

*'Intelligence and skill can only function at their peak when the body is healthy and strong.'* John F. Kennedy

### **Curriculum Intent**

PE at Brookhurst aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **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



Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	Go4Goals	Power of PE – Transport	Go4Goals	Power of PE – Space	Go4Goals	Power of PE – Apparatus	Go4Goals	Power of PE – The Jungle & Under The Sea	Go4Goals	Power of PE – Team Racing Games	Go4Goals	Power of PE - Dinosaurs
Y1	Go4Goals	Games	Go4Goals	Dance	Go4Goals	Gymnastics	Go4Goals	Games	Go4Goals	Games	Go4Goals	Athletics
Y2	Go4Goals	Games	Go4Goals	Gymnastics	Go4Goals	Street Dance*	Go4Goals	Games	Go4Goals	Athletics	Go4Goals	Tennis*
Y3	Go4Goals	Swimming	Go4Goals	Swimming	Go4Goals	Swimming	Go4Goals	Swimming	Go4Goals	Swimming or Tennis and Squash*	Go4Goals	Swimming or Tennis and Squash*
Y4	Go4Goals	Games	Go4Goals	Gymnastics	Go4Goals	Dance	Go4Goals	Cricket*	Go4Goals	Athletics	Go4Goals	OAA
Y5	Go4Goals	OAA	Go4Goals	Dance	Go4Goals	Gymnastics	Go4Goals	Cricket*	Go4Goals	Athletics	Go4Goals	Tennis*
Y6	Go4Goals	OAA (some covered by Marle Hall*)	Go4Goals	Games	Go4Goals	Dance*	Go4Goals	Gymnastics	Go4Goals	Athletics	Go4Goals	Squash*

\*taught by an external coach



**Go4Goals covers:**

**KS1**

**Sports:**

- Warm up games - Fun games to get the sessions started and body pumping
- Football - Basic ball control, turns, dribbling & shooting drills
- Netball skills - Chest passes and handling
- Throwing - Body shape and technique (Tennis balls, bean bags & Javelins)
- Hockey - Basic control of the ball, dribbling & shooting
- Relays - Technique, team work and races
- Hurdles - Various techniques jumping over and around hurdles
- Parachute games - Fun activities with balls
- Tennis - Hand/eye co-ordination, basic skills and serves
- Dodgeball / Eggs in basket - Fun games to finish off busy sessions

**Skills:**

- Balance
- Hand/eye co-ordination
- Timing
- Teamwork
- Competitiveness
- Communication

**KS2**

**Sports:**

- Warm up games - Fun games to get the sessions started and body pumping
- Football - Basic ball control, turns, dribbling, shooting drills & games
- Netball & handball - Chest passes, handling, movement & matches
- Bench ball - Handling, movement and matches
- Throwing - Body shape and technique (Tennis balls, bean bags & Javelins)
- Indoor Uni Hockey - Basic control of the ball, dribbling, shooting and matches
- Relays - Technique, team work and races
- Hurdles - Various techniques jumping over and around hurdles. Speed tests and races
- Parachute games - Fun activities with balls
- Tennis - Hand/eye co-ordination, basic skills, serves and rallies
- Circuit training - Split into teams doing 8 circuit stations and gathering points for team winners
- Dodgeball / Eggs in basket, North, South, East, West - Fun games to finish off busy sessions

**Skills:**

- Balance
- Hand/eye co-ordination
- Timing
- Teamwork
- Competitiveness
- Communication

