



# **Braintcroft E-Act Primary Academy PE Curriculum**

## Curriculum content

EYFS	Core strength and coordination Gross Motor Skills Fine Motor Skills
Key Stage 1	Dance Gymnastics Games
Key Stage 2	Dance Gymnastics Games Outdoor Adventurous Activity Athletics Swimming

Knowledge and understanding of fitness and health as well as discussions about what we are doing, the skills we are learning, how it is applied in a game/competition and technical vocabulary is taught throughout.

# EYFS- Physical Development targets

Core strength and coordination	<ul style="list-style-type: none"><li>• Mounts stairs, steps or climbing equipment using alternate feet.</li><li>• Walks downstairs, two feet to each step while carrying a small object.</li><li>• Can stand momentarily on one foot when shown.</li><li>• Jumps off an object and lands appropriately. •</li><li>•</li></ul>
Gross Motor Skills	<ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>• Demonstrate strength, balance and coordination when playing; -</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li><li>• Can catch a large ball.</li></ul>
Fine Motor Skills	Although during PE sessions, fine motor skills are not taught explicitly lots of activities will help with controlling movement especially using their hands.

# Year 2

Gymnastics	<ul style="list-style-type: none"> <li>• Moving with confidence in a variety of ways on the floor, mats and apparatus.</li> <li>• Move using points and patches</li> <li>• Start balancing on the floor, mats and apparatus</li> <li>• Begin to create and perform a short sequence</li> <li>• Begin Key Steps 1</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Using familiar themes for example how animals move or retelling stories, children to recap and master fundamental movement from EYFS (hopping, skipping jumping etc)</li> <li>• Copy teacher's actions to familiar stories/songs.</li> <li>• Just Dance videos which are age appropriate.</li> <li>• Create some of their own original moves individually (free style)</li> <li>• Work within a small group to come up with a short sequence using some of the whole class moves and some original ones.</li> <li>• Be able to perform to and watch another group.</li> <li>• Keep their sequence the same time each time they perform.</li> </ul>
Games	<ul style="list-style-type: none"> <li>• Allow the children time to explore and share the range of equipment available such as bean bags, hoops, quoits and a variety of different sized/textured balls, creating opportunities for them to learn through play, express themselves and begin to self-teach/improve skills.</li> <li>•</li> <li>• Develop skill challenges- how many bounces can you do in 30 seconds? How many times can you and a partner throw and catch? Can you beat your personal best?</li> <li>• Practise throwing and catching in small groups- children to score a point by throwing into a hoop once everyone has caught the ball. How many did you get in a minute? Can you beat it?</li> <li>• Move the hoop away- what should you do now? Demonstrate and allow the children to practise passing and moving before introducing the time and score challenges again.</li> <li>• Recap on all of the skills learnt- have a variety skills challenge such as each student has to run to an area where they do 10 bounces, throw 5 bean bags into a hoop, catch 5 bean bags from the teacher.</li> <li>• Add a defender who is not allowed to stand in the hoop but has to try to prevent points being scored. What do you need to do to make it too difficult for the defender? Demonstrate and then highlight examples as you go.</li> </ul> <p>Move into Piggy in the Middle- constantly discuss the pass and move into space concept. Increase to a 4 vs 2 situation and allow bouncing/dribbling if appropriate</p>

Gymnastics	<ul style="list-style-type: none"> <li>• Travel and balance at different heights with different body parts high/low</li> <li>• Be able to roll in many different ways</li> <li>• Be able to twist your body</li> <li>• Do all skills in different places- floor, mats and apparatus</li> <li>• Do a sequence of the above- Discuss sequences- what movements can you see?</li> <li>• Complete Key Steps 1</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Create a short dance sequence linked to a theme (see Y1)- use some whole class moves and some of their own.</li> <li>• Keep their sequence the same time each time they perform.</li> <li>• Start working on timing- everyone doing the same thing at the same time</li> <li>• Move using different levels and speed.</li> <li>• Describe the music.</li> <li>• Evaluate- what went well and even better if...</li> </ul>
Games	<ul style="list-style-type: none"> <li>• Throwing and catching in small groups- use underarm and overarm</li> <li>• Modified games and challenges to score points- for example when everyone has caught the ball.</li> <li>• Add a defender into the game.</li> <li>• Play keep ball with defenders scoring points if they block/intercept- attackers out number defenders but gradually phase it out 3 vs 1 or 4 vs 2 becomes 3 vs 2 then even it out and make a rule- 5 consecutive passes = a point for example.</li> <li>• Play games in small teams- 5 vs 5 at most such as benchball (with/without bouncing allowed, football and hoop ball (throw to a team mate standing in a hoop).</li> <li>• Discuss and demonstrate techniques such as marking an opponent and moving in line with the ball. How will this help your team? How will it make it difficult for the other team?</li> </ul>

