



Subject: Physical Education at Denton CP School Statement of Intention

- Denton's physical education curriculum will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provide opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect.
- The core curriculum will cover invasion games, dance, gymnastics and swimming. All children will be assessed and supported to be able to swim at least 25m unaided.
- Children will be encouraged to join school sports clubs and signposted to clubs outside of school. The school enriches the PE curriculum through inviting in specialist coaches for example: skipping, multi-skills and football, so that all children can find a sport to excel in that suits their skills and temperament. Assessment and pupil questionnaires are used to assess the impact of the PE Premium money for schools.
- Through PE lessons pupils will develop competence to excel in a broad range of physical activities; be physically active for sustained periods of time; engage in competitive sports and activities; and promote children to lead healthy, active lives. This begins in foundation stage where children focus on controlled movement and balance, which are the keystone for all sport.
- In KS1, children develop fundamental movement skills, and are encouraged to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They also participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.
- Further on in the school pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will be taught to communicate, collaborate and compete with each other. They learn to evaluate and recognise their own success.
- The KS2 curriculum covers running, jumping, throwing and catching in isolation and in combination. The playing of competitive games, [such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and swimming.

- **Aims: Children will leave Denton CP School with the competence to excel in a broad range of physical activities; they will be physically active for sustained periods of time; engage in competitive sports and activities; and lead healthy, active lives.**

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics & Dance						
Acquiring and developing skills	<p>Explore actions and still shapes</p> <p>Move confidently and safely in their own and general space, using change of speed and direction</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p>	<p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</p>	<p>Develop the range of actions, body shapes and balances they include in a performance</p> <p>Perform skills and actions more accurately and consistently</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities</p>	<p>Combine and perform actions, shape and balances more fluently and effectively across the activity areas</p>
Selecting and applying skills, tactics and compositional ideas	<p>Copy or create and link movement phrases with beginnings, middles and ends</p> <p>Perform movement phrases using a range of body actions and body parts</p>	<p>Choose, use and vary simple compositional ideas in the sequences they create and perform</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas</p>	<p>Create sequences that meet a theme or set of conditions</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction</p>	<p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</p>	<p>Develop their own sequences by understanding, choosing and applying a range of compositional principles</p>
Knowledge and understanding of fitness and health	<p>Know how to carry and place equipment</p> <p>Recognise how their body feels when still and when exercising</p>	<p>Recognise and describe what their bodies feel like during different types of activity</p> <p>Lift, move and place equipment safely</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities</p> <p>Know the importance of suppleness and strength</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Understand why physical activity is good for their health</p>	<p>Know why warming up and cooling down are important</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p> <p>Carry out warm ups safely and effectively</p>
Evaluating and improving performance	<p>Watch, copy and describe what they and others have done</p>	<p>Improve their work using information they have gained by watching, listening and investigating</p>	<p>Describe and evaluate the effectiveness and quality of a performance</p> <p>Recognise how their own performance has improved</p>	<p>Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p>	<p>Choose and use information and basic criteria to evaluate their own and others' work</p>	<p>Evaluate their own and others' work</p> <p>Suggest ways of making improvements</p>

<p style="text-align: center;">Games All skills: Cycle B T5/6</p>						
<p>Acquiring and developing skills</p>	<p>Be confident and safe in the spaces used to play games</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p>	<p>Improve the way they coordinate and control their bodies and whilst using a range of equipment (B5/6)</p> <p>Remember, repeat and link combinations of skills (B5/6)</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements</p> <p>Develop the range and consistency of their skills in all games</p>	<p>Develop the range and consistency of their skills in all games</p>	<p>Develop a broader range of techniques and skills for attacking and defending</p> <p>Develop consistency in their skills</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games (B 5/6)</p>
<p>Selecting and applying skills, tactics and compositional ideas</p>	<p>Choose and use skills effectively for particular games</p>	<p>Choose, use and vary simple tactics (B5/6)</p>	<p>Improve their ability to choose and use simple tactics and strategies</p> <p>Keep, adapt and make rules for striking and fielding and net games</p>	<p>Devise and use rules</p> <p>Keep, adapt and make rules for striking and fielding and net games</p> <p>Use and adapt tactics in different situations</p>	<p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</p> <p>Choose and apply skills more consistently in all activities</p>	<p>Understand, choose and apply a range of tactics and strategies for defence and attack (B 5/6)</p> <p>Use these tactics and strategies more consistently in similar games (B 5/6)</p>
<p>Knowledge and understanding of fitness and health</p>	<p>Know that being active is good for them and fun</p>	<p>Recognise and describe what their bodies feel like during different types of activity (B5/6)</p>	<p>Know and describe the short term effects of different exercise activities on the body</p> <p>Know how to improve stamina</p> <p>Begin to understand the importance of warming up</p>	<p>Recognise which activities help their speed, strength and stamina and know when they are important in games</p> <p>Recognise how specific activities affect their bodies</p>	<p>Know and understand the basic principles of warming up, and understand why it is important for a good quality performance</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p>	<p>Know why warming up and cooling down are important</p> <p>Understand why exercise is good for their fitness, health and wellbeing</p> <p>Understand the need to prepare properly for games</p>
<p>Evaluating and improving performance</p>	<p>Watch, copy and describe what others are doing</p> <p>Describe what they are</p>	<p>Recognise good quality in performance use information to improve their work (B5/6)</p>	<p>Recognise good performance and identify the parts of a performance that need improving</p>	<p>Explain their ideas and plans</p> <p>Recognise aspects of their work which need</p>	<p>Choose and use information to evaluate their own and others' work</p>	<p>Develop their ability to evaluate their own and others' work, and to suggest ways to</p>



	doing		Use what they have learned to improve their work	improving Suggest practices to improve their play	Suggest improvements in their own and others' performances	improve it
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