KS1 Skill Progression – Physical

	Year 1	Year 2
Games/Athletics	<ul style="list-style-type: none"> <li>•To roll a ball</li> <li>•To hit a ball with a bat</li> <li>•To throw underarm</li> <li>•To throw and catch with both hands</li> <li>•To kick in different ways</li> <li>•To run</li> <li>•To jump</li> <li>•To pass the ball to a partner</li> <li>•To use these skills in games e.g varying passes</li> <li>•To make decisions and show an understanding of defensive and attacking skills in games</li> <li>•To use the terms 'opponent' and 'team mate'</li> <li>•To lead others where appropriate – aiding partners and taking warm ups/cool downs etc</li> </ul>	<ul style="list-style-type: none"> <li>•To roll a ball</li> <li>•To hit a ball with a bat</li> <li>•To throw underarm</li> <li>•To throw and catch with both hands</li> <li>•To kick in different ways</li> <li>•To run with control</li> <li>•To jump with control</li> <li>•To pass the ball accurately to partner</li> <li>•To use all of the above skills in games in combination</li> <li>•To make decisions and use defensive and attacking skills in games</li> <li>•To use the terms 'opponent' and 'team mate'</li> <li>•To lead others where appropriate – aiding partners and taking warm ups/cool downs etc</li> </ul>
Dance	<ul style="list-style-type: none"> <li>•To copy and remember moves to music</li> <li>•To move with control and co-ordination</li> <li>•To link two or more actions to make up a short dance</li> <li>•To choose a movement to communicate a mood or feeling</li> </ul>	<ul style="list-style-type: none"> <li>•To copy and remember moves to music</li> <li>•To dance with control and co-ordination</li> <li>•To link several movements to make up a short dance</li> <li>•To use a dance to communicate a mood or feeling</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• To copy and remember actions</li> <li>• To move with some control and awareness of space</li> <li>• To link two or more actions to make a sequence</li> <li>• To show contrasts e.g. small/tall, straight/curved and wide/narrow</li> <li>• To perform rolls such as teddy bear, pencil and forward roll down incline.</li> <li>• To hold a balance using different points of the body</li> <li>• To make the body curled, tense, stretched and relaxed</li> <li>• To jump showing balance and safe landing</li> </ul>	<ul style="list-style-type: none"> <li>•To copy and remember actions</li> <li>•To move with control and awareness of space</li> <li>•To link actions to make a sequence</li> <li>•To show contrasts e.g. small/tall, straight/curved and wide/narrow</li> <li>•To perform rolls such as teddy bear, pencil and forward roll down incline.</li> <li>•To hold a variety of balances using different points of the body</li> <li>•To make the body curled, tense, stretched and relaxed</li> <li>•To jump in a variety of ways showing balance and safe landing</li> </ul>

KS1 Skills – Emotional

	Year 1&2
Games/Athletics	<ul style="list-style-type: none"> <li>• <u>Leadership</u> - To lead others where appropriate – aiding partners and taking warm ups/cool downs etc</li> <li>• <u>Team work</u> – To work as part of a team during a game</li> <li>• <u>Resilience</u> – To recover from preserved failures, to persevere and learn from them</li> <li>• <u>Growth Mindset</u> – To manage emotions and promote a positive mindset</li> <li>• <u>Respect</u> – To show respect to all members of your team</li> <li>• <u>Fairness</u> – To demonstrate sportsmanship</li> <li>• <u>Empathy</u> - To empathise with others and offer support</li> <li>• <u>Communication</u> – To demonstrate active listening and communication</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• <u>Perseverance</u> – To keep going when things seem tough</li> <li>• <u>Collaboration</u> – To work with a partner or small group when copying/creating dances</li> <li>• <u>Creativity</u> – To create dance routines</li> <li>• <u>Self-confidence</u> – To recognise and celebrate strengths</li> <li>• <u>Self-improvement</u> - To use constructive feedback to set simple but challenging goals</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• <u>Managing Risks</u> - To be able to understand what is and what isn't a risk when performing gymnastics and using equipment</li> <li>• <u>Collaboration</u> – To work with a partner or small group when copying/creating gymnastics</li> <li>• <u>Creativity</u> – To create gymnastics routines</li> <li>• <u>Self-confidence</u> – To recognise and celebrate strengths</li> <li>• <u>Self-improvement</u> - To use constructive feedback to set simple but challenging goals</li> </ul>

KS1 Skill Progression – Knowledge, Skills and Understanding

	Year 1	Year 2
Acquiring and developing skills	<ul style="list-style-type: none"> <li>• Can they copy actions?</li> <li>• Can they repeat actions and skills?</li> <li>• Can they move with control and care?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they copy and remember actions?</li> <li>• Can they repeat and explore actions with control and coordination?</li> </ul>
Evaluating and improving	<ul style="list-style-type: none"> <li>• Can they talk about what they have done?</li> <li>• Can they describe what other people did?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they talk about what is different between what they did and what someone else did?</li> <li>• Can they say how they could improve?</li> </ul>
Health and fitness	<ul style="list-style-type: none"> <li>• Can they describe how their body feels before, during and after an activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how to exercise safely?</li> <li>• Can they describe how their body feels during different activities?</li> <li>• Can they explain what their body needs to keep healthy?</li> </ul>