# Year 3

Gymnastics	<ul style="list-style-type: none"> <li>• Travel with more control</li> <li>• Balance making different shapes</li> <li>• Perform a sequence with at least 6 elements with all skills learnt on floor, mats and apparatus.</li> <li>• Discuss sequences- what movements can you see? What went well? Even better if?</li> <li>• Begin Key Steps 2</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Create longer sequences using some whole class moves and mainly creative/original movement.</li> <li>• Competently and consistently (where applicable) use changes of speed, level and direction in their dance.</li> <li>• Work in larger groups.</li> <li>• Respond to a change of music and describe how this affects their dance.</li> <li>• Evaluate what they and others are doing including commenting on the music and all areas of the success criteria.</li> <li>• Learn a new style of dance and know where the dance originates from.</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>• Passing the ball with accuracy and discuss the steps which apply to the game- for example in football use the side of your foot or in basketball practise bounce/chest passes.</li> <li>• Practise dribbling/running with the ball and discuss the steps which apply to the game- for example in tag rugby run into space and dodge defenders, in basketball take lots of little touches, use your fingers and move into space</li> <li>• Play small sided games such as defenders vs attackers, attackers outnumber defenders initially. Progress to attackers vs defenders where defenders get points by blocking/intercepting- then even it up to play keep ball- 5 passes = 1 point for example.</li> <li>• Discuss and demonstrate tactics- - pass and move, marking an opponent and moving in line with the ball.</li> <li>• Practise shooting/scoring using the required technique for that game- for example scoring a tri in tag rugby or a goal in football. Allow unopposed practise initially (in football have a goal keeper) then have a defender trying to block.</li> <li>• Discuss and demonstrate tactics for shooting- in football aim for gaps/corners, in basketball/netball bend your knees to give you a better jump and aim for the square on the backboard. Have self-competition- how many can you score in a minute? Can you beat that? Then compete against others.</li> <li>• Combine passing, dribbling and shooting. Use the School Games format to prepare for possible Level 2 Intra School competition.</li> </ul>

Net and Wall Games	<ul style="list-style-type: none"> <li>• Throw and catch- alter between one/no bounce- discuss techniques.</li> <li>• Start allowing one person to have a racket- one person throw the other hit back- start with unlimited bounces then only one. Discuss racket grip and reinforce techniques that have already been discussed. Have both children with rackets.</li> <li>• Have a rally (no net). What was your rally score? Can you beat it? Regularly swap partners to give children a better experience.</li> <li>• Repeat KS1 game- throw the ball over a net and partner must catch it before it bounces twice (tennis) or at all (badminton)</li> <li>• Develop the game onto using a racket and partner must return it before it bounces twice (tennis) or at all (badminton) Challenge your partner by throwing it to the side</li> <li>• Use the School Games format to prepare for Level 1/Level 2 competition.</li> </ul>
Striking and Fielding Games	<ul style="list-style-type: none"> <li>• Practise rolling, throwing and catching with a tennis ball</li> <li>• Practise rolling/throwing the ball to a partner for them to hit the tennis ball</li> <li>• In small groups have a bowler (underarm), wicket keeper, batter and some fielders. Bowl/hit the tennis ball then see how many bean bags they can collect while others retrieve the ball.</li> <li>• What did you score? Can you beat it? Where could you hit the ball next time to beat your score?</li> <li>• Remove the bean bags and begin scoring runs between stumps/posts- What did you score? Can you beat it? Where could you hit the ball next time to beat your score?</li> <li>• Discuss and demonstrate tactics to stop someone scoring runs when fielding- spread out, one person go to get the ball, the rest from a spaced out line so the ball can be passed back to base quickly.</li> <li>• Use the School Games Y3/4 format to prepare for possible Level 2 Intra School competition</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Introduce challenges to the children- for example someone has hidden the I Pads- look at the clue sheet to help you find letters on the playground- the letters will spell out the location of the I pads.</li> <li>• Use Orienteering packs where children follow trail- they are told which number to find first and that will lead them to the next number etc. What skills are you going to need to complete this task? Children to regularly swap groups so they work with a wide range of peers.</li> <li>• Retrieve imaginary items from a river using only certain items</li> <li>• Cross the river- there are 5 of you but only 3 lifeboats (hoops)- only one allowed in a boat at a time and if you step into the river without one you will drown.</li> </ul>

