



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

Frimley Road, Camberley, Surrey, GU15 2QB
 t: 01276 63870 e: schooloffice@southcamberley.surrey.sch.uk

www.southcamberley.surrey.sch.uk

Executive Headteacher: Mrs Nicky Wright



PE Curriculum Overview			
Our PE Vison	At South Camberley, our vision is to ensure all pupils have a positive experience in PE and understand the benefits of leading a healthy, active lifestyle. This is achieved through fun, progressive and inclusive lessons that promote the importance of urgency , being resilient during challenges and the importance of teamwork.		
EYFS	Emerging: 40-60+ Months	Expected: Early Learning Goal	Exceeding: Early Learning Goal
	<ul style="list-style-type: none"> - Experiments with different ways of moving. - Jumps off an object and lands appropriately. - 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 mat. 	<ul style="list-style-type: none"> - Children show good control and coordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - They handle equipment and tools effectively. 	<ul style="list-style-type: none"> - Children can hop confidently and skip in time to music.
	Health and Self-Care		
<ul style="list-style-type: none"> - Shows some understanding that good practices with regard to exercise, eating. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Shows understanding of how to transport and store equipment safely. - Practices some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> - Children know about and can make healthy choices in relation to healthy eating and exercise. 	



Rationale	<p>All children should have:</p> <ul style="list-style-type: none"> - Acquired the knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. - The opportunity to access a wide range of different sports and activities applying the relevant skills designed to be enjoyable, vigorous, purposeful and regular. - An understanding of how to assess own/others performance and ways to improve.
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The PE curriculum is about developing key physical skills, cognitive development for decision making and developing a child's social and emotional wellbeing. To ensure our pupils have high quality physical education we follow a programme of study which encompasses **HAND, HEAD, HEART**.

	HAND	HEAD	HEART
KS1	<ul style="list-style-type: none"> - Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching) - Develop competence - Develop agility, balance and coordination - Perform dances using simple movement patterns 	<ul style="list-style-type: none"> - Apply skills - Develop simple tactics for attacking and defending - Develop competence - Develop confidence 	<ul style="list-style-type: none"> - Work individually and with others - Develop competence - Develop confidence
	HAND	HEAD	HEART
KS2	<ul style="list-style-type: none"> - Develop a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination) - Perform dances using a range of movement patterns - Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> - Apply a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination) - Link skills to make actions and sequences of movement - Learn how to evaluate and recognise their own success - Compare and improve performances with previous ones - Apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> - Enjoy communicating, collaborating and competing with each other - Develop flexibility, strength, technique, control and balance

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Fundamental Movement	Multi/Ball Skills	Gymnastics	Dance	Net/Wall/Striking	Athletics
<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Move and stop safely in a specific area.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Send & receive a ball by rolling from hand & striking with foot.</p> <p>Aim & throw an object underarm.</p> <p>Catch balloon/bean bag & sometimes a bouncing ball.</p> <p>Play a passing & target game alone and with a partner.</p>	<p>Make body tense, relaxed, curled and stretched.</p> <p>Balance on small/large body parts & understand stillness.</p> <p>Make large and small body shapes.</p> <p>Climb & hang from apparatus.</p> <p>Perform basic travelling actions on various body parts.</p>	<p>Travel in different ways.</p> <p>Use basic vocabulary relating to space and travel.</p> <p>Use body parts to create different shapes.</p>	<p>Aim & throw object underarm.</p> <p>Use hand to strike a bean bag or ball and move towards a scoring area.</p> <p>Begin to use a bat to hit a ball or bean bag.</p>	<p>Explore different ways of moving.</p> <p>Practise running from one cone to another over a set distance.</p> <p>Complete a standing jump.</p>

EYFS

Head - (Decision-maker, analytical, confident, independent thinker)

Excited about taking part in PE lessons and talk about what you like.
 Say what they are good at.
 Say what they could be even better at.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Describe how my body feels during exercise.
 Talk about healthy and unhealthy foods.
 Talk about what healthy means.
 Understand how to stay safe in PE.

