Exwick, we have an ethos of participation, competition and inclusion whilst teaching children the importance of fair play, respect and discipline through physical activity and sport.
- Children will learn life skills such as effective team work, communication and coaching/analysis (KS2) of their work in PE units.
- Pupils will develop resilience when faced with a range of challenges in a lesson. They will learn how to tackle new learning whilst applying previously taught technique and movement skills.
- Our children will be able to express their enjoyment for physical activity and understand the importance of leading a healthy lifestyle for both their physical and mental health.

**In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of progressive drills and activities that become increasingly complex with regards to technique and tactics as the children progress through their physical journey at Exwick Heights.**

### Curriculum Overview including Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	In Nursery, games will be created to support children with core strength, stability, balance, spatial awareness, co-ordination and agility.					
<b>Reception</b>	Gymnastics 1 Dance 1	Body Management 1 Speed Agility 1	Manipulation Coordination 1 Cooperate and Solve 1	Gymnastics 2 Dance 2	Body Management 2 Speed Agility 2	Manipulation Coordination 2 Cooperate and Solve 2 <i>Event: Sports Day</i>
<b>Year 1</b>	Attack, Defend 1 Hit, Catch, Run 1	Dance 1 Gymnastics 1	Dance 2 Gymnastics 2 <i>Multi-skills event</i>	Run, Jump, Throw 1 Send and Return 1	Attack, Defend 2 Hit, Catch, Run 2	Send and Return 2 Run, Jump, Throw 2 <i>Event: Sports Day</i>
<b>Year 2</b>	Orienteering Gymnastics 1	Send & Return 1 Dance 1	Attack, Defend, Shoot 1 Hit, Catch, Run 1	Run, Jump, Throw 1 Gymnastics 2	Attack, Defend, Shoot 2 Hit, Catch, Run 2 <i>Striking and Fielding festival</i>	Send & Return 2 Run, Jump, Throw 2 <i>Event: Sports Day</i>
<b>Year 3</b>	Orienteering Gymnastics 1	Tag Rugby Dance 1 <i>SEND Festival</i>	Hockey Handball <i>Tag Rugby festival</i>	Basketball Badminton	Volleyball Athletics	Football Cricket <i>Event: Sports Day</i>
<b>Year 4</b>	Netball Dance 1	Quidditch Gymnastics 1 <i>Cross Country SEND Festival</i>	<i>Swimming group A</i> Badminton Football <i>Girls Football Tournament</i>	<i>Swimming group B</i> Tag Rugby Badminton (chn who have already been swimming)	Rounders Athletics	Basketball Hockey <i>Event: Sports Day</i>
<b>Year 5</b>	Gymnastics 1 Hockey	Handball Orienteering <i>SEND Festival</i>	<i>Top-up Swimming</i> Tennis Dance 1 <i>Handball Festival</i>	<i>Top-up Swimming</i> Quidditch Football	Basketball Athletics	Cricket Tag rugby <i>Event: Sports Day</i>
<b>Year 6</b>	Netball Gymnastics 1	Orienteering Dance 1 <i>Football League SEND Festival</i>	Volleyball Hockey <i>Netball League</i>	Tag Rugby Basketball	Rounders Football	Athletics Tennis <i>Event: Sports Day Softball Cricket League</i>

## Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in PE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Physical Education journey at Exwick Heights.

### Nursery and Reception

<b>Nursery</b>	<b>Gross Motor Skills</b>	<p><b>Children will:</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>				
	<b>Fine Motor Skills</b>	<p><b>Children will:</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent getting dressed and undressed, for example, putting coats on and doing up zips</p>				

