



'The potential for greatness lives within each of us'

(Wilma Rudolph)

Introduction and Intent

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Our Physical Development Curriculum provides opportunities for all pupils to become physically confident in a way which supports their health and fitness from the Early Years Foundation Stage. Within each key stage, pupils have time to practise and develop a range of fine and gross-motor skills based around a sporting theme, including swimming. Then in Key Stage 4 pupils will also have the opportunity to gain AQA Certification and potential qualifications appropriate to them. Sporting events both in school and against other schools are also frequently planned and outdoor adventure activities take place as part of our Woodland Adventure Curriculum, building character, resilience and helping to embed values such as fairness and respect, one of our British Values. In addition to their timetabled physical development lessons, all pupils are encouraged to be active throughout the day - at break and lunch times - as well as active learning being promoted within all lessons and learning environments.

The national curriculum for physical education aims to ensure that all pupils:



- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives*

By being physically active pupils can build long lasting healthy habits that support their mental health and wellbeing, now and into their futures.



EYFS (Nursery and Reception) Curriculum

EYFS LONG TERM PLAN 

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	CELEBRATIONS!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
 FINE MOTOR	Fine motor skills will be developed throughout the year through adult directed daily activities and through opportunities within provision such as using peg-boards, painting and playdough Children will be taught, modelled, scaffolded and encouraged to mark make with a range of mark making equipment such as paintbrushes, tools, playdough, pen, pencils, scissors and have opportunity to explore and learn for themselves. During snack children will have the opportunity to learn how to use cutlery, first with a spoon, then fork and knife. Once a child's fine motor skills have progressed they will begin to copy pre-writing marks using a variety of mark making materials e.g. using pencils, chalk, paint sticks, paint brushes. Children will then trace over vertical lines and circles and begin to practise writing their name, embedded within communication curriculum. We will continuously check the progress of children's handwriting, pencil grip and letter formation, including directionality and provide extra help and guidance when needed.					
GROSS MOTOR INSIDE / OUT 	Ball Skills Throwing Catching Kicking Passing Batting Aiming <i>WEEKLY SPECIALIST DANCE SESSION</i>	Dance and Circuits Move energetically. Copy basic actions. Move to music. Negotiate space. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Invasion Games Ball skills: throwing, catching, kicking. Using different sized balls. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Gymnastics Balance Core muscle strength. Jumping and landing. Awareness of space. <i>WEEKLY SPECIALIST DANCE SESSION</i>	Multiskills Follow the rules of a game. Use a racket. Join in with a game. Sports Day! <i>WEEKLY SPECIALIST DANCE SESSION</i>	Athletics Moving different ways. Travelling with confidence. Refining fundamental skills. Running skills. Agility. <i>WEEKLY SPECIALIST DANCE SESSION</i>
CONTINUOUS PROVISION DEVELOPMENT MATTERS 2020	Cooperation games e.g. parachute games, climbing outdoor equipment. Help individual children to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting. Crates play for climbing. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus, alone and in a group. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					



Key Stage 1 (Year 1 and 2) Curriculum

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
<p>0. Begin to carry and place equipment safely. 1. Throw either overarm or underarm. 2a. Catch a ball. 2b. Bounce a ball. 3. Know a ball can be thrown, caught and bounced with a partner.</p>	<p>0. Carry and place equipment safely. 1. Throw underarm and overarm. 2. Catch and bounce a ball. 3. Throw, catch and bounce a ball with a partner.</p>	<p>1. Practise more accurate throwing and consistent catching. 2. Throw, catch and bounce a ball with a partner with some accuracy. 3. Begin to use throwing and catching skills in a game.</p>	<p>1. Practise accurate throwing and consistent catching. 2. Throw, catch and bounce a ball with a partner with accuracy. 3. Use throwing and catching skills in a game.</p>
Autumn 2 - Health and Personal Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
<p>0. Begin to carry and place equipment safely. 1. Recognise that the body feels different when exercising. 2. Copy actions. 3a. Attempt to repeat actions. 3b. Begin to create simple dances. 4. Develop varying speed of actions. 5. Begin to perform learnt skills with some control. 6. Watch performances.</p>	<p>0. Carry and place equipment safely. 1. Describe how the body feels at different points during exercise. 2. Copy and repeat actions. 3. Begin to improvise independently to create a simple dance. 4. Vary the speed of their actions. 5. Perform using a range of actions and body parts and some coordination. 6. Watch and describe performances.</p>	<p>1. Describe how the body feels before, during and after exercise. 2. Copy, remember and repeat actions. 3. Put a sequence of actions together to create a motif. 4. Change the speed and level of their actions. 5. Perform learnt skills with more control. 6. Watch and describe performances, begin to say how they could improve.</p>	<p>1. Describe how the body feels during different physical activities. 2. Copy, remember and repeat sequences of actions. 3. Use simple choreographic devices, unison and mirroring. 4. Improve the timing of their actions. 5. Perform learnt skills with increasing control. 6. Watch and describe performances, and use what they see to improve their own performance.</p>



Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
<p>0. Begin to carry and place equipment safely.</p> <ol style="list-style-type: none"> 1. Develop travelling with a ball in different ways. 2. Attempt to pass the ball to another player. 3. Run with a ball. 4. Have awareness of defensive skills. 5. Have awareness of attacking skills. 6. Begin to follow simple rules. 7. Develop using a range of body parts. 8. Attempt to control. 9. Be aware of team games. 10. Watch games. 	<p>0. Carry and place equipment safely.</p> <ol style="list-style-type: none"> 1. Travel with a ball in different directions with some control and fluency. 2. Pass the ball to another player. 3. Run at different speeds with some ball control. 4. Begin to use simple defensive skills such as marking a player or defending. 5. Begin to use simple attacking skills such as dodging to get past a defender. 6. Follow simple rules. 7. Use a range of actions and body parts with some coordination. 8. Begin to perform learnt skills with some control. 9. Begin to engage in team games. 10. Watch and describe games. 	<ol style="list-style-type: none"> 1. Travel with a ball in different directions with increasing control and fluency. 2. Pass the ball to a player in a game. 3. Run at different speeds with ball control. 4. Use simple defensive skills such as marking a player or defending a space. 5. Use simple attacking skills such as dodging to get past a defender. 6. Follow simple rules to play games. 7. Use a range of actions and body parts with more coordination. 8. Begin to perform learnt skills more controlled. 9. Engage in team games. 10. Watch and describe games, saying how they could improve. 	<ol style="list-style-type: none"> 1. Travel with a ball in different directions with more control and fluency. 2. Pass the ball to another player accurately. . 3. Run at different speeds and in different directions controlling a ball. 4. Know when to use simple attacking and defending skills. 5. Demonstrate skills with some success. 6. Follow simple rules to play team games. 7. Use a range of actions and body parts with increasing coordination. 8. Begin to perform learnt skills with increasing control. 9. Engage in competitive team games. 10. Watch and describe performances, and use what they see to improve their own performance.
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Begin to carry and place equipment safely. 2. Observe simple stretches. 3. Attempt to skip or gallop. 4. Roll with a little control. 5. Begin to carry out simple jumps and land safely. 6. Begin to carry out a range of simple balances. 7. Develop holding simple shapes. 8. Begin to move with control and care. 9. Copy simple actions and movement sequences. 10. Recognise two actions can be linked to make a sequence. 11. Begin to perform. 	<ol style="list-style-type: none"> 1. Carry and place equipment safely. 2. Attempt to copy simple stretches. 3. Skip and gallop. 4. Log roll, egg roll and teddy bear roll with some control. 5. Carry out a range of simple jumps and land safely. 6. Carry out a range of simple balances. 7. Hold simple shapes with some control. 8. Move with control and care. 9. Copy simple actions and movement sequences, recognising contrasting actions. 10. Begin to perform a movement sequence. 11. Begin to perform learnt skills with some control. 	<ol style="list-style-type: none"> 1. Climb onto equipment safely. 2. Copy simple stretches. 3. Skip and gallop, changing direction. 4. Log roll, egg roll and teddy bear roll with more control. 5. Jump in a variety of ways and land with more control. 6. Hold simple balances with more control. 7. Hold simple shapes with more control. 8. Move with increasing control and care. 9. Copy and remember actions and movements to create their own sequence. 10. Create and perform a movement sequence. 11. Perform learnt skills with increasing control. 	<ol style="list-style-type: none"> 1. Use equipment safely. 2. Carry out simple stretches. 3. Skip and gallop, changing speed and direction. 4. Log roll, egg roll and teddy bear roll with increasing control. 5. Jump in a variety of ways and land with increasing control. 6. Hold simple balances with control. 7. Hold simple shapes with increasing control. 8. Move around equipment with confidence and skill. 9. Create their own sequence. 10. Perform sequences of their own composition with increasing coordination. 11. Perform using a range of actions and body parts.



Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
0. Begin to carry and place equipment safely. 1. Practise basic hitting skills.. 2. Practise basic striking. 3. Begin to perform learnt skills with some control. 4. Begin to use a range of actions and body parts with some coordination. 5. Be aware of team games. 6. Watch games.	0. Carry and place equipment safely. 1. Develop hitting skills. 2. Develop striking and sending skills. 3. Perform learnt skills with some control. 4. Use a range of actions and body parts with some coordination. 5. Begin to engage in team games. 6. Begin to say how they could improve.	1. Strike or hit a ball with more control. 2. Practise basic striking, sending and receiving skills with more control. 3. Develop using skills in a game. 4. Perform using a range of actions and body parts with more control and coordination. 5. Engage in team games. 6. Watch and describe performances, and use what they see to begin to improve their own performance.	1. Strike or hit a ball with increasing control. 2. Demonstrate basic striking, sending and receiving skills with increasing control. 3. Use skills for playing striking and fielding games. 4. Perform using a range of actions and body parts with increasing control and coordination. 5. Engage in competitive activities. 6. Watch and describe performances, and use what they see to improve their own performance.
Summer 2 - Target, Panathlon and Athletic Skills including Cycling Bikeability			
Access	Build	Connect	Deepen
0. Begin to carry and place equipment safely. 1. Travel at different speeds. 2. Jog and sprint in a straight line. 3. Change direction when jogging or sprinting. 4. Jump as high as possible. 5. Develop jumping as far as possible. 6. Land safely with some control. 7. Develop throwing over or underarm. 8. Throw a ball towards a target with some accuracy. 9. Throw a ball with some power. 10. Begin to perform learnt skills with a little control. 11. Begin to compete against others. 12. Watch games.	0. Carry and place equipment safely. 1. Vary speed or pace when running. 2. Run with basic technique with good posture and balance. 3. Change direction jogging and sprinting. 4. Perform different types of jumps. 5. Perform a short copied jumping sequence. 6. Land safely with control. 7. Throw underarm and overarm. 8. Throw a ball towards a target with increasing accuracy. 9. Improve the distance they can throw by using more power. 10. Begin to perform learnt skills with some control. 11. Begin to engage in team games. 12. Describe games.	1. Vary speed and pace when running. 2. Use a variety of different stride lengths. 3. Maintain control when changing direction. 4. Combine different jumps together with some fluency and control. 5. Perform and compare different types of jumps. 6. Develop the control of their jumps. 7. Throw different types of equipment in different ways. 8. Throw equipment with more accuracy. 9. Throw equipment with more power over a greater distance. 10. Perform learnt skills with more control. 11. Engage in team games. 12. Begin to say how they could improve.	1. Run at different paces and describe. 2. Run with basic technique over distances. 3. Begin to select the most suitable pace and speed for distance. 4. Combine different jumps together with more fluency and control. 5. Perform own sequence of jumps. 6. Work with a partner to develop the control of their jumps. 7. Throw different types of equipment in different ways with control. 8. Throw equipment with increasing accuracy. 9. Throw equipment over increasing distances. 10. Perform learnt skills with increasing control. 11. Engage in competitive activities. 12. Use what they watch to improve own performance.



