

Below outlines the learning focus for each term

<b>KS1 PE Curriculum End Points (NC)</b>			
<ul style="list-style-type: none"> <li>Has mastered basic movements including running, jumping, throwing and catching.</li> <li>Has developed balance, agility and co-ordination, and is beginning to apply these in a range of activities.</li> <li>Can participate in team games and is developing simple tactics for attacking and defending.</li> <li>Can perform dances using simple movement patterns</li> <li>Can understand the importance of leading healthy, active lives</li> </ul>			
Term	Learning Focus		Cross Curricular link
	Knowledge	Skills	
Autumn 1 Outdoor	<b>Movement Skills:</b> <ul style="list-style-type: none"> <li>To explore static balancing and understand the concept of bases</li> <li>To combine a number of co-ordination drills, using upper and lower body movements</li> <li>To aim a variety of balls and equipment accurately.</li> <li>To time running to stop or intercept the path of a ball.</li> <li>Use controlled movement to travel in different ways</li> <li>Use agility, balance and co-ordination when performing activities.</li> <li>To recognise the effects of exercise on their body</li> <li>Knows and can describe how the body feels before, during and after exercise.</li> <li>To know that they are showing self-belief when they keep trying</li> </ul>	<ul style="list-style-type: none"> <li>Perform balances using a number of different parts of the body</li> <li>Run on the balls of the feet, concentrating on coordination, not speed.</li> <li>Co-ordinate the upper and lower body together.</li> <li>Move with greater precision and control.</li> <li>Use timing to aim, stop and guide an object.</li> <li>Aim a variety of balls and equipment accurately.</li> <li>Quickly change direction whilst running, with control and fluency</li> <li>To begin to demonstrate character building values: self-belief</li> </ul>	<b>PHSE – resilience, taking turns</b>  <b>Science – Health &amp; Movement which will be studied in Year 3</b>
Autumn 1 Indoor	<b>Fitness:</b> <ul style="list-style-type: none"> <li>Understand how to prepare the body for exercise.</li> <li>Understand what fitness means</li> <li>Complete a range of circuit-based activities and understand the reason for doing them.</li> <li>Understand what happens to the heart rate during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Experience some of the changes that occur during exercise.</li> <li>Perform movement skills with good technique and balance.</li> <li>Develop agility and co-ordination.</li> <li>Perform simple patterns of movement</li> </ul>	<b>Science – Health &amp; Movement which will be studied in Year 3</b>

Autumn 2 Outdoor	<b>Movement Skills:</b> <ul style="list-style-type: none"> <li>● Understand that running can be done in many ways</li> <li>● Run at different speeds and in different directions with control</li> <li>● Understand the purpose of a circuit and how it can improve fitness</li> <li>● Understand the importance of using the arms when running</li> <li>● The importance of stretching and staying hydrated</li> <li>● Understand what happens to our breathing during exercise, and why it changes</li> </ul>	<ul style="list-style-type: none"> <li>● Explore running at a variety of speeds and in a variety of styles</li> <li>● Run at different speeds</li> <li>● Complete a running circuit</li> <li>● Run quickly in a relay activity, aiming to improve speed</li> <li>● To begin to demonstrate character building values: self-belief</li> </ul>	<p><b>PHSE – resilience, taking turns, team spirit.</b></p> <p><b>Science – Health &amp; Movement which will be studied in Year 3</b></p>
Autumn 2 Indoor	<b>Dance:</b> <ul style="list-style-type: none"> <li>● That exercise causes the heart rate to rise; cheeks might flush, the body may sweat and body temperature rises.</li> <li>● The importance of stretching and staying hydrated.</li> <li>● To change direction during travelling moves.</li> <li>● To link travelling moves that change direction and level.</li> <li>● Develop gestures and ways of travelling.</li> <li>● Understand beats in the music</li> <li>● To explore basic body patterns and movements to music.</li> <li>● To use a variety of moves that change speed and direction</li> <li>● Perform a dance in time to music and with fluency</li> </ul>	<ul style="list-style-type: none"> <li>● To link moves together.</li> <li>● To use a variety of moves</li> <li>● Move in time to the music</li> <li>● Move in time to the music, travelling, gesturing and jumping</li> <li>● Dance to beats of four or eight.</li> <li>● Perform dance moves that flow smoothly from one to the next</li> </ul>	<p style="text-align: center;"><b>Music - pulse</b></p>
Spring 1 Outdoor	<b>Skipping:</b> <ul style="list-style-type: none"> <li>● To develop foot patterns that aid skipping</li> <li>● Know how to skip with a rope.</li> <li>● To improve agility, balance and co-ordination</li> <li>● Understand what core and agility are, and why they are important</li> </ul>	<ul style="list-style-type: none"> <li>● Learn how to hop – same foot to same foot.</li> <li>● Learn how to jump – two feet to two feet.</li> <li>● Be able to do these two activities on the move.</li> <li>● Explore different ways of skipping <ul style="list-style-type: none"> <li>❖ On the spot</li> <li>❖ Whilst moving</li> <li>❖ Swing rope</li> </ul> </li> <li>● Skip with good balance and technique</li> </ul>	

