



PE at Mill Lane

(Physical Education)

Becoming Active Athletes



At Mill Lane Community Primary School and the Windmill Nursery, we recognise the value of Physical Education (PE). We aim to provide a PE curriculum that pupils from Nursery to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We offer a high-quality PE curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



PE in the Early Years



In Nursery children should:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips

PE in Year 6

When in Year 6 children understand the importance of warming up and cooling down. They carry out warm-ups and cool-downs safely and effectively. They understand why exercise is good for health, fitness and wellbeing and know ways they can become healthier. They perform and apply a variety of skills and techniques confidently, consistently and with precision. Children take part in competitive games with a strong understanding of tactics and composition. They thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Athletics: Children recap, practise and refine an effective sprinting technique, including reaction time. They build up speed quickly for a sprint finish and run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. They work as a team to competitively perform a relay. Children confidently and independently select the most appropriate pace for different distances and different parts of the run and demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

Children develop the technique for the standing vertical jump and maintain control at each of the different stages of the triple jump. They develop and improve their techniques for jumping for height and distance and support others in improving their performance.

Children perform a heave throw. Children continue to develop techniques to throw for increased distance and develop and refine techniques to throw for accuracy.

Games: Children hit a bowled ball over longer distances and learn to use good hand-eye coordination to be able to direct a ball when striking or hitting. They practise serving in order to start a game.

Children learn to throw and catch accurately and successfully under pressure in a game. They learn to show confidence in using ball skills in various ways in a game situation, and link these together effectively. Children learn to choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.

Children demonstrate a good awareness of space and are encouraged to think ahead and create a plan of attack or defence. They learn to apply knowledge of skills for attacking and defending. They are encouraged to work as a team to develop fielding strategies to prevent the opposition from scoring. They learn to follow and create complicated rules to play a game successfully and to communicate plans to others during a game. They learn how to lead others during a game.

Dance: Children identify and repeat the movement patterns and actions of a chosen dance style and compose individual, partner and group dances that reflect the chosen dance style. They use dramatic expression in dance movements and motifs. Children will perform with confidence, using a range of movement patterns and will demonstrate strong and controlled movements throughout a dance sequence. Children will learn to combine flexibility, techniques and movements to create a fluent sequence and to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. They will show a change of pace and timing in their movements and will move rhythmically and accurately in dance sequences. Children learn to improvise with confidence, still demonstrating fluency across their sequence. Children learn to dance with fluency and control, linking all movements and ensuring that transitions flow. They demonstrate consistent precision when performing dance sequences and modify some elements of a sequence as a result of self and peer evaluation. Children use complex dance

Gymnastics: Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances

Children perform the following moves with more confidence:

- Forward roll from standing, straddle forward roll, dive forward roll, pike forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll
- Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn, cat leap full turn, split leap, stag leap.
- Hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault, straddle over vault.
- Lunge into cartwheel, lunge into round-off, hurdle step, hurdle step into cartwheel, hurdle step into round-off.
- Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps.
- 1, 2, 3 and 4- point balances, balances on apparatus, develop technique, control and complexity of part-weight partner balances.

PE in Year 5

When in Year 5 children know and understand the reasons for warming up and cooling down and can explain some safety principles when preparing for and during exercise. They consistently perform and apply skills and techniques with accuracy and control. They take part in competitive games with a stronger understanding of tactics and composition. Children choose and use criteria to evaluate own and others' performance and explain why they have used particular skills or techniques, and the effect they have had on their performance.

Athletics: Children learn to accelerate from a variety of starting positions and select their preferred position. They continue to practise and refine their technique for sprinting, focusing on an effective sprint start. They select the most suitable pace for the distance and their fitness level in order to maintain a sustained run and identify and demonstrate stamina, explaining its importance for runners.

Children learn and improve techniques for jumping for distance. They perform an effective standing long jump and the standing triple jump with increased confidence. They develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.

Children perform a fling throw and throw a variety of implements using a range of throwing techniques. They continue to develop techniques to throw for increased distance.

Games: Children use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. They explore when different shots are best used and develop a backhand technique and use it in a game. They practise techniques for all strokes and play a tennis game using an overhead serve.

