

## PE

At Grange Primary School, we work hard to build students' confidence in a variety of physical activities and to promote physical fitness as a fundamental part of their life both in and out of the classroom. We provide a diverse and balanced PE curriculum that focuses on core movement skills and teamwork while also allowing all students, regardless of academic or physical aptitude, to explore and develop their very best. We acknowledge the vital role of Physical Education (PE) in enabling children to enhance their agility, physical coordination, fitness, self-assurance, and enjoyment through physical activities. Through PE, we encourage our pupils to not only build their confidence and proficiency in performing a variety of skills but also the resilience to overcome any challenges they may encounter. Our school fosters a positive outlook on an active lifestyle and introduces students to lifelong physical activity that not only supports their physical health but also nurtures their mental well-being.

## EYFS Birth to Five Curriculum

### Nursery

#### Moving and Handling

- I can climb stairs, steps and move across climbing equipment using alternate feet. I can maintain balance using hands and body to stabilize
- I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability
- I can run with special awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- I can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- I can create lines and circles pivoting from the shoulder and elbow
- I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

#### Health and Safe Care

- I can observe and can describe in words or actions the effects of physical activity on my body
- I can name and identify different parts of the body
- I can take practical action to reduce risk, showing my understanding that equipment and tools can be used safely
- I can mirror the playful actions or movements of another adult or child
- I can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom

### Reception

### **Moving and Handling**

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- 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 and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

### **Health and Self Care**

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

Autumn 1 EYFS Curriculum	Autumn 2 EYFS Curriculum	Spring 1 <b>Games</b> (Kicking with feet)	Spring 2 <b>Dance</b>	Summer 1 <b>Games</b> (Throwing towards a target)	Summer 2 <b>Athletics</b>
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<p style="text-align: center;"><b>Moving and Handling</b> Activities within Provision linked to topic. <i>(Fine and Gross motor skills)</i></p> <p style="text-align: center;"><b>Health and Self Care</b> Activities within Provision linked to topic.</p>	<ul style="list-style-type: none"> <li>• I can move safely in a confined space avoiding others.</li> <li>• I can send a ball by kicking it against a bench.</li> <li>• I can practise sending a ball with the feet.</li> <li>• I can pass the ball to your partner with the inside of your foot.</li> <li>• I can aim a ball through and to a target using a kicking action.</li> <li>• I can dribble with a ball close to your feet.</li> <li>• I can dribble whist under pressure.</li> <li>• I can kick a ball at a target.</li> </ul>	<ul style="list-style-type: none"> <li>• I can respond to stimuli with a range of actions.</li> <li>• I can explore movements while repeating.</li> <li>• I can create elastic shapes.</li> <li>• I can practise, link and repeat movements to put them into a sequence.</li> <li>• I can move in time with the music.</li> <li>• I can learn and create dance moves with a partner.</li> <li>• I can be creative and invent contrasting moves.</li> <li>• I can combine several actions to create a sequence.</li> <li>• I can perform with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• I can throw objects at different targets.</li> <li>• I can throw through a target using beanbags and balls.</li> <li>• I can work with a partner to reach a set target.</li> <li>• I can roll a ball between a small target.</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with different ways of moving.</li> <li>• I can jump off an object and lands appropriately.</li> <li>• I can travel with confidence and skill.</li> <li>• I can show increasing control over an object.</li> <li>• I can practise the correct arm position for throwing. To throw objects at a stationary target.</li> <li>• I can work as a team to throw objects into a designated area.</li> </ul>
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**Statutory ELG: Gross Motor Skills**

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.

**Statutory ELG: Fine Motor Skills**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  
 Use a range of small tools, including scissors, paint brushes and cutlery.  
 Begin to show accuracy and care when drawing.

