



Curriculum Overview for Physical Education

National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities
- Lead healthy, active lives.

Range of Opportunities

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The following information demonstrates which statements from the Bunny School’s Early Years Curriculum are prerequisite skills for Physical Education within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Physical Education.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

<u>Three and Four-Year-Olds (Nursery)</u>	<u>Reception</u>	<u>ELG</u>
<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to 	<p><u>Personal, Social and Emotional Development</u></p> <p><u>Managing Self</u></p> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others. <p><u>Physical Development</u></p> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing.

Curriculum Map for Physical Education

- 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 able to use and remember sequences and patterns of music that 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.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Expressive Arts and Design

- Respond to what they have heard, expressing their thoughts and feelings.

engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design

Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Curriculum Map for Physical Education

Key Stage 1 – Year 1/2

Pupils at Bunny C of Primary are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

Key Stage 2 – Year 3/4/5/6

Pupils at Bunny C of E Primary are taught to:

- 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.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individual and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively
- Perform safe self-rescue in different water based situations.

Curriculum Map for Physical Education

Due to the curriculum organisation at Bunny C of E Primary School a 2 year rolling cycle is in place

<u>Cycle A</u>	<u>Cycle B</u>
<p>Year 1 / 2</p> <p>Real PE Y1 Unit 1 Personal</p> <p>Real PE Y1 Unit 2 Social</p> <p>Real PE Y1 Unit 3 Cognitive</p> <p>Real PE Y1 Unit 4 Creative</p> <p>Real PE Y1 Unit 5 Applying Physical</p> <p>Real PE Y1 Unit 6 Health and Fitness</p> <p>Real Gym Y1 Unit 1 Shape and Travel</p> <p>Real Gym Y1 Unit 2 Flight and Rotation</p> <p>Real Dance Y1 Unit 1</p>	<p>Year 1 / 2</p> <p>Real PE Y2 Unit 1 Personal</p> <p>Real PE Y2 Unit 2 Social</p> <p>Real PE Y2 Unit 3 Cognitive</p> <p>Real PE Y2 Unit 4 Creative</p> <p>Real PE Y2 Unit 5 Applying Physical</p> <p>Real PE Y2 Unit 6 Health and Fitness</p> <p>Real Gym Y2 Unit 1 Balance and Travel</p> <p>Real Gym Y2 Unit 2 Flight and Rotation</p> <p>Real Dance Y2 Unit 1</p>

Curriculum Map for Physical Education

Cycle A	Cycle B
<p>Year 3 / 4</p> <p>Real PE Y3 Unit 1 Personal</p> <p>Real PE Y3 Unit 2 Social</p> <p>Real PE Y3 Unit 3 Cognitive</p> <p>Real PE Y3 Unit 4 Creative</p> <p>Real PE Y3 Unit 5 Applying Physical</p> <p>Real PE Y3 Unit 6 Health and Fitness</p> <p>Real Gym Y3 Unit 1 Travel and Rotation</p> <p>Real Gym Y3 Unit 2 Flight and Balance</p> <p>Real Dance Y3 Unit 1</p>	<p>Year 3 / 4</p> <p>Real PE Y4 Unit 1 Personal</p> <p>Real PE Y4 Unit 2 Social</p> <p>Real PE Y4 Unit 3 Cognitive</p> <p>Real PE Y4 Unit 4 Creative</p> <p>Real PE Y4 Unit 5 Applying Physical</p> <p>Real PE Y4 Unit 6 Health and Fitness</p> <p>Real Gym Y4 Unit 1 Balance and Rotation</p> <p>Real Gym Y4 Unit 2 Flight and Travel</p> <p>Real Dance Y4 Unit 1</p>

Curriculum Map for Physical Education

Cycle A	Cycle B
<p>Year 5 / 6</p> <p>Real PE Y5/6 Unit 1 Personal</p> <p>Real PE Y5/6 Unit 2 Social</p> <p>Real PE Y5/6 Unit 3 Cognitive</p> <p>Real PE Y5/6 Unit 4 Creative</p> <p>Real PE Y5/6 Unit 5 Applying Physical</p> <p>Real PE Y5/6 Unit 6 Health and Fitness</p> <p>Real Gym Y5/6 Unit 1 Hand Apparatus and Low Apparatus</p> <p>Real Gym Y5/6 Unit 2 Partner Work and Large Apparatus</p> <p>Real Dance Y5/6 Unit 1</p>	<p>Year 5 / 6</p> <p>Real PE Y5/6 Unit 1 Personal</p> <p>Real PE Y5/6 Unit 2 Social</p> <p>Real PE Y5/6 Unit 3 Cognitive</p> <p>Real PE Y5/6 Unit 4 Creative</p> <p>Real PE Y5/6 Unit 5 Applying Physical</p> <p>Real PE Y5/6 Unit 6 Health and Fitness</p> <p>Real Gym Y5/6 Unit 1 Hand Apparatus and Low Apparatus</p> <p>Real Gym Y5/6 Unit 2 Partner Work and Large Apparatus</p> <p>Real Dance Y5/6 Unit 1</p>

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