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Topic</b>	<b><u>Gymnastics 1</u></b> <b><u>Dance 1</u></b>	<b><u>Body Management</u></b> <b><u>Speed Agility</u></b>	<b><u>Manipulation</u></b> <b><u>Coordination</u></b> <b><u>Cooperate and</u></b> <b><u>Solve</u></b>	<b><u>Gymnastics 2</u></b> <b><u>Dance 2</u></b>	<b><u>Body Management</u></b> <b><u>Speed Agility</u></b>	<b><u>Manipulation</u></b> <b><u>Coordination</u></b> <b><u>Cooperate and</u></b> <b><u>Solve</u></b>
<b>Reception</b>	<b>Knowledge and Skills introduced</b>	<p><b>Gymnastics</b></p> <p>Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus.</p> <p><b>Dance:</b></p> <p>Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music</p>	<p><b>Body management</b></p> <p>Explore balance and managing own body. Able to stretch, reach, extend. Control body and perform specific movements.</p> <p><b>Speed Agility Travel:</b></p> <p>Travel with control and coordination. Change direction and speed by instruction.</p>	<p><b>Manipulation &amp; coordination:</b></p> <p>Send &amp; receive a variety of objects with different body parts. Work with others to control objects in space.</p> <p><b>Cooperate &amp; Solve problems:</b></p> <p>Organise and match items, images, colours and symbols.</p>	<p><b>Gymnastics:</b></p> <p>Develop confidence in basic movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.</p> <p><b>Dance:</b></p> <p>Count and move to beats of 8. Copy and repeat movement patterns (solo, pair)</p>	<p><b>Body management:</b></p> <p>Roll, slide and jump using a variety of take offs/landings, use hands and feet. Participate in a variety of small group cooperative activities.</p> <p><b>Speed Agility Travel:</b></p> <p>Agility-based activities. Try moving, softly, quietly, powerfully, etc. Relate body movements to music.</p>	<p><b>Manipulation &amp; coordination:</b></p> <p>Coordinate similar objects in a variety of ways. Skip in isolation and with a rope.</p> <p><b>Cooperate &amp; Solve problems:</b></p> <p>Copy and repeat various patterns and actions.</p> <p>Solve more complex tasks.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Topic</b>	<b><u>Attack, Defend 1</u></b> <b><u>Hit, Catch, Run 1</u></b>	<b><u>Gymnastics 1</u></b> <b><u>Dance 1</u></b>	<b><u>Dance 2 Gymnastics</u></b> <b><u>2</u></b>	<b><u>Send and Return 1</u></b> <b><u>Run, Jump, Throw</u></b> <b><u>1</u></b>	<b><u>Attack, Defend 2</u></b> <b><u>Hit, Catch, Run 2</u></b>	<b><u>Send and Return 2</u></b> <b><u>Run, Jump, Throw</u></b> <b><u>2</u></b>
	<b>Knowledge introduced</b>	<p><b>Attack, Defend 1</b> To practise basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination.</p> <p><b>Hit, Catch, Run 1</b> To hit objects with a hand or bat. To track and retrieve a rolling ball. To throw and catch a variety of balls and objects.</p>	<p><b>Gymnastics 1</b> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches.</p> <p><b>Dance 1</b> Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements.</p>	<p><b>Dance 2</b> Build simple movement patterns. Compose and link actions to make simple movement phrases.</p> <p><b>Gymnastics 2</b> To perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll, and like these into patterns. Perform longer movement phrases.</p>	<p><b>Run, Jump, Throw 1</b> Begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.</p> <p><b>Send and Return 1</b> To send an object with increased. Move towards a moving ball to return in. Send and return a variety of balls.</p>	<p><b>Attack and Defend 2</b> Recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games.</p> <p><b>Hit, Catch, Run 2</b> Develop sending and receiving skills to benefit fielding. Distinguish between the roles of batters and fielders. Introduce simple tactics.</p>	<p><b>Send and Return 2</b> Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat an opposition</p> <p><b>Run, Jump, Throw 2</b> Increase stamina and core strength. Opportunities to extend strength, balance, agility and coordination.</p>
	<b>Knowledge revisited</b>	All build upon basic principles of EYFS curriculum including Body Management, Speed Agility, Manipulation and Coordination and Co-operate and Solve					

Year 2	Topic	<u>Orienteering</u> <u>Gymnastics 1</u>	<u>Send and Return 1</u> <u>Dance 1</u>	<u>Attack, Defend and</u> <u>Shoot 1</u> <u>Hit, Catch and Run</u> <u>1</u>	<u>Run, Jump and</u> <u>Throw 1</u> <u>Gymnastics 2</u>	<u>Attack, Defend and</u> <u>Shoot 2</u> <u>Hit, Catch and Run</u> <u>2</u>	<u>Send and Return 2</u> <u>Run, Jump and</u> <u>Throw 2</u>	
	<b>Knowledge introduced</b>	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	<b>Knowledge revisited</b>	Orienteering: / Gymnastics: EYFS, Y1,	Send and Return Y1, Dance: EYFS, Y1,	Attack, Defend and shoot Y1 Hit, catch and run Y1	Run, jump and throw Y1 Gymnastics: EYFS, Y1	Hit, Catch, Run Y1 and Spring Attack, defend and shoot Y1 and Spring	Send and return Y1 and Autumn Run, jump and throw Y1 and Spring	



