

Building
Brighter
Futures
Together

Eastwood Community School's PE curriculum



An active and healthy Pre-school child :	A active and healthy Nursery child :	An active and healthy Reception child:
<p>Gross and Fine Motor Skills</p> <ul style="list-style-type: none"> • Clap and stamp to music. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. <p>Health and Self care</p> <ul style="list-style-type: none"> • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently 	<p>Gross Motor skills</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. • 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>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. • Start eating independently and learning how to use a knife and fork. • Show a preference for a dominant hand. <p>Health and self-Care</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<p>Gross Motor skills</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 ➤ - crawling ➤ - walking ➤ - jumping ➤ - running ➤ - hopping ➤ - skipping ➤ - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to 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 outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. Use a tripod grip in most cases using a cursive handwriting style. <p>Health and Self care</p>

- Make healthy choices about food, drink, activity and tooth brushing.

- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes
 - personal hygiene

Key Vocabulary

Dance		Gymnastics		Games		Athletics		Outdoor and Adventurous Activities	
Faster Fast Slow slower speed strength slithering shuffling rolling crawling walking running jumping skipping sliding hopping high low space direction	change direction balancing one Foot timed exercise right left bend feet inline avoid around through challenge muscles stopping in time music independent	equipment safely right left on off mats tables benches landing bend Knees feet inline avoid around through gymnastics challenge muscles carry put Away stopping faster	fast slow slower speed strength rolling jumping hopping climbing high low space direction change direction obstacles balancing one Foot head foot hand arms legs chest timed exercise	bat ball teamwork team mate opponent fast faster slow speed walking running skipping hitting direction change Direction balancing head foot hand arms legs chest Throw timed heart Beat	exercise equipment safely right left benches bend feet inline avoid around through kicking football tennis dodgeball golf hockey netball challenge muscles carry put away stopping	faster fast slow slower speed strength walking running jumping high direction change direction obstacles foot hand arms legs timed	heart beat exercise equipment safely right left landing bend knees bend feet inline around over running challenge muscles put away stopping	stairs climbing upstairs downstairs top bottom high low body parts safely dressing undressing buttons right way shoe	on off fruit vegetables healthy eating healthy body different sleeping washing brushing cleaning challenge muscles carry put away

A Year 1 Sports Person:	A Year 2 Sports Person:	A Year 3 Sports Person:
<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw underarm. • Hit a ball with a bat. • Move and stop safely. • Throw and catch with both hands. • Throw and kick in different ways. • Use a bow and arrow safely. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make my body curled, tense, stretched and relaxed. • Control my body when travelling and balancing. • Copy sequences and repeat them. • Roll, curl, travel and balance in different ways. • Use apparatus safely <p><u>Dance</u></p> <ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform my own dance moves. • Make up a short dance. • Move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> • Copy actions. • Repeat actions and skills. • Move with control and care. • Use equipment safely. • Travel on different surfaces safely 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game. • Decide the best space to be in during a game and discuss why an area is safe or unsafe to use. • Use one tactic in a game. • Follow rules and begin to referee games. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Plan and perform a sequence of movements. • Improve my sequence based on feedback. • Think of more than one way to create a sequence which follows some 'rules'. • Work on my own and with a partner. • Use apparatus safely. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction in my dance. • Select a piece of music and dance with control and coordination. • Make a sequence by linking sections together as a group (line dancing) • Use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> • Copy and remember actions. • Talk about what is different from what I did and what someone else did and give feedback on ways to improve • Record points accurately. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throw and catch with control using a wide range of balls. • Aware of space and use it to support team-mates and to cause problems for the opposition. • Know and use rules fairly and referee games. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus and criteria discuss ways to improve and sequence. • Explain how strength and suppleness affect performance and discuss how diet can improve our strength. • Compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Improvise freely and translate ideas from a stimulus into movement. • Share and create phrases with a partner and small group and lead a group dance. • Repeat, remember and perform phrases together as a group (Zumba). <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds; changing speed and direction depending on the style of race. • Take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Follow a map in a familiar context and use a map to find objectives (orienteeing) • Use clues to follow a route. • Follow a route safely evaluating dangers and how to bypass them
<p><u>General Vocab:</u> Lead, manage, copy, remember, positions, movement, joining, tempo, speed, express, co-ordination, sequence, repeat, practice, improve, awareness, dominant, tactics, development, explain, demonstrate, lead, together, manage, captain, emotions, actions, stretch, curl, flexibility, muscles.</p> <p><u>Dance:</u> Dance, communicate, support, work, movement, control, combination, landing, link, lead, develop, explain.</p> <p><u>Gymnastics</u> Communicate, support, work, together, control, combination, tuck jump, star jump, straddle jump, landing, lead, develop, explain, actions, forwards roll, backwards roll, sideways roll, points of balance, link</p> <p><u>Games</u> invasion games, opponent, team mate, pass, communicate, support, work together, control, link, lead, strike, catch, hit, volley.</p>		<p><u>Y3/4: General Vocab:</u> Level, performance, strength, stretching, flexibility, plan, alignment, placement, gravity, travel, sportsmanship, possession, pass, respect, repeat Sequences, speed, respond, expressive, refine, interpret, linked, fluent, variety, transferring, weight, generate, sustain, under arm, over arm, target run up, power, hang, swing, sprint, conserving, energy, plan, flight, movements, base, variety, compete, personal best, distance.</p> <p><u>Dance:</u> Control, accuracy, technique, appropriate, respect, repeat, sequences, continuous, linked, speed, temp, movements, fluent, clear.</p> <p><u>Gymnastics:</u></p>