## Key Stage 1 National Curriculum

### Year 1

Autumn 1 <b>Games</b> (Throwing towards a target)	Autumn 2 <b>Gymnastics</b>	Spring 1 <b>Dance</b>	Spring 2 <b>Games</b> (Sending and receiving)	Summer 1 <b>Athletics</b>	Summer 2 <b>Games</b> (Net games using a racket)
<ul style="list-style-type: none"> <li>I can move in different ways, avoiding obstacles- hop, skip, jump, slide, walk, run</li> <li>I can hit a target with a ball or beanbag</li> <li>I can roll the ball through a gate to my partner</li> </ul>	<ul style="list-style-type: none"> <li>I can perform different shapes with my body, having different points touching the floor or apparatus (star, straight, tuck shapes) with good technique</li> <li>I can perform all 5 gym shapes on low apparatus with good technique</li> <li>I can perform a minimum of 3 shapes on high apparatus with good technique</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to stimuli with a range of actions.</li> <li>I can explore movements while repeating.</li> <li>I can create elastic shapes.</li> <li>I can practise, link and repeat movements to put them into a sequence.</li> <li>I can move in time with the music.</li> <li>I can learn and create dance moves with a partner.</li> <li>I can be creative and invent contrasting moves.</li> <li>I can combine several actions to create a sequence.</li> <li>I can perform with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>I can move in a variety of ways, stop on command and change speed</li> <li>I can underarm throw a large ball, beanbag, then a tennis ball to my partner</li> <li>I can catch a ball (with a minimum of one bounce)</li> </ul>	<ul style="list-style-type: none"> <li>I can take off in different ways and land in coordinated ways (walk, fast walk, side step, slow jog, running, walking backwards, jump from 2 feet to 2 feet, hop)</li> <li>I can jump forwards, backwards and sideways on two feet, then hop on one foot</li> <li>I can push, pass and bounce a ball to my partner, then throw a ball into a target (buckets, hoop, wall targets, boxes etc)</li> </ul>	<ul style="list-style-type: none"> <li>I can control a tennis ball with a racket (walk the dog, balance a ball on the racket, balance ball on racket whilst walking)</li> <li>I can hit the ball on the ground repeatedly, then bounce and catch it with the opposite hand</li> <li>I can drop the ball on the ground and hit it straight to my partner, then I can catch the ball when my partner hits it to me.</li> </ul>

### Year 2

Autumn 1 <b>Games</b> (Net games using hands)	Autumn 2 <b>Gymnastics</b>	Spring 1 <b>Dance</b>	Spring 2 <b>Games</b> (Dribbling using feet)	Summer 1 <b>Athletics</b>	Summer 2 <b>Games</b> (Attach vs Defence)
<ul style="list-style-type: none"> <li>I can move whilst catching a tennis ball.</li> <li>I can accurately underarm throw a ball to my partner and catch it.</li> <li>I can drop the ball then accurately hit it to my partner using a tennis racket</li> </ul>	<ul style="list-style-type: none"> <li>I can perform travelling movements on my feet and with weight on my hands.</li> <li>I can use apparatus and following different pathways (zig-zag, L shape etc)</li> <li>I can jump using a skipping rope</li> <li>I can create and perform a sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to stimuli with a range of actions.</li> <li>I can explore movements while repeating.</li> <li>I can create elastic shapes.</li> <li>I can practise, link and repeat movements to put them into a sequence.</li> <li>I can move in time with the music.</li> <li>I can learn and create dance moves with a partner.</li> <li>I can be creative and invent contrasting moves.</li> <li>I can combine several actions to create a sequence.</li> <li>I can perform with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>I can dribble a ball with my feet with good control, whilst avoiding obstacles, and successfully stop it with the ball of my foot on command</li> <li>I can pass the ball accurately and consistently through a gate</li> <li>I can keep possession away from a defender</li> </ul>	<ul style="list-style-type: none"> <li>I can walk and run with good posture and balance.</li> <li>I can jump: 2 foot to 2 feet - 1 foot to 2 feet - 2 feet to 1 foot - 1 foot to 1 foot</li> <li>I can send an object towards a target in different ways (under - arm, over - arm)</li> </ul>	<ul style="list-style-type: none"> <li>I can catch an item with two hands, one hand and clap before receiving an item.</li> <li>I can keep moving to receive a pass that could be intercepted.</li> <li>I can keep possession away from a defender by moving into space to receive an item being thrown to me.</li> </ul>
<b>Key Stage 2 National Curriculum</b>					
<b>Year 3</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<b>Games</b> (Dribbling and passing with feet)	<b>Gymnastics</b>	<b>Net Games</b> (Throwing and Hitting with hands)	<b>Dance</b>	<b>Athletics</b>	<b>Games</b> (Passing and moving with hands)
<ul style="list-style-type: none"> <li>I can accurately pass a ball to my partner whilst in a stationary position and whilst moving</li> <li>I can defend, mark and intercept a ball in a small group situation</li> <li>I can dribble the ball using the inside of my foot to a partner</li> <li>I can stop and control the ball using the inside and outside of my feet before swapping roles</li> </ul>	<ul style="list-style-type: none"> <li>I can successfully perform 2 different types of rolls safely (pencil roll, tuck roll)</li> <li>I can link and develop 2 different jumps using apparatus safely.</li> <li>I can use apparatus in more creative ways</li> </ul>	<ul style="list-style-type: none"> <li>I can throw and catch with control when under limited pressure.</li> <li>I can keep possession and score goals.</li> <li>I can choose and use a range of simple tactics for defending and challenging their opponent.</li> <li>I can use simple rules fairly and extend them to devise their own games.</li> <li>I can identify that playing extended games improves their stamina.</li> </ul>	<ul style="list-style-type: none"> <li>I can practise different sections of a dance aiming to put together a performance.</li> <li>I can perform using facial expressions.</li> <li>I can build basic creative choreography skills in travelling, dynamics and partner work.</li> <li>I can develop a dance to perform as a group with a set starting position.</li> <li>I can develop choreography and devising skills in relation to a theme.</li> </ul>	<ul style="list-style-type: none"> <li>I can run with a tall body on balls of the feet, picking feet up high, head held high.</li> <li>I can jump from 2 feet to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, left to right and right to left foot</li> <li>I can perform a one-handed push throw and a pull throw with accuracy towards a target.</li> <li>I can say which throw was easiest and most difficult to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately pass and receive the ball to and from my partner using a number of different throwing techniques.</li> <li>I can move into space after I pass the ball in a game situation to keep the ball away from a defender</li> <li>I can drop and bounce the ball to myself and a partner whilst moving and clap before I catch it, changing balls with peers as I move.</li> <li>I can discuss with my peers how my team can keep the ball away from a defender</li> </ul>