## Year 3 and Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Topic</b>	<b><u>Orienteering</u></b> <b><u>Gymnastics</u></b>	<b><u>Tag Rugby</u></b> <b><u>Dance</u></b>	<b><u>Handball</u></b> <b><u>Hockey</u></b>	<b><u>Basketball</u></b> <b><u>Badminton</u></b>	<b><u>Quidditch</u></b> <b><u>Athletics</u></b>	<b><u>Football</u></b> <b><u>Rounders</u></b>
	<b>Knowledge introduced</b>	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	<b>Knowledge revisited</b>	Orienteering: Y2 Gymnastics: EYFS, Y1, Y2	Tag rugby: Attack, Defend and Shoot Y1, Y2 Dance: EYFS, Y1, Y2	Handball: Attack, Defend and Shoot Y1, Y2 Hit, Catch, Run Y1, Y2 Hockey: Send and Return Y1, Y2	Basketball: Send and Return Y1, Y2 Run, Jump, Throw Y1, Y2 Attack, Defend and Shoot Y1, Y2 Badminton: Send and Return Y1, Y2	Athletics: Run, Jump, Throw Y1, Y2 Quidditch: new learning	Football: Attack, Defend and Shoot Y1, Y2 Hit, Catch, Run Y1, Y2 Rounders: Send and Return Y1, Y2 Hit, Catch, Run Y1, Y2
Year 4	<b>Topic</b>	<b><u>Netball</u></b> <b><u>Dance 1</u></b>	<b><u>Quidditch</u></b> <b><u>Gymnastics 1</u></b>	<b><u>Badminton</u></b> <b><u>Football</u></b> <b><u>Swimming group A</u></b>	<b><u>Badminton</u></b> <b><u>Tag Rugby</u></b> <b><u>Swimming group B</u></b>	<b><u>Rounders</u></b> <b><u>Athletics</u></b>	<b><u>Basketball</u></b> <b><u>Hockey</u></b>
	<b>Knowledge introduced</b>	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	<b>Knowledge revisited</b>	Dance: EYFS, Y1, Y2, Y3 Netball: Attack, Defend and Shoot Y1 and Y2	Quidditch: Y3 Gymnastics: EYFS, Y1, Y2, Y3	Badminton: Send and Return Y1 and Y2, Y3 Football: Attack, Defend and Shoot Y1 and Y2 Hit, Catch, Run Y1 and Y2 / Y3 Swimming: new learning	Badminton: Send and Return Y1 and Y2, Y3 Tag rugby: Attack, Defend and Shoot Y1 and Y2, Y3 Swimming: new learning	Rounders: Send and Return Y1 and Y2 Hit, Catch, Run Y1 and Y2 Athletics: Run, Jump, Throw Y1 and Y2, Y3	Basketball: Send and Return Y1 and Y2, Y3 Run, Jump, Throw Y1 and Y2, Y3 Hockey: Send and Return Y1 and Y2, Y3

## Year 5 and Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>Topic</b>	<b><u>Hockey</u></b> <b><u>Gymnastics</u></b>	<b><u>Handball</u></b> <b><u>Orienteering</u></b>	<b><u>Tennis</u></b> <b><u>Dance</u></b>	<b><u>Quidditch</u></b> <b><u>Football</u></b>	<b><u>Basketball</u></b> <b><u>Athletics</u></b>	<b><u>Cricket</u></b> <b><u>Tag rugby</u></b>
	<b>Knowledge introduced</b>	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	<b>Knowledge revisited</b>	Hockey: Send and Return Y1 and Y2, Y3 Gymnastics: EYFS, Y1, Y2, Y3, Y4	Handball: Y3, Attack, Defend and Shoot Y1, Y2 Hit, Catch, Run Y1, Y2 Orienteering: Y2 and Y3	Tennis: Send and Return Y1, Y2 Dance: Y5, Y4, Y3, Y2, Y1 and EYFS	Football: Y4, Y3 Attack, Defend and Shoot Y1 and Y2 Hit, Catch, Run Y1 and Y2 Quidditch: Y3, Y4	Basketball: Send and Return Y1 and Y2, Y3 Run, Jump, Throw Y1 and Y2, Y3, Y4 Athletics: Run, Jump, Throw Y1 and Y2, Y3, Y4	Cricket: Hit, Catch and Run Y1 and 2 Tag rugby: Attack, Defend and Shoot Y1 and Y2, Y3, Y4
Year 6	<b>Topic</b>	<b><u>Netball</u></b> <b><u>Gymnastics 1</u></b>	<b><u>Orienteering</u></b> <b><u>Dance 1</u></b>	<b><u>Quidditch</u></b> <b><u>Hockey</u></b>	<b><u>Tag Rugby</u></b> <b><u>Basketball</u></b>	<b><u>Cricket</u></b> <b><u>Football</u></b>	<b><u>Athletics</u></b> <b><u>Tennis</u></b>
	<b>Knowledge introduced</b>	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	<b>Knowledge revisited</b>	Netball: Y4, Attack, Defend and Shoot Y1 and Y2 Gymnastics: EYFS – Y5	Orienteering: Y2, Y3 and Y5 Dance: EYFS – Y5	Quidditch: Y3, Y4 and Y5 Hockey: Y3, Y4 Send and Return Y1 and Y2	Tag rugby: Attack, Defend and Shoot Y1 and Y2, Y3 – Y5 Basketball: Send and Return Y1 and Y2, Y3 Run, Jump, Throw Y1 and Y2, Y3 – Y5	Cricket: Hit, Catch and Run Y1 and 2, Y5 Football: Y3 – Y5, Attack, Defend and Shoot Y1 and Y2 Hit, Catch, Run Y1 and Y2	Tennis: Send and Return Y1, Y2, Y5 Athletics: Run, Jump, Throw Y1 and Y2, Y3 – Y5

[Back to 'contents'](#)