



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Physical Education National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic • principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through • athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a • team • compare their performances with previous ones and demonstrate improvement to • achieve their personal best.

The national curriculum for PE aims to ensure that all pupils by the end of year 6:

- develop competence in a broad range of physical activities
- are physically active for sustained periods of time
- engage in intra competitive sports and activities
- Have the opportunity to compete in inter competitive competitions
- Lead healthy and active lives

Intent

At Dale Hall Community Primary we believe that children should develop both academically and socially to be the best they can. The skills and lessons learned in winning, losing and taking part provides an enriching experience that are incomparable to others. In addition to these experiences, we learn about building relationships and problem solving- all key aspects of being 'life ready'.

At Dale Hall we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils all children have access to a level of competition within school but also the opportunity to evaluate and recognise their own success at leading an active life and the benefits this provides.

"The UK Chief Medical Officers' 2011" recommended that children between the ages of 5-18 complete [60 minutes of exercise a day](#) in order to prevent the risk of obesity and shortened life expectancy. It also recommends that as children spend a significant part of the active day at school that a minimum of 30 minutes physical activity is completed at school.

Implementation

To implement this, children receive 2 hours of Physical Education lessons per week with timetabled PE lessons. We offer a broad and balanced curriculum designed to fall in line with the sporting competition calendar created in partnership with our [school games organisers](#). Therefore our PE lessons work progressively to develop subject specific skills needed to compete against other schools. Currently competition fixtures are organised from years 2 -6.

To ensure we meet our 30 minutes of exercise a day in school time we offer a wide range of sporting activities both at lunch time and after school. These clubs provide further opportunities for children to introductory pathways to a range of sports such as tag rugby, indoor athletics, football, netball, basketball, cross country, futsal, hockey, dodgeball, cricket, rounders, athletics, tennis, and gymnastics. Through attending regular competitions, a number of children have been scouted for regional and national levels.

Impact

PE at Dale Hall epitomizes our school ethos of learning together to achieve. This is because teachers empower the children to become the best they can. Through offering a wide range of sports in lessons and physical activity opportunities children are guided to find their own interests. This is why we have such large intakes in clubs at both lunch time and afterschool. Children follow their passions and this is supported outside of school by children joining grassroots clubs.

This collaborative approach of quality first teaching and links to the wider community have allowed us to shine in competitive sporting fixtures and obtain the Gold Sports Kite Mark five years in a row.

Furthermore, we promote the use of children leaders to support children in KS1 and lower KS2 at lunchtimes through our play leader scheme. This is a powerful tool to help motivate and support children who could become disengaged with physical activity.

Invasion Games	KS1 - Introduction to indoor and outdoor games	LKS2 - Football / basketball / dodgeball / hockey	UKS2 Basketball /Tag rugby / Hockey / Netball
School Games Competitions: Football Futsal Basketball Dodgeball Tag rugby	<p>a- Participate in team games to master basic movements running, jumping throwing and catching.</p> <p>b -Begin to travel with and send and receive balls and other equipment</p> <p>c- Introduce skills for simple games 1v1 ; 1v2</p> <p>d- Begin to develop simple tactics for attacking and defending</p>	<p>a - To work collaboratively to develop support play (movement with and without the ball)</p> <p>b - Develop passing skills in small sided competitive games</p> <p>c - Introduce the concept of space in small sided situations</p> <p>d- introduce and develop teamwork skills and introduce the importance of tactical play</p> <p>e - Develop movement skills with and without the ball</p>	<p>a - To develop dribbling skills to improve movement with the ball</p> <p>b - improve the accuracy and consistency of passing and shooting skills under pressure (promote moving and passing simultaneously)</p> <p>c - Using the width of the pitch to support attack and game play</p> <p>d - To develop defending skills and demonstrate how to make ineffective tackle</p> <p>e- Develop invasion skills through different games</p>