<p>Spring 1 Indoor</p>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• To explore movement actions with control and link them together with flow.</li> <li>• To know all basic gymnastics shapes.</li> <li>• To understand how to safely land with bent knees and outstretched arms</li> <li>• To know how to safely forward roll.</li> <li>• Travel with a focus on changing direction and level, using small equipment</li> <li>• Can choose and use simple compositional ideas by creating and performing sequences</li> <li>• To understand how to apply good posture for all body shapes.</li> <li>• To know how to correct stretch muscles in the warm up.</li> <li>• To have a basic understanding that conditioning builds muscle strength &amp; endurance.</li> <li>• To understand how to give feedback to others on a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Travel in different directions at different speeds and levels.</li> <li>• Explore rolling movements as a way of travelling</li> <li>• Explore travelling to move along, over, around onto and off a bench</li> <li>• Link three moves together while travelling, aiming to change level, speed and direction</li> <li>• Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far.</li> <li>• To use gymnastics equipment safely with adult guidance</li> <li>• To give feedback to others</li> </ul>	<p><b>Science – Health &amp; Movement which will be studied in Year 3</b></p>
<p>Spring 2 Outdoor</p>	<p><b>Ball Skills:</b></p> <ul style="list-style-type: none"> <li>• To recognise the effects of exercise on their body and can describe how the body feels before, during and after exercise.</li> <li>• To control a small ball by striking, catching and throwing it in a general direction in a range of activities</li> <li>• To master basic sending and receiving as well as developing balance agility and co-ordination.</li> <li>• To make use of co-ordination, accuracy and weight transfer.</li> <li>• To begin to understand the rules of simple team games, competitive and non-competitive</li> <li>• To begin to understand that they sometimes need to help others to make sure everyone is included</li> </ul>	<ul style="list-style-type: none"> <li>• Uses and transports balls, bats/ racquets and gymnastics equipment safely with some adult support</li> <li>• Develop anticipation and reaction when working with beanbags or balls.</li> <li>• Catch a ball or beanbag on a bounce.</li> <li>• Catch a ball from a throw</li> <li>• Understand the overarm throwing technique.</li> <li>• Understand when to use an underarm throw</li> <li>• Learn the correct technique to throw underarm and overarm (including throwing to a target).</li> <li>• Stop, trap or catch the ball while on the move</li> <li>• To negotiate space successfully, adjusting speed or changing direction</li> <li>• To begin to play team games with simple rules, competitive and non-competitive</li> <li>• To engage in competitive activities against themselves and others</li> <li>• To begin to demonstrate character building values: fairness</li> </ul>	<p><b>PHSE – resilience, taking turns, fair play.</b></p>

<p>Spring 2 Indoor</p>	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Know techniques to improve balance</li> <li>• Master basic movements, as well as developing balance, agility and co-ordination.</li> <li>• Perform using simple movement patterns.</li> <li>• Perform a range of gymnastic skills with increased accuracy.</li> <li>• To understand how to safely land with bent knees and out-stretched arms</li> </ul>	<ul style="list-style-type: none"> <li>• Perform using simple movement patterns</li> <li>• Practise a range of gymnastic skills through a series of circuits <ul style="list-style-type: none"> <li>❖ Travelling</li> <li>❖ Jumps</li> <li>❖ Rolling</li> <li>❖ Balance</li> <li>❖ Creating shapes</li> </ul> </li> </ul>	
<p>Summer 1 Outdoor</p>	<p><b>Throwing &amp; Catching Skills:</b></p> <ul style="list-style-type: none"> <li>• To know skills for striking and fielding games</li> <li>• Know the correct technique for catching and receiving</li> <li>• To know how to catch, throw and strike a small ball</li> <li>• Know how to stop and retrieve a ball</li> <li>• Know how to make contact with a ball using different bats or rackets</li> <li>• To begin to understand the rules of simple team games, competitive and non-competitive</li> <li>• To begin to understand that fair play shows honesty</li> <li>• Knows and can describe how the body feels before, during and after exercise.</li> <li>• The importance of stretching and staying hydrated.</li> </ul>	<ul style="list-style-type: none"> <li>• To use balls and other equipment safely with adult support</li> <li>• To control a small ball by striking, catching and throwing it in a general direction in a range of activities <ul style="list-style-type: none"> <li>❖ Striking and Hitting a ball:</li> <li>❖ Use hitting skills in a game.</li> <li>❖ Practise basic striking, sending and receiving.</li> </ul> </li> <li>Throwing and Catching: <ul style="list-style-type: none"> <li>❖ Throw underarm and overarm (including throwing to a target) .</li> <li>❖ Catch and bounce a ball.</li> <li>❖ Use rolling skills in a game.</li> <li>❖ Practise accurate throwing and consistent catching.</li> </ul> </li> <li>• To engage in competitive activities against themselves and others</li> <li>• To begin to play team games with simple rules, competitive and non-competitive</li> <li>• To begin to demonstrate character building values: honesty</li> <li>• To begin to understand that fair play shows honesty</li> </ul>	
<p>Summer 1 Indoor</p>	<p><b>Strength:</b></p> <ul style="list-style-type: none"> <li>• Understand what core and agility are, and why they are important</li> <li>• Identify techniques to improve core strength and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to control breathing and support body weight</li> <li>• Perform a movement that demonstrates good core control</li> <li>• Learn the technique for the plank, front support and back support.</li> <li>• Be able to use the core to maintain balance when running.</li> </ul>	