Children consolidate different ways of throwing and catching, and know when each is appropriate in a game. They learn to use a variety of ways to dribble in a game with success. Children learn to use ball skills in various ways, and begin to link together. They pass a ball with speed and accuracy using appropriate techniques in a game situation. Children also demonstrate an increasing awareness of space.

Children choose the best tactics for attacking and defending and learn to shoot in a game. They use fielding skills as a team to prevent the opposition from scoring and learn when to pass and when to dribble in a game. They devise and adapt rules to create their own game.

Dance: Children identify and repeat the movement patterns and actions of a chosen dance style. They compose individual, partner and group dances that reflect the chosen dance style and learn to show a change of pace and timing in their movements. Children develop an awareness of their use of space and demonstrate imagination and creativity in the movements they devise in response to stimuli. They use transitions to link motifs smoothly together and improvise with confidence, still demonstrating fluency across the sequence. Children learn to fit their actions to the rhythm of the music and will modify parts of a sequence as a result of self and peer evaluation. Children also learn more complex dance vocabulary to compare and improve work.

Gymnastics: Children select ideas to compose specific sequences of movements, shapes and balances. They learn to adapt their sequences to fit new criteria or suggestions. They perform jumps, shapes and balances fluently and with control and confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. They confidently use equipment to vault in a variety of ways and learn to apply skills and techniques consistently. Children learn to develop strength, technique and flexibility throughout performances.

Children learn the following moves:

- Forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle.
- Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn, split leap.
- Hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault.
- Lunge into handstand, lunge into cartwheel, lunge into round-off.
- Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps.
- 1, 2, 3 and 4- point balances, balances on apparatus, part body weight partner balances.



PE in the Early Years

In Reception children should:

- ♦ Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing
- ♦ Progress towards a more fluent style of moving, with developing control and grace.
- ♦ Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- ♦ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- ♦ Combine different movements with ease and fluency.
- ♦ Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- ♦ Develop overall body strength, balance, coordination and agility.

By the end of Reception children should:

- ♦ Negotiate space and obstacles safely, with consideration for themselves and others.
- ♦ Demonstrate strength, balance and coordination when playing.
- ♦ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



P.E in Key Stage 1

Pupils will develop movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. They will engage in competitive (both against self and against others) and cooperative physical activities.

Pupils will be taught to:

- ♦ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, coordination. They will 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.E in Key Stage 2

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 develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- ♦ use running, jumping, throwing, catching in isolation and in combination
- ♦ play competitive games and apply basic principles suitable for attacking and defending
- ♦ develop flexibility, strength, technique, control and balance
- ♦ perform dances using a range of movement patterns
- ♦ take part in outdoor and adventurous challenges both individually and within a team
- ♦ compare their performances with previous ones and demonstrate improvement to achieve their personal best
- ♦ swim competently, confidently and proficiently using a range of strokes effectively.



PE in Year 4

When in Year 4 children describe how the body reacts at different times and how this affects performance. They learn to explain why exercise is good for your health. They know some reasons for warming up and cooling down. They perform and apply skills and techniques with control and accuracy. They will take part in a range of competitive games and activities. Children watch, describe and evaluate the effectiveness of performances, giving ideas for improvements and modify their use of skills or techniques to achieve a better result.

Athletics: Children will learn an improved technique for sprinting and will carry out an effective sprint finish. They will perform a relay, focusing on the baton changeover technique. They will learn to speed up and slow down smoothly.

Children will learn how to combine a hop, step and jump to perform the standing triple jump. They will learn to land safely and with control.

Children will perform a pull throw and will continue to develop techniques to throw for increased distance.

Games: Children learn to use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. They practise learning to accurately serve underarm and to build a rally with a partner. Children also learn to use at least two different shots in a game situation and to use hand-eye coordination to strike a moving and a stationary ball.

Children develop different ways of throwing and catching. They practise moving with the ball using a range of techniques, showing control and fluency and learn to pass the ball with increasing speed, accuracy and success in a game situation.

Children learn to make the best use of space to pass and receive the ball. They learn to use a range of attacking and defending skills and techniques in a game. They learn to use fielding skills as an individual to prevent a player from scoring. Children learn about varying the tactics they use in a game and learn to adapt rules to alter games.