Net and wall Games / Striking and fielding	KS1 - Introduction to tennis and racket games	LKS2 - Tennis / Cricket	UKS2 Tennis / Cricket / Rounders /
School Games Competitions: Indoor tennis Cricket Rounders	a- Develop simple catching skills with beanbags and tennis balls b- Develop racket control (using mini rackets) c - introduce bounce hit and catch skillsd d - introduce rolling rallies e - introduce ABC skills (agility, balance and coordination) to support game play	a Create competitive small sided games b Strike a ball with intent c Develop fielding skills (throwing accuracy) d Throwing with increased accuracy e Develop ABC skills (agility, balance and coordination) to support movement in game situations f Introduce Bowling (under and over arm)	a Play regular small sided games b bat efficiently with an awareness of fielders c Develop and refine an overarm throw action d field with increased accuracy (to intercept and stop balls making boundaries) e Refine ABC skills during warm ups and in small sided games. f Refine overarm bowling skills in small game situations

Athletics	KS1 - Introduction to athletics	LKS2 - Athletics (working towards Quad Kids)	UKS2 - Athletics (working towards Quad Kids)
School Games Competitions: U9 Quad kids U11 Quad kids	<ul style="list-style-type: none"> a Run with control and varied stride length b Move quickly in response to voice instructions c To take off and land in a different position d increase the ability to jump far e develop underarm throwing action f develop throwing accuracy 	<ul style="list-style-type: none"> a Demonstrate good running posture b Accelerate and decelerate quickly c Demonstrate a variety of jumping styles (including introduction to hop skip and jump) d Jump for distance from two feet to two feet e Demonstrate a variety of throwing techniques (using a range of equipment such as howlers, balls and shot puts) f 	<ul style="list-style-type: none"> a Run with speed and agility b Demonstrate quick reactions and rapid acceleration c Develop a triple jump combination d Accelerate from a range of static positions e Throw for distance with a selection of objects
Dance	KS1	LKS2	UKS2
	<ul style="list-style-type: none"> a - Respond to movement imaginatively responding to stimuli, including music and performing basic skills b - Introduce shadowing and mirroring when working with partners c- Create and perform dances using simple movement patterns d- Changes the rhythm, speed, level of their movements e Express and communicate ideas and feelings. 	<ul style="list-style-type: none"> a- Create a sequence using a range of body actions and qualities which reflect contrasting stimuli to develop story telling through movement b- Develop co-operation and collaboration skills by working in different sized groups c- Create dances to respond to music and stories from other places and cultures d- Begin to self evaluate performances e - Use ICT to help self reflect group performances 	<ul style="list-style-type: none"> a- create improvisational performances responding to varied stories and music b- Use varied group sizes to interact within performances (unison, pairs, groups) c-Create a longer repeated sequence paying attention to fluency and dynamics d- develop positive attitudes towards themselves and others when reflecting on performances

Gymnastics	KS1	LKS2	UKS2
School Games Competitions: U7 Gymnastics U9 gymnastics U11 Gymnastics	<p>a- Perform basic skills in traveling both on the floor and apparatus</p> <p>b- Develop and understanding of space and balance</p> <p>c- Choose and link skills and actions into short movement phrases with partners and small groups</p> <p>d- Create short linked sequences with a beginning middle and end with contrasts in direction, level and speed</p>	<p>a- Create and perform fluent sequences on the floor and apparatus with a focus on control and tension</p> <p>b- Include a variation in level, speed, balance and direction in their sequences</p> <p>c- Work in pairs then progress to small groups to develop their own sequences in time to music or respond to narrative</p> <p>d- work on a theme of together and apart to develop sequences</p>	<p>a- Create and perform fluent sequences on the floor and apparatus including different jumps with controlled landings</p> <p>b- Include a variation in level, speed and direction in their sequences</p> <p>c- Work in small groups to develop and refine their own sequences responding to varied stimuli</p> <p>d- Child led warm up activities to explain the importance of stretching before an activity.</p>