



Physical Education

Fairfield Spencer Academy

| Statutory Framework for EYFS | | | | | |
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| Physical Development | Gross Motor Skills | <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. | | | |
| Coverage and Progression (National Curriculum and Chris Quigley Essentials) | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Context: Learning positive games to play with my friends. NC: Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Context: Animal and seasonal dances. NC: Copy and remember moves and positions. Move with careful control and coordination</p> <p>Context: Gymnastics NC: Copy and remember actions. Move with some control and awareness of space. Travel by rolling forwards, backwards and sideways. Jump in a variety of ways and land with increasing control and balance.</p> | <p>Context: Coordination and basic skills NC: Use hitting, catching and kicking skills in combination.</p> <p>Context: To learn Drumba routines. NC: Perform dances using simple movement patterns</p> <p>Context: Team games NC: Develop tactics. Lead others when appropriate. Use the terms 'opponent' and 'team-mate'</p> <p>Context: Gymnastics NC: Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Climb safely on equipment.</p> | <p>Context: Gymnastics, Dance NC: Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns (to make actions and sequences of movement) <i>Plan, perform and repeat sequences.</i> <i>Move in a clear, fluent and expressive manner.</i> <i>Refine movements into sequences.</i></p> <p>Context: Basketball, Tag Rugby, Hockey, Tennis, Rounders and Netball, Cricket NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <i>Throw and catch with control and accuracy.</i> <i>Strike a ball and field with control.</i> <i>Choose appropriate tactics to cause problems for the opposition.</i></p> | <p>Context: Gymnastics, Dance and Drumba NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns <i>Create dances and movements that convey a definite idea.</i> <i>Change speed and levels within a performance.</i> <i>Develop physical strength and suppleness by practising moves and stretching.</i></p> <p>Context: Cross country NC: Take part in outdoor challenges individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Context: Tag rugby, Hockey, Tennis, Rounders, Dodgeball NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate</p> | <p>Context: Gymnastics, Dance, Drumba NC: Develop flexibility, strength, technique, control and balance <i>Perform expressively and hold a precise and strong body posture.</i> <i>Perform and create complex sequences.</i> <i>Express an idea in original and imaginative ways.</i></p> <p>Context: Cross-Country NC: Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>Run over a longer distance, conserving energy in order to sustain performance.</i></p> <p>Context: Rounders, Tennis, Dodgeball, Football, Basketball, Hockey, Tag Rugby Use running, throwing and catching in isolation and in combination</p> | <p>Context: DRUMBA, Dance, Gymnastics NC: Develop flexibility, strength, technique and control. Perform dances using a range of movement patterns. <i>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</i> <i>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</i></p> <p>Context: Tag Rugby, Football, Rounders, Cricket, Badminton NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>Field, defend and attack tactically by anticipating the direction of play.</i></p> |

| | | <p>Context: Indoor Athletics NC: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use a range of throwing techniques (such as under arm, over arm).</p> | <p>and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p> <p>Context: Athletics NC: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate</p> | <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games.</p> <p>Context: Athletics Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape.</p> | <p>Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p> <p>Context: Orienteering NC: Take part in outdoor challenges individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Context: Athletics NC: Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best Compete with others and keep track of personal best performances, setting targets for improvement.</p> |
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| Swimming | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ 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. | | | |