<p><u>Athletics</u> Athletics, support, work together, co-ordination, control, landing, lead, develop, explain</p>	<p>Control, accuracy, dominant foot, technique, appropriate, respect, repeat, sequences, continuous, linked, speed, tempo, movements, fluent, clear, expressive, refine, interpret</p> <p><u>Games:</u> Control, accuracy, dominant hand/arm/leg/foot, technique, strike, field, tactics, pass, speed, fairly, rules, referee, sportsmanship, possession, appropriate, respect, repeat, team mates, sequences, respond, performance, strength, stretching, opposition.</p> <p><u>Athletics</u> Control, accuracy, dominant arm/leg/foot, technique, appropriate, sportsmanship, respect, repeat, sequences</p> <p><u>Outdoor and Adventurous</u> Compass, orienteering, technique, appropriate, respect, repeat</p> <p><u>Swimming and water safety.</u> front crawl, backcrawl, breast stroke, treading water, float, woggle, dive, jump, breathing, deep end, diving, shallow end.</p>
<p><u>Cultural Capital</u></p> <p>Perform a dance Roll down a hill Join an extra-curricular club Walk alongside a river Start a vegetable patch</p>	<p><u>Cultural Capital</u></p> <p>Plan and eat something health that you've not tried before Climb a tree Try yoga Eat something you have grown Take part in a competitive sporting event against another school</p>

A Year 4 Sports Person:

A Year 5 Sports Person:

A Year 6 Sports Person:

