



Hemington Primary School P.E Curriculum Statement

Intent

Hemington Primary intends that all children:

- 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

Implementation

- At Hemington, we employ specialist sports coaches to ensure that our pupils receive the best, expert sports tuition.
- We follow the guidelines set by the national curriculum to ensure we offer a range of P.E activities that allow each child to feel challenged and offer opportunities to progress further.
- All year groups take part in P.E lessons at least once a week.
- Years two to five take part in swimming lessons during the spring term.
- At lunch time, year six sports leaders lead games and activities with mixed age groups. They promote team work, fair play and the chance to practice a variety of games related skills.
- Pupils have the opportunity to engage in good quality afterschool clubs which further develop skills and self-confidence.
- We have a proud history of engaging in Forest Schools and other outdoor learning opportunities to promote team work, problem solving, risk taking, communication, resilience and a sense of adventure. This has a positive impact on the relationships formed between pupils and between pupils and staff members.
- We use outdoor learning, because we know it has a deeply positive impact on mental well-being.

Impact

- P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to lead physically active lives.
- A high quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. At Hemington Primary, we provide opportunities for children to become physically confident in a way which supports their health and fitness and embeds values such as fairness and respect.



Hemington Primary P.E Progression

EYFS	Subject Knowledge	Vocabulary	Working physically including key equipment
	<p>ELG: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Show Good Coordination (large and small scale)</p> <p>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	Rules Fair Play Team Win Keep fit Exercise Heart/heart beat Skip Run Jog Hop Side-step Slide Roll Crawl Slither Climb Catch Throw Roll Send Kick Safe/safely	Small/Medium/large balls Rugby balls Coloured bibs Basket balls/ nets Bean bags Tennis rackets Hockey sticks Cones Skipping ropes Gymnastic Mats
KS1	Subject Knowledge	Vocabulary	Working physically including key equipment
	<p>Take part in competitive games using a range of skills, tactics and language, including: rolling, hitting, running, jumping, catching and kicking, using tactics, using the terms opponent and team-mate and developing leadership skills.</p> <p>Perform dances using a range of skills, including: copying and remembering moves and positions, careful control and coordination, sequences of actions, communicating a mood or idea</p> <p>Perform gymnastics pieces, developing a range of skills including: copying and remembering actions, moving with some control and awareness of space, linking two or more</p>	breathing rate exercise fair/ness sportsman ship flexibility heart rate jogging perspiration practice race running skill	Small/Medium/large balls Rugby balls Coloured bibs Basket balls/ nets Bean bags Tennis rackets Hockey sticks Cones Skipping ropes Gymnastic Mats

	<p>actions to make a sequence, showing contrasts (such as small/tall, straight/curved and wide/narrow), travelling by rolling forwards, backwards and sideways, holding a position whilst balancing on different points of the body, climbing safely on equipment, stretching and curling to develop flexibility, jumping in a variety of ways and landing with increasing control and balance.</p> <p>Swim unaided up to 25 metres using a basic stroke, controlled leg movements and breathing correctly</p> <p>Athletic activities are combined with games in Years 1 and 2.</p>	stretching team sport	
Lower KS2	Subject Knowledge	Vocabulary	Working physically including key equipment
	<p>Take part in competitive games using a variety of skills, including: throwing and catching with control and accuracy, striking and fielding a ball with control, choosing appropriate tactics to cause problems for the opposition, following the rules of the game and playing fairly, maintaining possession of a ball, passing to team-mates at appropriate times, leading others and acting as a respectful team member.</p> <p>Perform dance movements and pieces by using a range of skills, including: planning, performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements into sequences, creating dances and movements that convey a definite idea, changing speed and levels within a performance, developing physical strength and suppleness by practising moves and stretching.</p> <p>Perform gymnastic movements and pieces using a range of skills, including: planning, performing and repeating sequences, moving in a clear, fluent and expressive manner, refining movements into sequences, showing changes of direction, speed and level during a performance, travelling in a variety of ways including flight by transferring weight to generate power in movements, showing a kinaesthetic sense in order to improve the placement and alignment of body parts, swinging and hanging from equipment safely (using hands).</p> <p>Swim between 25 and 50 metres unaided, using more than one stroke, coordinated breathing and arm and leg movements both at and below the surface.</p> <p>Compete in athletics activities using a variety of skills, including: sprinting over a short distance up to 60 metres, running over a longer distance, conserving energy in order to sustain performance, using a range of throwing techniques, throwing with accuracy to hit a target or cover a distance,</p>	<p>athlete body control competitive sport conditioning cool-down curl-up endurance endurance activity fitness level fitness standard increased heart rate individual sport lifestyle lifetime sport locomotor skill motor skill movement control movement pattern muscle soreness muscular endurance muscular strength personal challenge physical fitness test physical injury power proper nutrition pulse rate recovery rate self-assessment sport etiquette sport-specific skill sportsmanship training warm-up</p>	<p>Small/Medium/large balls Rugby balls Coloured bibs Basket balls/ nets Bean bags Tennis rackets Hockey sticks Cones Skipping ropes Gymnastic Mats Other gymnastics apparatus Quick cricket set Netballs and nets</p>