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Fundamental Movement	Invasion/Evasion	Gymnastics	Dance	Net/Wall/Striking	Athletics
<p>Copy and explore basic body actions and movement patterns.</p> <p>Understand what components are required to complete simple passing, catching, throwing, jumping, balancing, leaping and kicking skills.</p> <p>Can explain what makes a 'good space' and demonstrate this when completing certain tasks.</p> <p>Run straight and on a curve and dodge with correct technique.</p>	<p>Manage space safely showing good awareness of each other.</p> <p>Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it.</p> <p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game.</p> <p>Ball related activities that link to aspects of different sports.</p>	<p>Make body tense, relaxed, curled and stretched, showing some tension.</p> <p>Begin to work alone/with someone to make a sequence of shapes/travels</p> <p>Climb safely, showing some shapes and balances when climbing.</p> <p>Keep balance travelling in a range of ways along bench, spots, mat etc.</p> <p>Roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p>	<p>Copy and explore basic movements and patterns.</p> <p>Remember simple movements and steps.</p> <p>Link movements to a range of stimuli.</p> <p>Use characters and narrative to perform.</p> <p>Use basic vocabulary related to travelling, direction, space.</p>	<p>Show some different ways of hitting, throwing and striking a ball.</p> <p>Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).</p> <p>Development of skills will be based on peer play and competition focused on personal best.</p>	<p>Vary pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Maintain control as changing direction when jogging or sprinting.</p>

Year 1

Head - (Decision-maker, analytical, confident, independent thinker)

Begin to play small team games and think about making decisions during the game.
 Describe your own performance and what you are good at.
 Watch, copy and explain what peers have done.
 Apply fundamental skills to other activities.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Start to work as part of team.
 Talk about what happens to their bodies during exercise and explore what 'healthy' means.
 Respectful of each other and equipment.
 Can move with control to ensure they are moving safely.
 Engaged and on task throughout lessons.

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Fundamental Movement	Invasion/Evasion	Gymnastics	Dance	Net/Wall/Striking	Athletics
Using different ways of moving and travelling and be able to change direction. Link a number of FMS within a competitive task against an opponent. Able to transfer FMS across a few sports, using a variety of objects.	Moving with speed and intent into spaces to chase and dodge other people. Demonstrate good invasion/evasion strategies to outwit an opponent. Make simple decisions about when/where to move in game to receive a ball. Perform some dribbling skills with hands and feet using space. Pass a ball accurately (hands & feet) over longer distances to a team mate.	Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions. Be still on single/two + points of contact on floor/apparatus showing tension & control. Link known shape/travel/roll/jump to a balance using floor & on apparatus. Jump/land with control using different body shapes in flight.	Copy and explore basic movements and patterns with control. Use different levels and change speed in relation to stimuli. Respond imaginatively to stimuli. Use body parts to create different shapes. Aware and use space effectively. Change direction in a sequence.	Understand how to perform several strikes in racquet sports. Explore the impact power, accuracy and technique has on performance. Competition will be focused on beating an opponent.	Can run for longer periods of time at an appropriate pace for distance. Jump from a standing position with accuracy. Can combine running and jumping with control and balance. Perform a variety of throws with control and coordination. Can sustain physical activity for a sustained period of time e.g. running, jumping, throwing.

Year 2

Head - (Decision-maker, analytical, confident, independent thinker)

Gain confidence in PE lessons and discuss what you are good at and ways to improve.
Talk about the decisions you have made and decisions others have made (starting to inform analysis).
Can show how to exercise safely.
Apply fundamental skills to other activities with increasing confidence.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Start to describe why those changes are happening in more detail e.g. "I am sweating which is my body's way of trying to cool me down so I don't over heat. My heart is beating faster to pump blood to the muscle that need it."
Discuss how to make healthy choices and why they will benefit me.
Know how to score and keep to rules of simple games.
Can use equipment safely.
Talk about school game values – determination, passion, respect, honesty, self-belief, team-work.