Key Stage 2 (Year 3, Year 4, Year 5 and year 6) Curriculum

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Begin to vary types of throw used (overarm, underarm, bounce, roll). 2. Increase power when throwing a ball. 3. Catch a ball with some accuracy. 4. Begin to control a ball with coordination. 5. Perform learnt skills with developing coordination and control. 6. Develop competing against others. 7. Talk about their work. 	<ol style="list-style-type: none"> 1. Vary types of throw used (overarm, underarm, bounce, roll). 2. Throw a ball for distance. 3. Catch with increasing control and accuracy. 4. Use hand-eye coordination to control a ball. 5. Perform learnt skills with coordination and control. 6. Compete against self and others. 7. Talk about the differences between their work and that of others. 	<ol style="list-style-type: none"> 1. Begin to throw a ball in different ways (e.g. high, low, fast or slow). 2. Throw and catch with increasing control and accuracy. 3. Practise the correct technique for catching a ball and use it in a game. 4. Use hand-eye coordination to control a ball consistently. 5. Perform learnt skills and techniques with control, coordination and increasing confidence. 6. Compete against self and others with some control. 7. Watch, describe and evaluate the effectiveness of a performance. 	<ol style="list-style-type: none"> 1. Throw a ball in different ways (e.g. high, low, fast or slow). 2. Throw and catch with greater control and accuracy. 3. Perform a range of catching and gathering skills with control. 4. Develop the quality of the actions in their performances. 5. Perform learnt skills and techniques with control, coordination and confidence. 6. Compete against self and others in a controlled manner. 7. Describe how their performance has improved over time.
Autumn 2 - Health and Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Begin to describe how the body feels during different physical activities. 2. Know what they need to stay healthy. 3. Participate in warm-ups and cooldowns. 4. Copy a short motif. 5. Use different transitions within a motif. 6. Perform learnt skills with control. 7. Move with the music. 8. Develop competing against others. 9. Talk about their work. 	<ol style="list-style-type: none"> 1. Describe how the body feels during and after different physical activities. 2. Explain what they need to stay healthy. 3. Have an understanding of why it is important to warm-up and cool-down. 4. Begin to create a short motif inspired by a stimulus. 5. Use simple choreographic devices: unison, canon and mirroring. 6. Perform sequences of their own composition with coordination. 7. Move in time to music. 8. Compete against self and others. 9. Talk about the differences between their work and that of others. 	<ol style="list-style-type: none"> 1. Recognise the effects of exercise on the body. 2. Recognise strength and flexibility in physical activity. 3. Know why it is important to warm up and cool down. 4. Create a short motif inspired by a stimulus. 5. Begin to compare and adapt movements and motifs to create a larger sequence. 6. Perform learnt skills and techniques with control and confidence. 7. Perform with some awareness of rhythm 8. Compete against self and others with increasing control. 9. Describe how their performance has improved over time. 	<ol style="list-style-type: none"> 1. Recognise and describe the effects of exercise on the body. 2. Know the importance of strength and flexibility for physical activity. 3. Explain why it is important to warm up and cool down. 4. Create motifs from different stimuli. 5. Begin to improvise with a partner to create a simple dance. 6. Develop the quality of the actions in their performances. 7. Perform with some awareness of rhythm and expression. 8. Compete against self and others in a controlled manner. 9. Watch, describe and evaluate the effectiveness of a performance.



Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Bounce and kick a ball. 2. Know how to pass the ball. 3. Change speed or direction whilst running. 4. Move into a space during a game. 5. Know rules are to be followed. 6. Explore simple attacking and defending skills. 7. Perform learnt skills with developing coordination and control. 8. Experience competitive games. 9. Talk about their work. 	<ol style="list-style-type: none"> 1. Bounce and kick a ball whilst moving. 2. Know how to pass the ball in different ways. 3. Change speed and direction whilst running. 4. Begin to choose and use the best space in a game. 5. Understand the importance of rules in games. 6. Use simple attacking and defending skills. 7. Perform learnt skills with coordination and control. 8. Compete against self and others. 9. Talk about the differences between their work and that of others. 	<ol style="list-style-type: none"> 1. Move with the ball in a variety of ways with some control. 2. Pass the ball in two different ways in a game situation. 3. Use different ways of travelling at different speeds and following different pathways, directions or courses. 4. Find a useful space and move into it ready to support teammates. 5. Follow rules fairly. 6. Use simple attacking and defending skills in a game. 7. Develop the quality of the actions in their performances. 8. Compete against self and others with some control. 9. Describe how their performance has improved over time 	<ol style="list-style-type: none"> 1. Use two different ways of moving with a ball in a game. 2. Pass the ball in two different ways in a game situation with some success. 3. Know how to keep and win back possession of the ball in a team game. 4. Find a useful space, move into it and support teammates. 5. Apply and follow rules fairly. 6. Understand and begin to apply the basic principles of invasion games. 7. Perform learnt skills and techniques with control, coordination and confidence. 8. Compete against self and others in a controlled manner. 9. Watch, describe and evaluate the effectiveness of a performance.
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Travel in a variety of ways. 2. Climb onto and jump off the equipment safely. 3. Explore large and small body part balances. 4. Copy, explore and remember actions and movements to create their own sequence. 5. Move with control and care. 	<ol style="list-style-type: none"> 1. Travel in a variety of ways with developing control. 2. Jump in a variety of ways and land with more control and balance. 3. Hold balances and shapes on different points of the body with control. 4. Perform sequences of their own composition with coordination. 5. Move with coordination, control and care. 	<ol style="list-style-type: none"> 1. Travel in a variety of ways with control. 2. Jump in a variety of ways and land with increasing control and balance. 3. Develop the quality of their actions, shapes and balances. 4. Link combinations of actions with increasing confidence, including changes of direction, speed or level. 5. Develop the quality of the actions in their performances. 	<ol style="list-style-type: none"> 1. Use turns whilst travelling in a variety of ways. 2. Begin to use equipment to vault. 3. Create interesting body shapes while holding balances with control and confidence. 4. Choose ideas to compose a movement sequence independently and with others. 5. Begin to show flexibility in movements.



Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Develop hitting a ball with accuracy. 2. Position the body for striking. 3. Watch ball placement in a game. 4. Begin to throw overarm. 5. Know some game rules. 6. Develop learnt skills. 7. Experience competitive games. 8. Talk about their work. 	<ol style="list-style-type: none"> 1. Strike or hit a ball with control. 2. Position the body and strike a ball. 3. Watch ball placement in a game and move into a space ready to receive. 4. Throw overarm. 5. Know game rules. 6. Perform learnt skills with coordination and control. 7. Compete against self and others. 8. Talk about the differences between their work and that of others. 	<ol style="list-style-type: none"> 1. Strike the ball for distance. 2. Practise the correct batting technique. 3. Use known skills to stop a ball from travelling past them. 4. Accurately throw overarm. 5. Play games fairly. 6. Perform learnt skills and techniques with control, coordination and confidence. 7. Compete against self and others with increasing control. 8. Watch, describe and evaluate the effectiveness of a performance. 	<ol style="list-style-type: none"> 1. Demonstrate successful hitting and striking skills. 2. Practise the correct batting technique and use it in a game. 3. Develop a range of striking, sending, and receiving skills. 4. Develop a safe and effective overarm bowl. 5. Understand why games are played fairly. 6. Develop the quality of the actions in their performances. 7. Compete against self and others in a controlled manner. 8. Describe how their performance has improved over time.
Summer 2 - Target, Panathlon and Athletic Skills including Cycling Bikeability			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Vary the speed in which they are travelling. 2. Run with basic techniques. 3. Complete an obstacle course. 4. Develop jumping for distance from a standing position with accuracy and control. 5. Use one and two feet to take off and to land with. 6. Throw at targets of different heights. 7. Throw with greater control and accuracy. 8. Perform learnt skills with increasing control. 9. Develop competing against others. 10. Talk about their work. 	<ol style="list-style-type: none"> 1. Vary the speed and direction in which they are travelling. 2. Run with basic techniques following a curved line. 3. Begin to combine running with jumping over hurdles. 4. Investigate the best jumps to cover different distances. 5. Know that the leg muscles are used when performing a jumping action. 6. Throw with accuracy at targets of different heights. 7. Investigate ways to alter their throwing technique to achieve greater distance. 8. Perform learnt skills with control. 9. Compete against self and others. 10. Talk about the differences between their work and that of others. 	<ol style="list-style-type: none"> 1. Be able to maintain and control a run over different distances. 2. Focus on their arm and leg action. 3. Focus on trail leg and lead leg action when running over hurdles. 4. Choose the most appropriate jumps to cover different distances. 5. Land safely and with control. 6. Show more control in their overarm throw. 7. Continue to develop techniques to throw for increased distance. 8. Perform learnt skills and techniques with control and coordination. 9. Compete against self and others with increasing control. 10. Watch, describe and evaluate the effectiveness of a performance. 	<ol style="list-style-type: none"> 1. Understand the importance of adjusting running pace to suit the distance being run. 2. Focus on their arm and leg action to improve their sprinting technique. 3. Identify and demonstrate how different techniques can affect their performance. 4. Develop an effective take-off for the standing long jump. 5. Develop an effective flight phase for the standing long jump. 6. Show increasing control in their overarm throw. 7. Perform a push throw. 8. Perform learnt skills and techniques with control, coordination and confidence. 9. Compete against self and others in a controlled manner. 10. Describe how their performance has improved over time.