KS2 Skill Progression – Physical

	Year 3	Year 4	Year 5	Year 6
Swimming	<ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>			
Games	<ul style="list-style-type: none"> <li>To throw and catch with control and accuracy</li> <li>To strike a ball with control</li> <li>To choose the appropriate tactics to stop the opposition from scoring and help the team score</li> <li>To maintain the possession of a ball for a longer amount of time, using feet, hands or a stick</li> <li>To pass to team mates when appropriate</li> <li>To follow the rules of the game and play fairly</li> <li>To choose effective positions for attacking and defending</li> <li>To make up a game based on a recognised game – with simple rules and a scoring system</li> <li>To start to show leadership qualities and an ability to collaborate with team mates</li> </ul>	<ul style="list-style-type: none"> <li>To throw and catch with control and accuracy</li> <li>To strike a ball and field with control</li> <li>To choose the appropriate tactics to stop the opposition from scoring and help the team score</li> <li>To maintain the possession of a ball for a longer amount of time, using feet, hands or a stick</li> <li>To pass to team mates when appropriate</li> <li>To follow the rules of the game and play fairly</li> <li>To choose effective positions for attacking and defending</li> <li>To make up a game based on a recognised game – with simple rules and a scoring system</li> <li>To start to show leadership qualities and an ability to collaborate with team mates</li> </ul>	<ul style="list-style-type: none"> <li>To use a number of techniques to pass, dribble and shoot</li> <li>To work alone or as a part of a team to gain points and possession</li> <li>To strike a bowled or volleyed ball with purpose and varying speed– eg backhand and forehand in hockey</li> <li>To use forehand and backhand with a racket</li> <li>To choose a tactic for fielding, defending and attacking</li> <li>To uphold the spirit of fair play and respect in all competitive situations</li> <li>To lead others and act as a good role model within a team</li> </ul>	<ul style="list-style-type: none"> <li>To be able to transfer skills in all games and choose the most effective skill to succeed in any game</li> <li>To choose and combine techniques in game situations e.g. running, throwing, catching, passing, jumping and kicking</li> <li>To work alone or as a part of a team to gain points and possession</li> <li>To strike a bowled or volleyed ball accurately, with purpose and varying speed– e.g. backhand and forehand in hockey</li> <li>To use forehand and backhand with a racket</li> <li>To field, defend and attack tactically, choosing the most appropriate tactic</li> <li>To uphold the spirit of fair play and respect in all competitive situations</li> <li>To umpire and lead others in games</li> </ul>



		Year 4	Year 5	Year 6
Dance		<ul style="list-style-type: none"> <li>To plan, perform and repeat sequences refining them into linked sequences</li> <li>To move in a clear, fluent and expressive manner</li> <li>To create own short dances that communicates an idea</li> <li>To change speed and levels within a performance</li> <li>To develop physical strength and suppleness by practicing moves and stretching</li> </ul>	<ul style="list-style-type: none"> <li>To compose, create and perform an imaginative and creative dance sequence</li> <li>To perform expressively and hold a precise strong body structure</li> <li>To perform moves that combine strength and stamina</li> </ul>	<ul style="list-style-type: none"> <li>To compose, create and perform original, imaginative and creative complex dance sequences</li> <li>To perform expressively and hold a precise strong body structure</li> <li>To perform with high energy, slow grace or other themes and maintain throughout the dance</li> <li>To perform complex moves that combine strength and stamina</li> </ul>
	Gymnastics	<ul style="list-style-type: none"> <li>To plan, perform and repeat sequences refining them into linked sequences that include travelling, balances and rolling</li> <li>To move in a clear, fluent and expressive manner</li> <li>To vary direction, speed and levels within a performance, using the floor and apparatus</li> <li>To travel in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>To practice and refine some of the gymnastic techniques such as travelling, balancing, swinging, springing, flight, vaults, rotations, bending, stretching, twisting and linking</li> <li>To make extended sequences</li> <li>To hold shapes that are strong, fluid and expressive</li> <li>To vary direction, speed and levels within a performance, using the floor and apparatus</li> </ul>	<ul style="list-style-type: none"> <li>To practice and refine a variety of the gymnastic techniques such as travelling, balancing, swinging, springing, flight, vaults, rotations, bending, stretching, twisting and linking</li> <li>To make complex and well executed extended sequences</li> <li>To hold shapes that are strong, fluid and expressive</li> <li>To vary direction, speed, level and body rotation within a performance, using floor and apparatus</li> </ul>