# Year 4

Gymnastics	<ul style="list-style-type: none"> <li>• Continue to perform sequences of travelling and balancing on the floor, mats and apparatus.</li> <li>• Be able to teach your sequence and perform your partner's sequence.</li> <li>• Analyse sequences and suggest adaptations and improvements.</li> <li>• Complete Key Steps 2</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Use music to tell a story- show film clips as examples and start by demonstrating your own. Children then change the teacher story before doing their own original move. For example a piece of music to go with being lost but then finding your way.</li> <li>• Continue to work in bigger groups on timing and changing/ level/direction/speed.</li> <li>• Use unison (everyone together) and canon (turn taking such as Mexican Wave) and be able to demonstrate the difference.</li> <li>• Respond to a change of music and describe how this affects their dance.</li> <li>• Evaluate what they and others are doing including commenting on the music and all areas of the success criteria.</li> <li>• Learn a new style of dance and know where the dance originates from.</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>• Play small sided games such as defenders vs attackers, attackers outnumber defenders initially.</li> <li>• What tactics do you remember? Can you think of any new ones? Discuss and demonstrate tactics- recap on pass and move, marking an opponent, watching other player's movements and moving in line with the ball. Show changing speed/direction and making the appropriate pass.</li> <li>• Practise shooting/scoring using the required technique for that game- for example scoring a tri in tag rugby or a goal in football. Allow unopposed practise initially (in football have a goal keeper) then have a defender trying to block. Increase the distance and number of defenders. Recap on tactics from Year 3.</li> <li>• Combine passing, dribbling and shooting in preparation for component 3.</li> <li>• Have small sided games running side by side. Keep discussing tactics and the correct technique to use.</li> <li>• Use the School Games format to prepare for possible Level 2 Intra School competition.</li> </ul>
Net and Wall Games	<ul style="list-style-type: none"> <li>• Start throwing the ball to the side- if your partner can return it they have a point but if not, you get a point. Keep swapping. Why is this harder? Discuss cooperative and non-cooperative rallies.</li> <li>• Continue the game above but have a partner hitting the ball (serving).</li> </ul>



	<p>Start playing for points- analyse, discuss and demonstrate tactics- I hit it to my opponents right, they managed to return it so I then hit it to their left where the gap was.</p> <ul style="list-style-type: none"> <li>• Use the School Games Y3/4 format to prepare for possible Level 2 Intra School competition</li> </ul>
Striking and Fielding Games	<ul style="list-style-type: none"> <li>• Practise rolling, bowling, throwing and catching with a tennis ball</li> <li>• Practise rolling/throwing the ball to a partner for them to hit the tennis</li> <li>• Score runs between stumps/posts- What did you score? Can you beat it? Where could you hit the ball next time to beat your score?</li> <li>• Discuss and demonstrate tactics to stop someone scoring runs when fielding- spread out, one person go to get the ball, the rest from a spaced out line so the ball can be passed back to base quickly.</li> <li>• Use the School Games Y3/4 format to prepare for possible Level 2 Intra School competition</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Increase the difficulty of challenges <i>more clues/longer word or have some clues children have to find themselves-</i></li> <li>• Use Orienteering pack where children follow longer trials-</li> <li>• Children to regularly swap groups so they work with a wide range of peers <ul style="list-style-type: none"> <li>• Complete an obstacle course individually then as a team. Stipulate rules such as everyone must stay linked.</li> <li>• Nominate leaders to guide the team with no one else allowed to speak.</li> <li>• If/when appropriate introduce blindfolds.</li> </ul> </li> </ul>