	<p>jumping in a number of ways, using a run -up where appropriate improving personal best performances.</p> <p>Take part in outdoor and adventurous activity, using a range of skills, including: arriving properly equipped, managing risks, leading and being part of a team, supporting others and seeking support, showing resilience, using maps, compasses and digital devices, remaining aware of changing conditions and changing plans if necessary.</p>	weight-bearing activity	
Upper KS2	Subject Knowledge	Vocabulary	Working physically including key equipment
	<p>Compete in competitive games using a range of skills, including: choosing and combining techniques in game situations, working alone, or with team mates in order to gain points or possession, striking a bowled or volleyed ball with accuracy, using forehand and backhand when playing racket games, fielding, defending and attacking tactically by anticipating the direction of play, choosing the most appropriate tactics for a game, upholding the spirit of fair play and respect in all competitive situations, leading others when called upon and acting as a good role model within a team.</p> <p>Perform dance movements and pieces using a range of practical skills, including: composing creative and imaginative dance sequences, performing expressively and holding a precise and strong body posture, performing and creating complex sequences, expressing an idea in original and imaginative ways, planning to perform with high energy, slow grace or other themes and maintaining this throughout a piece, performing complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Perform gymnastic movements and pieces using a variety of skills, including: complex and well-executed sequences that include a full range of movements, holding shapes that are strong, fluent and expressive, including, in a sequence, set pieces, choosing the most appropriate linking elements, varying speed, direction, level and body rotation during floor performances, demonstrating good kinaesthetic awareness, using equipment to vault and to swing (remaining upright).</p> <p>Swim over 100 metres unaided and using a range of skills, including: using breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming, using controlled strokes, turning efficiently at the end of a length.</p> <p>Compete in athletics competitions using a range of skills, including: combining sprinting with low hurdles over 60 metres, choosing the best position for running over a variety of distances, throwing accurately and refining performance by analysing technique and body shape, showing control in take-</p>	<p>aerobic aerobic capacity anaerobic cardiorespiratory endurance exertion eye-hand coordination fat body mass fitness goal frequency of training health benefit heart-rate recovery isometric exercise lean body mass leisure activity movement concept muscle cramp overtraining overuse injury range of motion resistance training resting heart rate target heart rate threshold weight control weight training</p>	<p>Small/Medium/large balls Rugby balls Coloured bibs Basket balls/ nets Bean bags Tennis rackets Hockey sticks Cones Skipping ropes Gymnastic Mats Other gymnastics apparatus Quick cricket set Netballs and nets</p>

offs and landings when jumping, keeping track of personal best performances and setting targets for improvement.

Take part in outdoor and adventurous activities using a range of skills, including: selecting appropriate equipment, identifying possible risks and ways to manage them, asking for and listening carefully to expert advice, embracing both leadership and team roles and gaining the commitment and respect of a team, empathising with others and offering support without being asked, seeking support from the team and the experts if in any doubt, remaining positive even in the most challenging circumstances, rallying others if need be, using a range of devices in order to orientate, quickly assessing changing conditions and adapting plans to ensure safety comes first.