		Year 4	Year 5	Year 6
Athletics		<ul style="list-style-type: none"> <li>• To sprint over a short distance up to 60m</li> <li>• To run over a longer distance</li> <li>• To use a range of throwing techniques e.g. overarm and underarm</li> <li>• To throw with accuracy to hit a target with increasing distance</li> <li>• To jump in different ways e.g. triple and long jump, standing long jump, standing high jump</li> <li>• To compete against each other in athletic events and understand how to improve by evaluating own and others'</li> </ul>	<ul style="list-style-type: none"> <li>• To combine sprinting with low hurdles over 60 metres</li> <li>• To sprint using effective techniques showing correct leg action, body position, driving arms</li> <li>• To throw accurately and for distance – analysing technique and body position to improve</li> <li>• To show control in take-off and landing when performing jumps of both height and length</li> <li>• To compete with others, keeping a record to help improve personal best targets</li> </ul>	<ul style="list-style-type: none"> <li>• To combine sprinting with low hurdles over 60 metres</li> <li>• To sprint using effective techniques showing correct leg action, body position, driving arms</li> <li>• To throw accurately and for distance – analysing technique and body position to improve</li> <li>• To show control in take-off and landing when performing jumps of both height and length</li> <li>• To compete with others, keeping a record to help improve personal best targets</li> </ul>
	Outdoor and Adventurous Activities	<ul style="list-style-type: none"> <li>• To identify risks and how to manage them</li> <li>• To show the ability to both lead and form part of a team</li> <li>• To support others and seek support if required</li> <li>• To show resilience when plans do not work</li> <li>• To show initiative when challenges don't work out and work through a way to solve them</li> <li>• To use simple maps and compasses to aid orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• To select appropriate equipment for OAA activities</li> <li>• To identify risks and how to manage them</li> <li>• To embrace leadership and team roles and gain the commitment and respect of a team</li> <li>• To empathise with others and offer support without being asked</li> <li>• To remain positive in challenging circumstances</li> <li>• To use a range of devices to aid orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• To select appropriate equipment for OAA activities</li> <li>• To identify risks and how to manage them</li> <li>• To embrace leadership and team roles and gain the commitment and respect of a team</li> <li>• To empathise with others and offer support without being asked</li> <li>• To remain positive in challenging circumstances</li> <li>• To use a range of devices to aid orienteering</li> </ul>

Y3 Skills – Emotional

	Year 3
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• <u>Managing Risks</u> - To be able to understand what is and what isn't a risk when in the water</li> <li>• <u>Perseverance</u> – To keep going when things seem tough</li> <li>• <u>Self-confidence</u> – To recognise and celebrate strengths</li> <li>• <u>Self-improvement</u> - To use constructive feedback to set simple but challenging goals</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• <u>Leadership</u> - To start to show leadership qualities and ability to collaborate with team mates</li> <li>• <u>Team work</u> – To work as part of a team during a game</li> <li>• <u>Resilience</u> – To recover from preserved failures, to persevere and learn from them</li> <li>• <u>Growth Mindset</u> – To manage emotions and promote a positive mindset</li> <li>• <u>Respect</u> – To show respect to all members of your team</li> <li>• <u>Fairness</u> – To demonstrate sportsmanship</li> <li>• <u>Empathy</u> - To empathise with others and offer support</li> <li>• <u>Communication</u> – To demonstrate active listening and communication</li> </ul>

