



# St. Augustine of Canterbury Catholic Primary School

*“Created by God to love and learn”*

## Our PE Curriculum

Our Core Values:

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God’s children to succeed to their full potential as we are **Created by God to love and learn.**

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

We consider the following ten values as instrumental when framing the life of the school.

- **Respect:** of ourselves and our neighbour both near and far from every culture and faith.
- **Love:** of everyone and everything God created.
- **Humility:** knowing that we are one of many and avoid selfishness
- **Courage:** in the face of the unknown or meeting a new challenge or just having a go!
- **Responsibility:** for our actions or inaction
- **Compassion:** showing care and support to others
- **Perseverance:** never giving up
- **Service:** supporting others by giving of our time, organising charitable activities
- **Honesty:** in thought and deed
- **Curiosity:** a pre-requisite for learning about the world about us

## Our Approach, Aim, and Curriculum

Our key curriculum drivers are determined by our values and the needs of our learners:

**Inclusivity Creativity Curiosity Oracy**

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## Early Years Foundation Stage

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS).

Each prime area is divided into Early Learning Goals, for physical development these are Gross Motor Skills and Fine Motor Skills.

### Children at the expected level of development for Gross Motor Skills at the end of EYFS will:

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.

### Children at the expected level of development for Fine Motor Skills at the end of EYFS will:

Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.



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DANCE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Move freely, using a variety of body shapes, travelling and turning, freezing, rising and falling at different speeds;            Communicate imaginative ideas by using different parts of their body and moving in patterns.            Perform basic movements and make simple evaluations.</p>	<p>Move freely and safely within a space.            Copy actions and Simple movements.            Perform dance movements and simple routines using simple movement patterns.            Link movements to sounds and music.</p>	<p>Use space well and negotiate space clearly.            Copy and explore basic movements with clear control.            Use dance to show a mood or a feeling and respond imaginatively to stimuli.            Evaluate and improve a dance performance by recording and viewing their rehearsals.</p>	<p>Improvise freely on their own and with a partner to create a simple dance sequence.            Begin to share, adapt and combine movements to create a larger sequence. Use simple dance vocabulary to compare and improve work</p>	<p>Confidently improvise on their own or with a partner.            Demonstrate rhythm and spatial awareness. Vary dynamics and develop actions and motifs.            Modify part of a sequence as a result of self-evaluation.            Use simple dance vocabulary to compare and improve work.</p>	<p>Explore and improvise dances in different styles on their own or with a partner. Demonstrate strong dance movements throughout a sequence. Combine flexibility, techniques and movements to create a fluent sequence.            Modify part of a sequence as a result of self or peer evaluation. Use more complex dance vocabulary to compare and improve work.</p>	<p>Demonstrate a strong imagination when creating own dance movements and sequences.            Exaggerate dance moves and motifs to show feelings and emotions. Combine flexibility, techniques and flow of movements to create a sequence performed with fluency.            Moves appropriately to a beat and with the required style in relation to the stimulus.            Modify part of a sequence as a result of self or peer evaluation.            Use more complex dance vocabulary to compare and improve work.</p>
GYMNASTICS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Using space and directions effectively, including attention to footwork, awareness</p>	<p>Control the body when travelling and balancing.            Perform a range of basic gym actions e.g. straddle, tuck. Make the</p>	<p>Link basic gym actions to create a sequence. Use apparatus safely and in a variety of ways</p>	<p>Develop and perform actions with increasing control. Copy, explore and remember a variety of movements to create</p>	<p>Link actions with control, technique, fluency and co-ordination.            Develop strength and</p>	<p>Explore a range of symmetric and asymmetric actions, shapes and balances.            Use extension and</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions</p>



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<p>of parts of the body. Travel in different directions, using hands, feet and body and high and low movements. Using actions such as sliding, crawling, jumping, rolling and landing. Developing balance by stretching and curling and using these movements to travel.</p>	<p>body tense, curled, stretched and relaxed. Handle apparatus safely.</p>	<p>to create a sequence. Develop balance, agility and co-ordination of travelling, stillness, jumping, changing size, shape and direction. Work independently or with a partner. Improve performance based on feedback.</p>	<p>a sequence. Choose the best movements and gym actions to create a sequence with variety. Copy a partners’ sequence on floor and apparatus. Describe work using simple gym vocabulary.</p>	<p>flexibility throughout performances. Devise, perform and repeat sequences that include a variety of body shapes, movements and balances both independently and with a partner. Adapt and change sequences to improve performances. Begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>body tension to control movements. a variety of actions moving from floor to apparatus with control and fluency. Work it a small group to perform sequences with mirroring and matching. Begin to analyse and comment on skills and techniques and how these are applied in their own and others’ work. Begin to use complex gym vocabulary to describe how to improve and refine performances.</p>	<p>including variations in speed, levels and directions. Use timings when performing with a partner or in a small group. Adapt a sequence to perform on different apparatus layouts or with limited equipment. Analyse and comment on skills and techniques and how these are applied in their own and others’ work. Use complex gym vocabulary to describe how to improve and refine performances. Adapt sequences to include apparatus and to suit a partner or small group.</p>
<b>GAMES</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Using bean bags to aid balancing skills through jumping, hopping, walking. Using bean bags to aid throwing and catching skills, taking turns.</p>	<p>Explore different ways of using a ball. Throw and catch with both hands. Begin to throw and kick a ball in different ways. Pass and receive a ball in different ways with increased control</p>	<p>Use throwing, rolling, kicking or hitting in a game. Perform fielding techniques with some control and accuracy. Pass and receive a ball in different ways with</p>	<p>Throw, catch, hit, kick and roll a ball with control. Hit a ball with a racket. Remain in control of the ball while travelling. Vary skills, actions and ideas and link these in ways that</p>	<p>Show confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking. Score more regularly without making</p>	<p>Change speed and direction with a ball to get away from an opponent. Show ways to keep a ball away from an opponent. Use different types of</p>	<p>Show confidence using ball skills such as passing in different ways – power, precision and into space. Understand different ways of attacking and</p>