<p><u>Games</u></p> <ul style="list-style-type: none"> • Catch with one hand with a variety of ball sizes. • Throw and catch accurately • Hit a ball accurately with control in a variety of sports (Badminton, cricket, tennis, table tennis etc.) • Keep possession of the ball. • Vary tactics and adapt skills depending on what is happening in a game and effectively convey this to my team. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Work in a controlled way. • Include change of speed and direction. • Include a range of shapes. • Work with a partner to create, repeat and improve a sequence with at least three phases. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Take the lead when working with a partner or group. • Use dance to communicate an idea and feeling (Bhangra dancing) <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run over a long distance. • Sprint over a short distance. • Throw in different ways and record the distance in different ways • Hit a target thrown or with equipment. • Jump in different ways. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context. • Follow a route within a time limit. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Gain possession by working a team. • Pass in different ways using our hands or feet. • Use forehand and backhand with a racket. • Field and analyse the game to decide where to throw. • Choose a tactic for defending and attacking. • Choose tactics for evading when attacking and defending. • Use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make complex extended sequences and adapt and improve it each time • Combine action, balance and shape. • Perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Compose my own dances in a creative way. • Perform to an accompaniment. • Demonstrate that dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Controlled when taking off and landing. • Throw with accuracy. • Combine running and jumping. • Run competitively with classmates • Discuss the effects of diet and how changing it can improve performance. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Follow a map in an unknown location. • Use clues and a compass to navigate a route. • Change my route to overcome a problem. • Use new information to change my route • Work as a team and develop strategies to beat difficult challenges and games. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Play to agreed rules. • Explain rules to others. • Umpire and manage certain games. • Make a team and communicate plan. • Lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Combine my own work with that of others. • Link sequences to specific timings. • Support and coach others with their movements. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Develop sequences in a specific style (street dance) • Choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Demonstrate stamina. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • Plan a route and a series of clues for someone else. • Plan with others taking account of safety and danger.
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<p><u>Y3/4: General Vocab:</u> Level, performance, strength, stretching, flexibility, plan, alignment, placement, gravity, travel, sportsmanship, possession, pass, respect, repeat, Sequences, speed, respond, expressive, refine, interpret, linked, fluent, variety, transferring, weight, generate, sustain, under arm, over arm, target, run up, power, hang, swing, sprint, conserving, energy, plan, flight, movements, base, variety, compete, personal best, distance.</p> <p><u>Dance:</u> Control, accuracy, technique, appropriate, respect, repeat, sequences, continuous, linked, speed, temp, movements, fluent, clear.</p> <p><u>Gymnastics:</u> Control, accuracy, dominant foot, technique, appropriate, respect, repeat, sequences, continuous, linked, speed, tempo, movements, fluent, clear, expressive, refine, interpret</p> <p><u>Games:</u> Control, accuracy, dominant hand/arm/leg/foot, technique, strike, field, tactics, pass, speed, fairly, rules, referee, sportsmanship, possession, appropriate, respect, repeat, team mates, sequences, respond, performance, strength, stretching, opposition.</p> <p><u>Athletics</u> Control, accuracy, dominant arm/leg/foot, technique, appropriate, sportsmanship, respect, repeat, sequences</p> <p><u>Outdoor and Adventurous</u> Compass, orienteering, technique, appropriate, respect, repeat</p> <p><u>Swimming and water safety.</u> front crawl, backcrawl, breast stroke, treading water, float, woggle, dive, jump, breathing, deep end, diving, shallow end.</p>	<p><u>Yr5/6: General Vocab:</u> Inversions, rotations, bending stretching and twisting, gestures, linking skills, fluent, expressive, set pieces, linking, body-rotation, techniques, demonstrate, kinaesthetic, awareness, placement, alignment, vault</p> <p><u>Dance:</u> Compose, creative, grace, stamina, measurable, body posture, expressively precise, complex, sequences, imaginative high energy, slow</p> <p><u>Gymnastic:</u> Complex, well-executed, travelling, balances, swinging, springing, flight, vaults</p> <p><u>Games:</u> combine technique, strike, accuracy, bowled, field, defend, attack, anticipating</p> <p><u>Athletics:</u> 60m, hurdles, analysing, technique, realistic, time board, measurable</p> <p><u>Outdoor and adventurous:</u> Risk, expert, advice, leadership, commitment, empathise, support, rallying, challenging, circumstances, orientate, changing conditions</p>
<p><u>Cultural Capital</u></p> <p>Plan and eat something health that you've not tried before Climb a tree Try yoga Eat something you have grown Take part in a competitive sporting event against another school</p>	<p><u>Cultural Capital</u></p> <p>Play blind football Plan and cook a healthy meal Walk to the top of a hill Go orienteering Use an OS map Watch a live sporting event</p>