

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

Carleton Endowed CE (VA) Primary School

Whole School Physical Education


PE Curriculum Intent

At Carleton Endowed Primary School we provide opportunities for each child to flourish into physically literate adults with a lifelong positive engagement with sport and physical activity. We intend to achieve this by creating a strong foundation of fundamental movement skills which enables pupils to attain personal successes.

Our Intentions:

- Provide a strong foundation for pupils to progress, develop and explore physical skills with increasing control and coordination
- Create physically literate pupils who ready to progress to the next stage
- Foster a love of physical activity through creativity and imagination, to produce engaged and active adults
- Children develop an understanding of how to succeed in a range of physical activities, and how to evaluate their own success.

Whole School Physical Education Progression Map

Our Curricular Goal:							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of fitness and health.							
Core Curricular		Know how to carry and place equipment.	Recognise and describe what their bodies feel	recognise and describe the short term	describe how the body reacts during different	know and understand the basic principles of	understand why warming up and cooling down are

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<p>Area e.g. Locational Knowledge</p>		<p>Recognise how their body feels when still and when exercising. Know that being active is good for them and fun</p>	<p>like during different types of activity. Lift, move and place equipment safely</p>	<p>effects of exercise on the body during different activities know the importance of suppleness and strength begin to understand the importance of warming up</p>	<p>types of activity and how this affects the way they perform recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies</p>	<p>warming up and why it is important for good quality performance understand why physical activity is good for their health</p>	<p>important understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively</p>
<p>Team Games</p>							
<p>Core Curricular area e.g. Place Knowledge</p>	<p>•</p>	<p>I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands.</p>	<p>I can use hitting, kicking and/or rolling in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules.</p>	<p>I can throw and catch with control. I am aware of space and use it to support teammates and to cause problems for the opposition.</p>	<p>I can catch with one hand. I can throw and catch accurately. I can hit a ball accurately with control. I can vary tactics and adapt skills depending</p>	<p>I can gain possession by working a team. I can pass in different ways. I can use forehand and backhand with a racket. I can field.</p>	<p>I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation.</p>

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		I can throw and kick in different ways.		I know and use rules fairly.	on what is happening in a game.	I can choose a tactic for defending and attacking. I can use a number of techniques to pass, dribble and shoot.	
Gymnastics							
	•	I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways.	I can plan and perform a sequence of movements I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner.	I can adapt sequences to suit different types of apparatus and criteria. I can explain how strength and suppleness affect performance. I can compare and contrast gymnastic sequences.	I can work in a controlled way. I can include change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases.	I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences.	I can combine my own work with that of others. I can link sequences to specific timings.
Dance							

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	•	<p>I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space</p>	<p>I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or feeling.</p>	<p>I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases.</p>	<p>I can take the lead when working with a partner or group. I can use dance to communicate an idea.</p>	<p>I can compose my own dances in a creative way I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.</p>	<p>I can combine my own work with that of others. I can link sequences to specific timings.</p>
General Skills				Athletics			
	•	<p>I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely</p>	<p>I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>	<p>I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do.</p>	<p>I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways</p>	<p>I can controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping.</p>	<p>I can demonstrate stamina.</p>

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				Outdoor Adventurous Activities			
				<p>I can develop listening skills I can begin to think activities through and problem solve.</p> <p>I can discuss ideas and work in a group.</p> <p>I can understand how to keep myself safe in different environments.</p>	<p>I can develop strong listening skills. I can use simple maps. I can choose and apply strategies to solve problems with support. I can discuss and work with others in a group listening to everyone's ideas.</p>	<p>I can use and interpret simple maps</p>	<p>I can use and interpret simple maps, beginning to use a compass for direction.</p>
				Swimming			
				<p>I can understand how to enter and exit water safely.</p> <p>I can swim a couple of strokes competently for at least 10 m.</p>	<p>I can understand how to enter and exit water safely.</p> <p>I can swim a couple of strokes competently for at least 10 m.</p>	<p>I can swim 3 different strokes. I can enter the water a number of ways. I can swim underwater.</p>	<p>I can swim confidently, competently and proficiently over a distance of AT LEAST 25m. I can use a range of strokes e.g front</p>

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							<p>crawl, backstroke and breaststroke.</p> <p>I can perform safe self-rescue in different water based situations.</p>
Evaluating and improving performance.							
		<p>I can watch, copy and describe what they and others have done</p>	<p>I can improve my work using information they have gained by watching, listening and investigating, recognising good quality in performances by others.</p>	<p>I can describe and evaluate the effectiveness and quality of a performance. I can recognise how my performance has improved. I can recognise good performance and identify the parts of a performance that need improving.</p>	<p>I can describe my own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved. I can explain my ideas and plans, recognising aspects of my work which need improving and suggest practices to improve my play.</p>	<p>I can choose and use information and basic criteria to evaluate my own and others' work. I can suggest improvements in my own and others' performances.</p>	<p>I can evaluate my own and others' work.</p> <p>I can suggest ways of making improvements. I can develop my ability to evaluate my own and others' work, and to suggest ways to improve it.</p>