		<ul style="list-style-type: none"> <li>Support body weight on the hands using the core muscles to keep balanced.</li> <li>Perform a wheelbarrow with a partner, with control</li> </ul>	
Summer 2 Outdoor	<b>Athletics:</b> <ul style="list-style-type: none"> <li>Knows how to run at fast, medium and slow speeds; changing speed and direction</li> <li>Know how to hop, and how to hop, travel and land safely on two feet</li> <li>Know how to throw safely</li> <li>To begin to understand that short distance running requires good balance and coordination.</li> <li>To begin to understand that long distance running is slow running and sprinting is fast</li> <li>To understand how to run, jump, hurdle and throw</li> <li>To begin to understand the rules of simple team games, competitive and non-competitive</li> <li>To begin to understand that fair play shows honesty</li> </ul>	<ul style="list-style-type: none"> <li>To be able to change from fast to slow</li> <li>Throw in a variety of ways.</li> <li>Decide which throwing method is best for distance.</li> <li>Practise short distance running</li> <li>Explore which is the best way to jump to cover a distance.</li> <li>Use the skills learned in the previous lessons by completing an obstacle course</li> <li>To engage in competitive activities against themselves and others</li> <li>To begin to play team games with simple rules, competitive and non-competitive</li> <li>To begin to demonstrate character building values: honesty</li> </ul>	<b>PHSE – resilience, taking turns, team spirit.</b>
Summer 2 Indoor	<b>Fitness:</b> <ul style="list-style-type: none"> <li>Develop agility, balance and co-ordination</li> <li>Understand the importance of using the arms when running</li> <li>Identify techniques to improve core strength and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple patterns of movement</li> <li>Explore running at different speeds</li> <li>Perform a skipping circuit with knowledge and understanding</li> <li>Evaluate performance of gymnastic moves within a circuit</li> <li>Use techniques already learned to improve performance</li> </ul>	
<b>Ambition / Intent:</b> PE plays a vital role in promoting physical activities and a healthy lifestyle in a positive and enjoyable way for all pupils. PE gives pupils the ability to develop their physical well-being in a range of physical activities and sports – helping them to grow and achieve their personal fitness and learn important life skills.  Through physical education, we teach students a set of all-important values including self-belief, teamwork, determination, honesty, passion and respect. We want children to learn to include exercise and physical activity as part of their lifestyle			
<b>Design / Implementation:</b> Teachers use curriculum objectives from LTPE to plan, deliver and assess a broad range of knowledge, skills and understanding. Many PE lessons			

include activities which also help to embed knowledge from other areas of the curriculum such as Geography, History, Science and Math.

Curriculum enrichment activities such as Wellness Days and Sports Week, intra-school competitions and sports leadership opportunities provide children with inspirational experiences where they can apply and build on the skills they have learnt. Through the wide range of activities children experience within the PE curriculum they are able to develop a set of values which will prepare them for their future lives.

The focus on co-operative, collaborative and competitive experiences is an ideal environment to model, practice and embeds our school values of resilience, responsibility, reflection, resourcefulness, readiness and respect

**Impact:**

At Camrose, we ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities.

PE lessons are fun, enjoyable and challenging and all pupils can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Pupils understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing.

We aspire for all children to enjoy PE and develop a love of sport and physical activity.