**Year 4**

**Swimming**

- I can swim competently, confidently and proficiently over a distance of at least 25 metres
- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- I can perform safe self-rescue in different water-based situations.

Autumn 1 <b>Swimming and Games</b> Benchball and Endball	Autumn 2 <b>Swimming and Gymnastics</b>	Spring 1 <b>Swimming and OAA/Problem Solving</b>	Spring 2 <b>Swimming and Games</b> (Football)	Summer 1 <b>Swimming and Athletics</b>	Summer 2 <b>Swimming and Games</b> (Batting and Bowling)
<ul style="list-style-type: none"> <li>• I can keep the ball away from a defender while passing to others</li> <li>• I can improve movement to receive a pass</li> <li>• I can create different passes that can be used in a game</li> <li>• I can create different passes that can be used in a game</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform all gymnastics shapes on different body parts/levels using apparatus.</li> <li>• I can explain how gymnastics improves my joint range of movements</li> <li>• I can balance on patches and points using symmetry and asymmetry in pairs.</li> <li>• I can create and perform a sequence</li> <li>• I can use different levels, directions, pathways and speeds.</li> <li>• I can create and perform a sequence in a pathway</li> </ul>	<ul style="list-style-type: none"> <li>• I can complete tasks quickly.</li> <li>• I can stay safe and support others.</li> <li>• I can use cooperation and teamwork</li> <li>• I can follow instructions and restrictions of each activity.</li> <li>• I can cooperate with others as part of a small team</li> <li>• I can develop and master fundamental movement skills.</li> <li>• I can explore different methods of communication and decide which is the most effective</li> </ul>	<ul style="list-style-type: none"> <li>• I am competent at passing the ball using my feet from a short distance</li> <li>• I can dribble around obstacles</li> <li>• I can keep the ball away from a defender while passing to others</li> </ul>	<ul style="list-style-type: none"> <li>• I can maintain a good running technique when sprinting and running over obstacles</li> <li>• I can use a short run to jump from one to two feet</li> <li>• I can demonstrate a two-handed push throw and a sling throw</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to place my feet and position my body in order to bowl a ball</li> <li>• I can stop a moving ball and return it to a partner</li> <li>• I know the importance of hitting the ball into a certain area</li> </ul>

### Year 5

#### Swimming

- I can swim competently, confidently and proficiently over a distance of at least 25 metres

- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- I can perform safe self-rescue in different water-based situations.