# Year 5

Gymnastics	<ul style="list-style-type: none"> <li>• Travel and balance as a pair.</li> <li>• Create a shape with your partner for a third person to travel over, under or through.</li> <li>• Discuss differences in competition format and name professional gymnasts</li> <li>• Use the above movement and skills as well as techniques already learnt (starting/finish, balance, travel etc) to create an 8-element sequence.</li> <li>• Evaluate sequences using all correct technical vocabulary.</li> <li>• Begin to work on Key Step 3 Gymnastics</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Dance to a variety of different music using all techniques already covered.</li> <li>• Use canon in a variety of ways.</li> <li>• Change formation within your dance. Split into two groups and dance separately, then come back together. Learn a new style of dance and know where the dance originates from.</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>• Recap over passing, dribbling and shooting alongside the techniques involved and tactics that can be used.</li> <li>• Introduce extra defending technique of changing body position to a sideways stance- showing attacker one way. Discuss/demonstrate and introduce switching defenders- if attacker dribbles past a defender and they cannot be caught, another player comes out to challenge while the outpaced defenders marks another free opponent. Challenge children to apply this in the activities.</li> <li>• Have small sided games but children must play in a variety of positions where appropriate for example as a goalkeeper/defender/midfielder/striker, attack/defence or C (centre) GS (goal shooter), GA (goal attacker), GD (goal defender) and GK (goal keeper) High 5 netball.</li> <li>• Introduce and discuss a game plan playing to your strengths and trying to exploit areas of development for the other team-.</li> <li>• Can you lead the warm up? Have small sided games running side by side. Keep discussing tactics and the correct technique to use.</li> <li>• Use the School Games Y5/6 format to prepare for possible Level 2 Intra School competition</li> </ul>
Net and Wall Games	<ul style="list-style-type: none"> <li>• When would be the best time to play the different shots? Discuss and demonstrate with the children.</li> <li>• Challenge the children to rally cooperatively with just a forehand/backhand/volley- how many did you get? Can you beat that?</li> </ul>

	<ul style="list-style-type: none"> <li>• Repeat but now non-cooperative rallies and challenge the children to use all the shots. Recap tactics and challenge children to implement them.</li> <li>• Use the School Games Y5/6 format to prepare for possible Level 2 Intra School competition</li> </ul>
Striking and Fielding Games	<ul style="list-style-type: none"> <li>• Recap and practise bowling, batting, fielding, throwing and catching with similar activities but with higher expectations and distance. Use a Kwick Cricket ball when playing cricket.</li> <li>• Practise over arm bowling (cricket)- discuss technique and steps.</li> <li>• Allow a whole over or 3-5 attempts- if you get out you lose 2 points. What did you score? How could you improve? Discuss tactics of decision making- for example the ball has not gone very far- which base do I realistically aim for to ensure I stay in? Is it a good idea to run or should I stay?</li> <li>• Use the School Games Y5/6 format to prepare for possible Level 2 Intra School competition</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Increase the difficulty of challenges <i>more clues/longer word or have some clues children have to find themselves-</i></li> <li>• Use Orienteering pack where children follow longer trials-</li> <li>• Children to regularly swap groups so they work with a wide range of peers <ul style="list-style-type: none"> <li>• Complete an obstacle course individually then as a team. Stipulate rules such as everyone must stay linked.</li> <li>• Nominate leaders to guide the team with no one else allowed to speak.</li> <li>• If/when appropriate introduce blindfolds.</li> </ul> </li> </ul>