Swimming Children are taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They are also taught to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Children perform safe self-rescue in different water-based situations.

Dance: Children identify and repeat the movement patterns and actions of a chosen dance style. They compose a dance that reflects the chosen dance style and confidently improvise with a partner or on their own. Children also compose longer dance sequences in a small group. They will demonstrate precision and some control in response to stimuli and begin to vary dynamics and develop actions and motifs in response to stimuli. They demonstrate rhythm and spatial awareness and change parts of a dance as a result of self-evaluation. Children use simple dance vocabulary when comparing and improving work

Gymnastics: Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.

Children learn the following moves:

- Forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle.
- Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, straight jump full-turn, cat leap, cat leap half-turn
- Hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off.
- Lunge into handstand, lunge into cartwheel.
- Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps,
- 1, 2, 3 and 4- point balances, balances on apparatus, balances with and against a partner, pike, tuck, star, straight, straddle shapes

PE in Year 3

When in Year 3 children learn to recognise and describe the effects of exercise on the body and know the importance of strength and flexibility for physical activity. They learn why it is important to warm up and cool down. Perform learnt skills and techniques with control and confidence. Children compete against self and others in a controlled manner. They will watch, describe and evaluate the effectiveness of a performance and describe how their performance has improved over time.

Athletics: Children learn to identify and demonstrate how different techniques can affect their performance. They focus on their arm and leg action to improve their sprinting technique and begin to combine running with jumping over hurdles. Children focus on trail leg and lead leg action when running over hurdles. They understand the importance of adjusting running pace to suit the distance being run.

Children learn to use one and two feet to take off and to land with and develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump and learn to land safely and with control.

Children learn to throw with greater control and accuracy and to show increasing control in their overarm throw. Children continue to develop techniques to throw for increased distance.

Gymnastics: Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.

Children learn the following moves:

- Crouched forward roll, forward roll from standing, tucked backward roll.
- Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, straight jump half-turn, cat leap
- Hurdle step onto springboard, squat on vault, star jump off, tuck jump off straddle jump off, pike jump off
- Handstand, lunge into handstand, cartwheel
- Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps
- Large and small body part balances, including standing and kneeling balances, balances on apparatus, matching and contrasting partner balances

Dance: Children begin to improvise with a partner to create a simple dance and create motifs from different stimuli. They begin to compare and adapt movements and motifs to create a larger sequence. Children also use simple dance vocabulary to compare and improve work and perform with some awareness of rhythm and expression.

Games: Children demonstrate successful hitting and striking skills and develop a range of skills in striking (and fielding where appropriate). They practise the correct batting technique and use it in a game and learn to strike the ball for distance.