Autumn 1 <b>Games</b> (Sending skills using hands or flag football)	Autumn 2 <b>Gymnastics</b>	Spring 1 <b>Games</b> (Mini Volleyball & Tennis or Tag Rugby)	Spring 2 <b>Games</b> (Attach vs Defence)	Summer 1 <b>Athletics</b>	Summer 2 <b>OAA/Problem Solving</b>
<ul style="list-style-type: none"> <li>• I can show control and awareness when passing and receiving.</li> <li>• I can work as part of an effective Team</li> <li>• I can pass effectively to a partner</li> <li>• I can keep the ball away from a defender while passing to others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise all gymnastics shapes.</li> <li>• I can identify which joints are moving when changing shapes.</li> <li>• I can offer comments on improving can travel using different levels.</li> <li>• I can create and perform in pairs.</li> <li>• I can use a counter balance with tension techniques</li> <li>• I can perform a forward roll and an egg roll.</li> <li>• I can recognise and talk about different responses to the same task.</li> <li>• I can use the correct jumping</li> </ul>	<ul style="list-style-type: none"> <li>• I can consistently with a Partner</li> <li>• I can identify &amp; throw into space to win a point</li> <li>• I can learn how to play with and against another team.</li> <li>• I can develop strategies in a competitive game of seated volleyball or tennis</li> </ul>	<ul style="list-style-type: none"> <li>• I can pass and move with a partner.</li> <li>• I can pass and move to keep possession of the ball away from a defender.</li> <li>• I can use tactics when working as part of a team</li> <li>• I can create space and keep the ball away from defenders.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe a partner and give accurate feedback.</li> <li>• I can demonstrate the ability to accelerate from a variety of static positions</li> <li>• I can sustain jogging and running at a consistent pace for over a minute</li> <li>• I can perform triple jump combination sequences with balance and control</li> </ul>	<ul style="list-style-type: none"> <li>• I can work as a team to decide approaches to challenges using my literacy skills.</li> <li>• I can cooperate and work well in a team when learning to trust others</li> <li>• I can work on tasks with a partner</li> <li>• I can work with a partner or in small groups to solve problems.</li> <li>• I can build my confidence when wanting to communicate my thinking skills</li> </ul>



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## Year 6

### Swimming

- I can swim competently, confidently and proficiently over a distance of at least 25 metres
- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- I can perform safe self-rescue in different water-based situations.

Autumn 1 <b>Games</b> (Basketball or Football)	Autumn 2 <b>Games</b> (Mini Volleyball or Tennis)	Spring 1 <b>Gymnastics</b>	Spring 2 <b>OAA/Problem Solving</b>	Summer 1 <b>Games</b> (Rounders or Cricket)	Summer 2 <b>Athletics</b>
<ul style="list-style-type: none"> <li>• I can dribble using both walking and jogging</li> <li>• I can then accurately pass the ball to my partner (2 steps away) using a variety of different passes</li> <li>• I can dribble and pass the ball to teammates to move towards a target, avoiding defenders</li> </ul>	<ul style="list-style-type: none"> <li>• I can pass an oval shaped ball effectively.</li> <li>• I can cover all spaces of court.</li> <li>• I can consistently rally with a partner.</li> <li>• I can move forwards and pass backwards.</li> <li>• I can use strategies to help outwit an opponent</li> <li>• I can run with the ball effectively</li> <li>• I can play a</li> </ul>	<ul style="list-style-type: none"> <li>• I can use all gymnastics shapes, including partner assisted shapes.</li> <li>• I can perform a sequence using six contrasting actions</li> <li>• I can identify which joints are moving when changing shapes.</li> <li>• I can watch a sequence and comment/improve on compositional aspects.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work as a team to decide approaches to challenges using my literacy skills.</li> <li>• I can cooperate and work well in a team when learning to trust others</li> <li>• I can work with a partner or in small groups to solve problems.</li> <li>• I can build my confidence when wanting to communicate my thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• I can retrieve, intercept and stop a ball when fielding</li> <li>• I can throw, catch, roll and collect using a range of ball.</li> <li>• I can hit towards a target</li> <li>• I can aim towards a target and stop a ball when fielding</li> <li>• I can work with and identify a new partner.</li> <li>• I can start to learn how to play mini rounders</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe a partner and give accurate Feedback</li> <li>• I can demonstrate the ability to accelerate from a variety of static positions</li> <li>• I can perform triple jump combination sequences with balance and control</li> <li>• I can sustain jogging and running at a</li> </ul>

<ul style="list-style-type: none"> <li>• I can keep discuss what strategies could be used to improve my performance (better protect the ball).</li> <li>• I can support my teammate player with the ball</li> </ul>	<p>competitive net game in a team.</p> <ul style="list-style-type: none"> <li>• I can identify and throw into space to win a point</li> <li>• I can play a small sided game of tag rugby league</li> <li>• I can develop my tactics and strategies to play in a competitive game</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different levels, directions, pathways and speed when travelling.</li> <li>• I can demonstrate good posture and control while exercising</li> <li>• I can perform a forward roll and egg roll.</li> <li>• I can create and perform a sequence in pairs.</li> <li>• I can demonstrate and explain how to move and position spin safely while rolling</li> <li>• I can use apparatus for a wide range of gymnastics actions.</li> <li>• I can create and perform a sequence in pairs on apparatus.</li> <li>• I can use correct vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• I can learn the rules of and play diamond cricket</li> <li>• I can work quickly whilst under pressure.</li> <li>• I can work effectively as part of a team</li> <li>• I can strike a bowled ball into selected areas/zones</li> <li>• I can improve my performance as a batter, bowler and fielder.</li> <li>• I can improve my performance in mini rounders</li> </ul>	<p>consistent pace for over a minute</p>
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