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Gymnastics	Netball	Football	Hockey	Cricket	Athletics
<p>Combine arm actions with skips/leaps/steps/jumps & spins in travel.</p> <p>Travel while using various hand apparatus, (ribbon/hoop/rope/ball).</p> <p>Know principles of balance and apply them on floor & apparatus</p> <p>Can showcase a small routine of balances and movements with some success, in time to music.</p>	<p>Make a series of passes to team mates moving towards a scoring area.</p> <p>Show some signs of using a chest pass and shoulder pass.</p> <p>Show a target to indicate where you would like to pass to.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend when needed.</p> <p>Begin to apply basic skills learnt and basic principles of attacking/defending in a competitive game.</p>	<p>Begin to dribble a ball making small touches.</p> <p>Begin to send a football to someone on a team.</p> <p>Keep a ball under control.</p> <p>Know where space is and try to move into it.</p> <p>Mark another player and defend in a small game setting.</p> <p>Begin to apply basic skills learnt and basic principles of attacking/defending in a competitive game.</p>	<p>Begin to show how to hold a hockey stick and which side to use.</p> <p>Use a simple push pass and stop with a partner.</p> <p>Dribble the ball keeping it close to me using the correct side of stick.</p> <p>Show some signs of approaching a player to tackle and cause pressure.</p> <p>Apply simple tactics of attacking/defending in a competitive game.</p>	<p>Understand the concept of batting and fielding.</p> <p>Use overarm, underarm and catching skills.</p> <p>Learning how to hold a cricket bat.</p> <p>Beginning to strike a bowled ball after a bounce.</p> <p>Able to bowl a ball towards a target.</p> <p>Beginning to demonstrate the use of tactics in a game situation.</p>	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country.</p> <p>Develop an effective take-off and flight phase for the standing long jump, landing safely and with control.</p> <p>Performs a variety of throws using a selection of equipment with greater control and accuracy.</p>

Year 3

Head - (Decision-maker, analytical, confident, independent thinker)

Beginning to learn the rules of the game and use them honestly.
 Explain how strength and suppleness affect performance.
 Use a greater number of own ideas for movement in response to a task.
 Develop simple tactics of attacking and defending.
 Begin to compare, evaluate and suggest improvements to own and others performances.
 Assist in leading small group activities.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Explain why it is important to warm up and cool down.
 Identify some muscle groups used in exercise.
 Talk about the school games values, determination, passion, respect, honesty, self-belief and teamwork in relation to performance.

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Gymnastics	Netball	Football	Hockey	Cricket	Athletics
<p>Develop the range of actions, body shapes and balances which include in a performance.</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction.</p> <p>Create & perform matching/mirroring sequences.</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control.</p> <p>Link a roll with travel and balance using floor and apparatus with good body control.</p>	<p>Use a chest pass and shoulder pass to support team in scoring.</p> <p>Begin to use a bounce pass, which only bounces once.</p> <p>Identify space to move into and show a clear target to receive a pass.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Know where positions are allowed on a court.</p> <p>Apply basic skills learnt and basic principles of attacking/defending in a competitive game.</p>	<p>Dribble with small touches into space.</p> <p>Send a football to someone on the team, using different parts of foot.</p> <p>Keep a ball under control when receiving a range of passes from team.</p> <p>Understand where the space is and can move into it.</p> <p>Mark another player and begin to attempt interceptions.</p> <p>Apply basic skills learnt and basic principles of attacking/defending in a competitive game.</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this.</p> <p>Use a push pass to make a direct pass.</p> <p>Begin to use a slap pass (bringing stick back and causing more power).</p> <p>Use speed to dribble the ball into space.</p> <p>Maintain defence and keep the pressure until possession is gained.</p> <p>Use a variety of techniques and tactics to attack, keep possession and attempt to score.</p>	<p>Develop an understanding of batting and fielding.</p> <p>Can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Start to strike a bowled ball after a bounce at different angles and speeds.</p> <p>Bowl a ball with some accuracy and consistency.</p> <p>Develop stopping and returning the ball.</p> <p>Develop retrieving and returning the ball.</p>	<p>Show some control when using a range of basic running, jumping and throwing actions.</p> <p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Perform a range of jumps showing contrasting techniques and sometimes using a short run up.</p> <p>Throw with some accuracy and power into a target area.</p>

Year 4

Head - (Decision-maker, analytical, confident, independent thinker)

Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.

Make decisions on simple tactics for different situations.

Comment and evaluate their own and others performances.

Suggest improvements to my own and others work in a constructive way.

Lead small group activities.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Begin to suggest ideas for a warm up or cool down.

Explain why keeping fit is good for your health.

Explain what effect exercise has on the body and name some muscle groups.

Know the school games values - determination, passion, respect, honesty, self-belief, team-work and how these are important in sport.