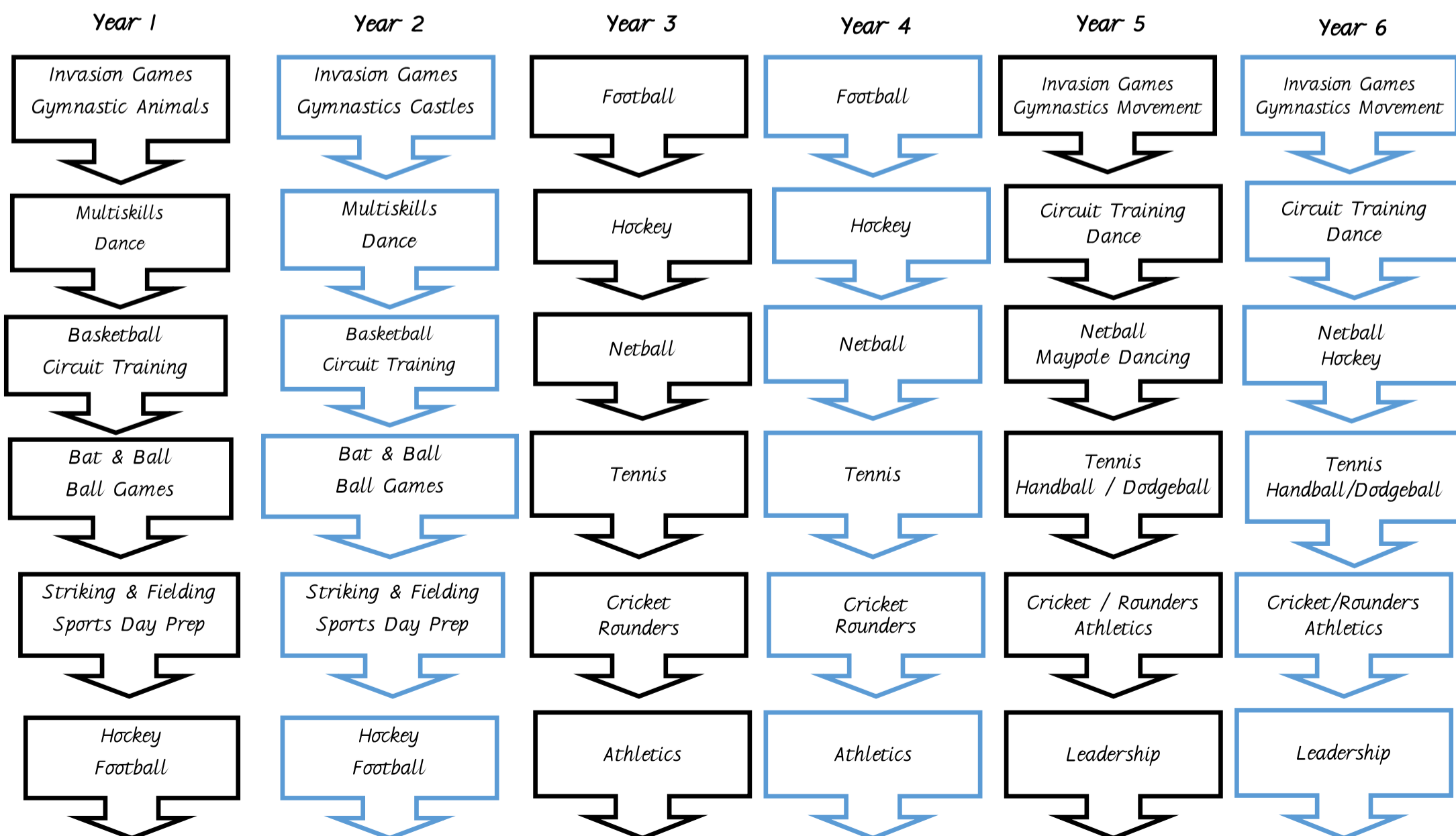
Children learn to throw and catch with greater control and accuracy and practise the correct technique for catching a ball and use it in a game. They will perform a range of catching and gathering skills with control and learn to catch with increasing control and accuracy. They learn to throw a ball in different ways (e.g. high, low, fast or slow) and to develop a safe and effective overarm bowl.

Children learn to move with the ball in a variety of ways with some control and to use two different ways of moving with a ball in a game. They learn to pass the ball in two different ways in a game situation with some success.

Children learn to use simple attacking and defending skills in a game and to use fielding skills to stop a ball from travelling past them. They learn to apply and follow rules fairly. Children learn to apply the basic principles of invasion games and know how to play a striking and fielding game fairly.

Swimming Children are taught to use their arms and legs in the correct manner for their chosen stroke. Children learn to swim 10-20 metres unaided, use arms and legs, use one basic method of swimming, and swim underwater confidently.

Overview of Learning within Each Year Group



PE in Year 1

When in Year 1 children learn to evaluate and improve performance by: describing and commenting on their own and other's actions or performances. Children develop their knowledge and understanding of fitness and health by describing how their bodies feel when still, when exercising and during different activities. They can talk about how to exercise safely and they learn how to carry and place equipment safely.

Athletics: Children learn to vary their pace and speed when running and learn to run with a basic technique over different distances. They learn to maintain control as they change direction when jogging or sprinting.

Children will perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. They will practice jumping as high or as far as possible. And will learn to land safely and with control.

Children will learn to throw underarm and overarm, throw a ball towards a target with increasing accuracy. They will improve the distance they can throw by using more power.

Games: Children practise basic striking, sending and receiving and practise throwing underarm and overarm. They learn to catch and bounce a ball and use rolling skills in a game. They practise accurate throwing and consistent catching.