KS2 (Y4-Y6) Skills – Emotional

	Years 4-6
<b>Games</b>	<ul style="list-style-type: none"> <li>• <u>Leadership</u> - To start to show leadership qualities and ability to collaborate with team mates</li> <li>• <u>Team work</u> – To work as part of a team during a game</li> <li>• <u>Resilience</u> – To recover from preserved failures, to persevere and learn from them</li> <li>• <u>Growth Mindset</u> – To manage emotions and promote a positive mindset</li> <li>• <u>Respect</u> – To show respect to all members of your team</li> <li>• <u>Fairness</u> – To demonstrate sportsmanship</li> <li>• <u>Empathy</u> - To empathise with others and offer support</li> <li>• <u>Communication</u> – To demonstrate active listening and communication</li> </ul>
<b>Dance</b>	<ul style="list-style-type: none"> <li>• <u>Perseverance</u> – To keep going when things seem tough</li> <li>• <u>Collaboration</u> – To work with a partner or small group when copying/creating dances</li> <li>• <u>Creativity</u> – To create dance routines</li> <li>• <u>Self-confidence</u> – To recognise and celebrate strengths</li> <li>• <u>Self-improvement</u> - To use constructive feedback to set simple but challenging goals</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• <u>Managing Risks</u> - To be able to understand what is and what isn't a risk when performing gymnastics and using equipment</li> <li>• <u>Collaboration</u> – To work with a partner or small group when copying/creating gymnastics</li> <li>• <u>Creativity</u> – To create gymnastics routines</li> <li>• <u>Self-confidence</u> – To recognise and celebrate strengths</li> <li>• <u>Self-improvement</u> - To use constructive feedback to set simple but challenging goals</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• <u>Resilience</u> – To recover from preserved failures, to persevere and learn from them</li> <li>• <u>Perseverance</u> – To keep going when things seem tough</li> <li>• <u>Growth Mindset</u> – To manage emotions and promote a positive mindset</li> <li>• <u>Respect</u> – To show respect to all involved</li> <li>• <u>Fairness</u> – To demonstrate sportsmanship</li> <li>• <u>Empathy</u> - To empathise with others and offer support</li> </ul>
<b>Outdoor and Adventurous Activities</b>	<ul style="list-style-type: none"> <li>• <u>Managing Risks</u> - To be able to understand what is and what isn't a risk in the outdoor environment</li> <li>• <u>Leadership</u> - To show the ability to both lead and form part of a team</li> <li>• <u>Empathy</u> - To empathise with others and offer support</li> <li>• <u>Resilience</u> – To recover from preserved failures, to persevere and learn from them</li> <li>• <u>Perseverance</u> – To keep going when things seem tough</li> <li>• <u>Self-confidence</u> – To recognise and celebrate strengths</li> <li>• <u>Self-improvement</u> - To use constructive feedback to set simple but challenging goals</li> </ul>

KS2 Skill Progression – Knowledge, Skills and Understanding

	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Can they select and use the most appropriate skills, actions or ideas?</li> <li>Can they move and use actions with co-ordination and control?</li> </ul>	<ul style="list-style-type: none"> <li>Can they select and use the most appropriate skills, actions or ideas?</li> <li>Can they move and use actions with co-ordination and control?</li> <li>Can they make up their own small-sided game?</li> </ul>	<ul style="list-style-type: none"> <li>Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>Do they show good control in their movements?</li> </ul>	<ul style="list-style-type: none"> <li>Do they apply their skills, techniques and ideas consistently?</li> <li>Do they show precision, control and fluency?</li> </ul>
Evaluating and improving	<ul style="list-style-type: none"> <li>Can they explain how their work is similar and different from that of others?</li> <li>With help, do they recognise how performances could be improved?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain how their work is similar and different from that of others?</li> <li>Can they use their comparison to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>Can they use their observations to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>Can they analyse and explain why they have used specific skills or techniques?</li> <li>Can they modify use of skills or techniques to improve their work?</li> <li>Can they create their own success criteria for evaluating?</li> </ul>
Health and fitness	<ul style="list-style-type: none"> <li>Can they explain why it is more important to warm-up and cool-down?</li> <li>Can they identify some muscle groups used in gymnastic activities?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain why warming up is important?</li> <li>Can they explain why keeping fit is good for their health?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain some important safety principles when preparing for exercise?</li> <li>Can they explain what effect exercise has on their body?</li> <li>Can they explain why exercise is important?</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain how the body reacts to different kinds of exercise?</li> <li>Can they choose appropriate warm-ups and cool-downs?</li> <li>Can they explain why we need regular and safe exercise?</li> </ul>
Dance		<ul style="list-style-type: none"> <li>Can they take the lead when working with a group or partner?</li> <li>Can they use dance to communicate an idea?</li> <li>Can they work on their movements and refine them?</li> <li>Is their dance clear and fluent?</li> </ul>	<ul style="list-style-type: none"> <li>Can they compose their own dances in a creative and imaginative way?</li> <li>Can they perform to an accompaniment, expressively and sensitively?</li> <li>Are their movements controlled?</li> <li>Does their dance show clarity, fluency, accuracy and consistency?</li> </ul>	<ul style="list-style-type: none"> <li>Can they develop imaginative dances in a specific style?</li> <li>Can they choose their own music, style and dance?</li> </ul>