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Gymnastics	Netball	Football	Hockey	Cricket	Athletics
<p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers.</p> <p>Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.</p>	<p>Use all three passes (chest, shoulder & bounce) correctly.</p> <p>Use a range of speeds within a game to support a team in scoring.</p> <p>Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions (snatch & catch) when playing as a team.</p>	<p>Dribble making small touches into space with speed.</p> <p>Send a football to someone on the team, using different parts of foot accurately.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</p> <p>See space, and use it effectively.</p> <p>Lose a defender to receive a pass.</p> <p>Defend a player and make some successful interceptions for team.</p>	<p>Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>Choose between the two passes (push/slap) and explain simply why.</p> <p>Make a direct pass while dribbling.</p> <p>Begin to use stick to mark a player from the side line causing them difficulty.</p> <p>Successfully score while in the scoring area.</p>	<p>Develop a wider range of fielding skills, stumping, catching and throwing and begin to use these under pressure.</p> <p>Refine batting and bowling, understand and develop batting tactics.</p> <p>Understand there are different skills for different situations and beginning to apply these.</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Understand which technique is most effective when jumping for distance and height.</p> <p>Perform an effective standing long jump and standing triple jump with increased confidence.</p>

Head - (Decision-maker, analytical, confident, independent thinker)

Begin to combine own work with that of others, identifying strengths & weaknesses.
 Modify techniques to improve your own and your team performance.
 Understand the need for tactics and have begun to select and apply some tactics successfully.
 Devise and carry out small group warm ups.
 Introduce umpiring and scoring.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Explain some important safety principles when preparing for exercise.
 Explain in more detail why exercise is important.
 Identify more muscle groups being used when exercising.
 Explain how the school games values are used in the PE lesson: determination, passion, respect, honesty, self-belief and teamwork.

Hand - (Physically competent, age/stage relevant development, physically active competitive)

Gymnastics	Netball	Football	Hockey	Cricket	Athletics
<p>Select a suitable routine to perform to different audiences, bearing in mind who the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus & floor.</p> <p>Perform 6-8-part floor sequence as individual, pair & small group to a piece of music.</p> <p>Demonstrate 3 paired balances in sequence using various skills/actions</p>	<p>Know which pass is best to use and when in a game.</p> <p>Use a range of square & straight passes to change direction of the ball.</p> <p>Use landing foot to change direction to lose a defender.</p> <p>Draw defender away to create space for self or team.</p> <p>Position body to defend effectively, making successful interceptions.</p>	<p>Dribble making small touches into space with speed, to beat defenders.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Draw defender away to create space.</p> <p>Position body to defend effectively, making successful interceptions.</p>	<p>Use speed, changing of direction and Indian dribbling to advance towards team's goal.</p> <p>Use a range of passes knowing which one depending on the distance of the pass.</p> <p>Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).</p> <p>Know when to defend and what defence skills could be used.</p> <p>Seize an opportunity to score, sometimes quite quickly.</p>	<p>Understand and can apply some tactics into the game as a batter, bowler and fielder.</p> <p>Can strike a bowled ball with increasing consistency.</p> <p>Use a wide range of fielding skills in a game situation.</p> <p>Hit the ball with purpose, varying the speed, height and direction in order to outwit their opponent.</p> <p>Create, understand and apply attacking/defending tactics in game situations.</p>	<p>Investigate running styles and changes of speed.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Practise throwing with power and accuracy.</p> <p>Understand and apply which technique is most effective when jumping for distance and height.</p> <p>Maintain control at each of the different stages of the triple jump.</p>

Year 6

Head - (Decision-maker, analytical, confident, independent thinker)

Combine own work with that of others, identifying strengths & weaknesses.
 Analyse and explain in detail why a certain skill has been chosen.
 Make quick decisions regarding how and when to attack/defend during a competitive game.
 Know how space changes within a game and when and how to move into changing spaces.
 Begin to choose and use different formations to suit the needs of a game.
 Prepare and lead a warm up or cool down, explain how the body reacts differently to different exercise.

Heart - (Involved/engaged, positive behaviour/attitudes, developing character/values, developing healthy active lifestyles)

Explain in detail why we need regular exercise.
 Identify major muscle groups being used during exercise.
 Use physical and teamwork skills well in a variety of different challenges.
 Work as a team to competitively perform a relay.
 Explain how determination, passion, respect, honesty, self-belief and teamwork are used in a variety of sporting situations.