# Year 6

Gymnastics	<ul style="list-style-type: none"> <li>• Perform an extended sequence of at least 10 elements with a partner demonstrating all skills including mirroring and matching.</li> <li>• Confidently perform Key Step 3 sequences.</li> <li>• Confidently be able to evaluate sequences using all technical vocabulary</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Create your own dance using a range of styles and techniques.</li> <li>• Perform an extended sequence with various techniques.</li> <li>• Be able to teach your dance to another group.</li> <li>• Perform a range of dance styles with confidence, knowing the differences and being able to discuss and demonstrate.</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>• Recap over passing, dribbling and shooting alongside the techniques involved and tactics that can be used. Practise activities from components 1 and 2 from Y3/4 but to be used as a recap/refresh.</li> <li>• Introduce extra defending technique of changing body position to a sideways stance- showing attacker one way. Discuss/demonstrate and introduce switching defenders- if attacker dribbles past a defender and they cannot be caught, another player comes out to challenge while the outpaced defenders marks another free opponent. Challenge children to apply this in the activities.</li> <li>• Have small sided games but children must play in a variety of positions where appropriate for example as a goalkeeper/defender/midfielder/striker, attack/defence or C (centre) GS (goal shooter), GA (goal attacker), GD (goal defender) and GK (goal keeper) High 5 netball.</li> <li>• Introduce and discuss a game plan playing to your strengths and trying to exploit areas of development for the other team- for example quick passing and dribbling due to having fast players or overarm high pass to the tallest player to shoot in basketball.</li> <li>• What are the three stages of a warm up?</li> <li>• Can you lead the warm up? Have small sided games running side by side. Keep discussing tactics and the correct technique to use.</li> <li>• Use the School Games Y5/6 format to prepare for possible Level 2 Intra School competition</li> </ul>
Net and Wall Games	<ul style="list-style-type: none"> <li>• Allow children to have cooperative and non-cooperative rallies using demonstrate, discuss steps and allow the children to practise forehand, backhand and volley.</li> <li>• Introduce lob shot and smash.</li> <li>• When would be the best time to play the different shots? What about lob and smash? Discuss and demonstrate with the children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Challenge the children to rally cooperatively with just a lob shot.</li> <li>• Recap tactics and challenge children to implement them.</li> <li>• Use the School Games Y5/6 format to prepare for possible Level 2 Intra School competition</li> </ul>
Striking and Fielding Games	<ul style="list-style-type: none"> <li>• Recap and practise bowling, batting, fielding, throwing and catching with similar activities but with higher expectations and distance. Use a Kwick Cricket ball when playing cricket.</li> <li>• Practise over arm bowling (cricket)- discuss technique and steps.</li> <li>• Allow a whole over or 3-5 attempts- if you get out you lose 2 points. What did you score? How could you improve? Discuss tactics of decision making- for example the ball has not gone very far- which base do I realistically aim for to ensure I stay in? Is it a good idea to run or should I stay?</li> <li>• Use the School Games Y5/6 format to prepare for possible Level 2 Intra School competition</li> </ul>
OAA	<ul style="list-style-type: none"> <li>• Redo but change some Y4/5 challenges with more obstacles in the way such as hidden letters or longer trials.</li> <li>• Challenge the children to come up with their own trial.</li> <li>• Groups to attempt each other's trials.</li> <li>• Harder and more complex challenges such as complete an obstacle course with half the team blindfolded, do the cross the river challenge without speaking or get a team through the 'electric fence' (a net with a hole in for example).</li> <li>• Challenge the children to come up with their own challenges.</li> <li>• Groups to attempt each other's challenges.</li> </ul>

# Athletics and Swimming

## Swimming

All children work towards the end of KS2 expectations

- Perform safe self-rescue in different water based situations.
- Swim competently, confidently and proficiently over a distance of **at least** 25 metres.
- Use a range of strokes effectively.

## Athletics

The children practise a variety of modified running, throwing and jumping disciplines with the aim of scoring their personal best. In throwing events, they start with bean bags or tennis balls before moving onto foam javelin and in running events distances will increase and times will decrease. As the children progress through KS2 they move from standing, to long jump and finally triple jump.