Children learn to travel with a ball in different ways and in different directions (side to side, forwards and backwards) with control and fluency. They learn to pass the ball to another player in a game.

Children will use kicking skills in a game, use different ways of travelling in different directions or pathways and run at different speeds.

Children begin to use the terms attacking and defending. They learn to use simple defensive skills such as marking a player or defending a space and use simple attacking skills such as dodging to get past a defender.

Children learn to follow simple rules to play games, including team games. They use simple attacking skills such as dodging to get past a defender and use simple defensive skills such as marking a player or defending a space.

Dance: Children learn to copy and repeat actions. They will put a sequence of actions together to create a motif and will learn to vary the speed of their actions. Children also use simple choreographic devices such as unison, canon and mirroring. They begin to improvise independently to create a simple dance.

Gymnastics: Children create and perform a movement sequence and copy actions and movement sequences with a beginning, middle and end. They link two actions to make a sequence. Children learn to recognise and copy contrasting actions (small/tall, narrow/wide).

Children learn to travel in different ways, changing direction and speed. They practise holding still shapes and simple balances. They carry out simple stretches and a range of simple jumps, landing safely. They move around, under, over, and through different objects and equipment and begin to move with control and care.

Children will learn the following moves:

- Log roll (controlled) curled side roll (egg roll), Teddy bear roll (controlled).
- Straight jump, tuck jump, jumping jack, half turn jump.
- Cat spring, bunny hop, front support, wheelbarrow with partner
- Standing balance, kneeling balances.
- Pike, tuck, star, straight, straddle shapes

PE in Year 2

When in Year 2 children learn to recognise and describe how the body feels during and after different physical activities. They explain what they need to stay healthy. They will perform learnt skills with increasing control. They will compete against self and others. Children will watch and describe performances, and use what they see to improve their own performance. They will talk about the differences between their work and that

Athletics: Children learn to run at different paces, describing the different paces and use a variety of different stride lengths. They begin to select the most suitable pace and speed for distance and vary the speed and direction in which they are travelling. Children learn to maintain and control a run over different distances.

Children perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. They learn to combine different jumps together with some fluency and control and to jump for distance from a standing position with accuracy and control. Children investigate the best jumps to cover different distances.

Children learn to throw different types of equipment in different ways, for accuracy and distance. They throw with accuracy at targets of different heights and investigate ways to alter their throwing technique to achieve greater distance.

Games: Children learn to strike or hit a ball with increasing control and learn skills for playing striking and fielding games. They learn how to position the body to strike a ball. They learn to throw different types of equipment in different ways, for accuracy and distance and to throw, catch and bounce a ball with a partner. Children use throwing and catching skills in a game. They learn to throw a ball for distance and to use hand-eye coordination to control a ball.

Children learn to bounce and kick a ball whilst moving, to use kicking skills in a game and use dribbling skills in a game. They learn how to pass the ball in different ways.

Children learn to use different ways of travelling at different speeds and following different pathways, directions or courses. They learn to change speed and direction whilst running and begin to choose and use the best space in a game.

Children begin to use and understand the terms attacking and defending and to use at least one technique to attack or defend to play a game successfully.

Children learn the importance of rules in games and learn to use at least one technique to attack or defend to play a game successfully.

Dance: Children copy, remember and repeat actions and will create a short motif inspired by a stimulus. They also change the speed and level of their actions. Children also use simple choreographic devices such as unison, canon and mirroring and use different transitions within a dance motif. They move in time to music. Improve the timing of their actions.

Gymnastics: Children copy, explore and remember actions and movements to create their own sequence and link actions to make a sequence. They learn to travel in a variety of ways, including rolling and to hold a still shape whilst balancing on different points of the body. Children learn to jump in a variety of ways and land with increasing control and balance and also how to climb onto and jump off the equipment safely. They learn to move with increasing control and care.

Children will learn the following moves:

- Log roll (controlled), curled side roll (egg roll), teddy bear roll (controlled), rocking forward roll, crouched forward roll.
- Straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle.
- Bunny hop, front support wheelbarrow with partner, T-lever Scissor kick.
- Tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight jump half-turn.
- Standing balances, kneeling balances, large body part balances, balances on apparatus, balances with a partner.