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<p>Using balls to roll, pass, pat, bounce, throw, catch, steer, kick and dribble. Using hoops/quoits to develop imagination through stepping in and out, jumping and moving, developing aim. Developing balance through twirling, rolling and spinning and moving at different speeds. Developing cooperation with others. Using ropes, bats and balls to: travel in different ways, develop ball skills, develop balance, bouncing, hitting, moving, throwing and aiming.</p>	<p>Participate in team games. Play running and avoiding games. Develop simple attacking and defending techniques.</p>	<p>control and increased accuracy. Participate in team games. Understand the importance of rules in games. Understand and develop tactics for attacking and defending</p>	<p>suit the activity of the game. Improve accuracy of passes and use space to keep possession better. Begin to understand how to compete with each other in a controlled manner. Understand tactics and composition by starting to vary how they react in game situations.</p>	<p>mistakes. Vary strength, length and direction of throw. Understand where to stand to receive the ball and make it difficult for an opponent to receive the ball. Know what rules are needed to make games fair. Take part in competitive games with a strong understanding of tactics and composition. Evaluate performance using appropriate vocabulary.</p>	<p>shot during a game with increased accuracy. Hold and swing a racket and position themselves correctly when hitting, catching and receiving. Work in a group to develop various games and compete with others in a controlled way. Identify parts of game play that are going well and those that are not in order to improve</p>	<p>defending and choose positions carefully Support other players in attack and defence. Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. Outwit opponents using speed, height and direction of ball. Competes with others in a controlled manner, showing sportsmanship and leadership qualities. Evaluate strengths and weaknesses in their own and others’ performances and suggest improvements.</p>
<b>ATHLETICS</b>						
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<p>Develop balance, agility and coordination. Run at different speeds. Jump from a standing position. Perform an underarm throw. Begin to identify equipment and use it safely.</p>	<p>Run, throw and jump with increased control and coordination. Change speed and direction whilst running. Jump</p>	<p>Choose skills and equipment to meet the challenges they are set. Begin to run at speeds appropriate for the distance, including</p>	<p>Begin to build a variety of running techniques and use with confidence. Attempt a running jump with more than</p>	<p>Use a variety of running techniques and use with confidence. Perform a running jump with more than one</p>	<p>Plan to cover running distances as a team to get the best results possible. Accurately perform a running jump with more than</p>	

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	from a standing position with accuracy. Perform and underarm and overarm throw with some control. Identify equipment and use it safely.	<p>spacing themselves.</p> <p>Perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment. Use equipment safely and with good control</p>	<p>one component e.g. hop, skip, jump.</p> <p>Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary</p>	<p>component e.g. hop, skip, jump.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities. Begin to record peer’s performances, and evaluate these. Describe good athletic performance using correct vocabulary.</p>	<p>one component e.g. hop, skip, jump.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities. Record peer’s and own performances, and evaluate these. Describe good athletic performance using correct vocabulary.</p>
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## OUTDOOR ADVENTUROUS ACTIVITIES

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In Key Stage 1, children use the outdoor environment as a place to play, learn turn-taking and team games and to use the natural resources around them. Children learn and apply new skills across the curriculum during themed days and field trips.		<p>Follow a map of a familiar context, e.g. the school site. Use clues to follow a route.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Follow a map in a more demanding familiar context, e.g. local area. Discuss and work with others in a group to solve problems. Follow a route within a given time limit.</p>	<p>Use a map in an unknown location. Choose and apply strategies to solve problems as part of a group. Use clues and compasses to navigate a route.</p>	<p>Use and interpret a variety of maps. Think activities through and problem solve using prior knowledge. Choose and apply strategies to solve problems independently. Discuss and plan a route as part of a group using clues, maps and compasses</p>

## SWIMMING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
As per the statutory requirements, all primary schools must provide water safety lessons in either KS1 and KS2. Our swimming sessions are offered to all our KS2 pupils.		Swim 10-20m unaided, in shallow water, using floats to begin with if	Swim 10-20m unaided, in shallow water, using floats to	Swim competently, confidently and proficiently over a	Swim competently, confidently and proficiently over a

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	needed. Use one basic swimming stroke (front crawl).  Explore how to move freely in and under water	begin with if needed. Use one basic swimming stroke (front crawl).  Explore how to move freely in and under water.	distance of at least 25m. Use a range of strokes effectively, e.g. front crawl, backstroke and breaststroke.  Perform safe self-rescue in different water-based situations.	distance of at least 25m. Use a range of strokes effectively, e.g. front crawl, backstroke and breaststroke.  Perform safe self-rescue in different water-based situations.
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HEALTHY LIFESTYLES						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle.	Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down when being active.		Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down when being active		