Key Stage 3 (Year 7, Year 8 and Year 9) Curriculum

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Develop different ways of throwing and catching. 2. Perform and apply skills and techniques with control. 3. Experience a range of competitive games and activities. 4. Modify their use of skills or techniques to achieve a better result. 	<ol style="list-style-type: none"> 1. Practise different ways of throwing and catching. 2. Perform and apply skills and techniques with control and accuracy. 3. Take part in a range of competitive games. 4. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ol style="list-style-type: none"> 1. Consolidate different ways of throwing and catching. 2. Begin to consistently perform and apply skills and techniques with accuracy and control. 3. Take part in competitive games with some understanding of tactics. 4. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ol style="list-style-type: none"> 1. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. 2. Consistently perform and apply skills and techniques with accuracy and control. 3. Take part in competitive games with an understanding of tactics. 4. Choose and use criteria to evaluate own and others' performance.
Autumn 2 - Health and Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Know exercise is good for your health. 2. Know some reasons for warming up and cooling down. 3. Identify and repeat the movement patterns and actions of a given dance style. 4. Attempt to improvise with a partner or on their own. 5. Demonstrate precision and some control in response to stimuli. 6. Show a change of pace and timing in their movements. 7. Use transitions to link motifs smoothly together. 8. Choose and use criteria to evaluate own performances. 9. Use simple dance vocabulary when comparing and improving work. 	<ol style="list-style-type: none"> 1. Describe how the body reacts at different times. 2. Know reasons for warming up and cooling down. 3. Identify and repeat the movement patterns and actions of a chosen dance style. 4. Confidently improvise with a partner or on their own. 5. Demonstrate precision and control in response to stimuli. 6. Develop an awareness of their use of space. 7. Perform own longer, more complex sequences in time to music. 8. Choose and use criteria to evaluate own and others' performances. 9. Change parts of a dance as a result of self-evaluation. 	<ol style="list-style-type: none"> 1. Describe how the body reacts at different times and how this affects performance. 2. Know and understand reasons for warming up and cooling down. 3. Compose a dance that reflects the chosen dance style. 4. Compose longer dance sequences in a small group. 5. Begin to vary dynamics and develop actions and motifs in response to stimuli. 6. Demonstrate rhythm and spatial awareness. 7. Consistently perform and apply skills and techniques. 8. Explain why they have used particular skills or techniques. 9. Use more complex dance vocabulary to compare and improve work. 	<ol style="list-style-type: none"> 1. Explain some safety principles when preparing for and during exercise. 2. Explain the reasons for warming up and cooling down. 3. Improvise with confidence demonstrating fluency across the sequence. 4. Compose individual, partner and group dances that reflect the chosen dance style. 5. Demonstrate imagination and creativity in the movements they devise in response to stimuli. 6. Ensure their actions fit the music rhythm. 7. Consistently perform and apply skills and techniques with accuracy and control. 8. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 9. Modify parts of a sequence as a result of self and peer evaluation.



Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Use ball skills in various ways, and begin to link together. 2. Pass the ball with increasing speed, accuracy. 3. Explore a range of attacking and defending skills. 4. Demonstrate an increasing awareness of space. 5. Experience a range of competitive games and activities. 6. Perform and apply skills and techniques. 7. Modify their use of skills or techniques to achieve a better result. 	<ol style="list-style-type: none"> 1. Move with the ball using a range of techniques showing control and fluency. 2. Pass a ball with speed and accuracy. 3. Use a range of attacking and defending skills and techniques in a game. 4. Make the best use of space to pass and receive the ball. 5. Take part in competitive games with an understanding of tactics. 6. Perform and apply skills and techniques with control and accuracy. 7. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ol style="list-style-type: none"> 1. Use a variety of ways to dribble in a game. 2. Pass the ball with increasing speed, accuracy and success in a game situation. 3. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. 4. Know when to pass and when to dribble in a game. 5. Vary the tactics they use in a game. 6. Consistently perform and apply skills and techniques. 7. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ol style="list-style-type: none"> 1. Use a variety of ways to dribble in a game with success. 2. Pass a ball with speed and accuracy using appropriate techniques in a game situation. 3. Keep and win back possession of the ball in a team game. 4. Shoot in a game. 5. Devise and adapt rules to create their own game. 6. Consistently perform and apply skills and techniques with accuracy and control. 7. Choose and use criteria to evaluate own and others' performance.
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Travel in different ways with increasing control. 2. Begin to use equipment to vault. 3. Carry out balances. 4. 1, 2, 3 and 4- point balances. 5. Use an increasing range of actions, directions and levels in their sequences. 6. Show changes of direction, speed and level during a performance. 7. Begin to develop good technique when travelling, balancing and using equipment. 	<ol style="list-style-type: none"> 1. Travel in different ways with control. 2. Develop using equipment to vault. 3. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. 4. Matching and contrasting partner balances. 5. Create a sequence of actions that fit a theme. 6. Perform and create sequences with fluency and expression. 7. Perform jumps, shapes and balances fluently and with control. 	<ol style="list-style-type: none"> 1. Travel in different ways, including using flight. 2. Use equipment to vault in a variety of ways. 3. Improve the placement and alignment of body parts in balances. 4. Balances with and against a partner. 5. Select ideas to compose specific sequences of movements, shapes and balances. 6. Develop strength, technique and flexibility throughout performances. 7. Perform and apply skills and techniques with control and accuracy. 	<ol style="list-style-type: none"> 1. Confidently travel in a variety of ways. 2. Confidently use equipment to vault in a variety of ways. 3. 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. 4. Part bodyweight partner balances. 5. Adapt their sequences to fit new criteria or suggestions. 6. Perform own longer, more complex sequences involving equipment in time to music. 7. Apply skills and techniques consistently.



Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Use hand-eye coordination to strike a stationary or a moving ball. 2. Explore when different shots are best used. 3. Serve underarm. 4. Practise techniques for all strokes. 5. Begin to demonstrate fielding skills as an individual. 6. Experience a range of competitive games and activities. 7. Modify their use of skills or techniques to achieve a better result. 	<ol style="list-style-type: none"> 1. Use different techniques to hit a ball. 2. Practise using different shots. 3. Accurately serve underarm. 4. Develop techniques for all strokes. 5. Perform and apply skills and techniques with control and accuracy. 6. Take part in a range of competitive games and activities. 7. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ol style="list-style-type: none"> 1. Identify and apply techniques for hitting a ball. 2. Use at least two different shots in a game situation. 3. Use an overhead serve. 4. Develop a backhand technique. 5. Use fielding skills as a team to prevent the opposition from scoring. 6. Take part in competitive games with a developing understanding of tactics. 7. Explain why they have used particular skills or techniques, and the effect they have had on their performance 	<ol style="list-style-type: none"> 1. Hit a ball with accuracy and control. 2. Build a rally with a partner. 3. Accurately serve overhead. 4. Develop a backhand technique and use it in a game. 5. Consistently perform and apply skills and techniques with accuracy and control. 6. Take part in competitive games with an understanding of tactics. 7. Choose and use criteria to evaluate their own and others' performance.
Summer 2 - Target, Panathlon and Athletic Skills including Cycling Bikeability			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Demonstrate an improved technique for sprinting. 2. Speed up and slow down with some smoothness. 3. Investigate different jumping techniques. 4. Land safely. 5. Perform a pull throw. 6. Continue to develop techniques to throw for increased distance. 7. Experience a range of competitive games and activities. 8. Modify their use of skills or techniques to achieve a better result. 	<ol style="list-style-type: none"> 1. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. 2. Perform a relay, focusing on the baton changeover technique. 3. Learn how to combine a hop, step and jump to perform the standing triple jump. 4. Land safely and with control. 5. Perform a pull throw with control, accuracy and increasing distance. 6. Begin to measure the distance of their throws. 7. Take part in competitive games with an understanding of tactics. 8. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<ol style="list-style-type: none"> 1. Accelerate from a variety of starting positions and select their preferred position. 2. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. 3. Perform the standing triple jump with increased confidence. 4. Perform an effective standing long jump. 5. Perform a pull and fling throw. 6. Measure the distance of their throws with accuracy. 7. Perform and apply skills and techniques with control and accuracy. 8. Explain why they have used particular skills or techniques, and the effect they have had on their performance 	<ol style="list-style-type: none"> 1. Identify their reaction times when performing a sprint start. 2. Carry out an effective sprint finish. - Identify and demonstrate stamina, explaining its importance for runners. 3. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. 4. Measure the distance and height jumped. 5. Throw a variety of implements using a range of throwing techniques. 6. Continue to develop techniques to throw for increased distance. 7. Consistently perform and apply skills and techniques with accuracy and control. 8. Choose and use criteria to evaluate own and others' performance.



Key Stage 4 (Year 10 and Year 11) Curriculum

Choose an AQA Unit Award Certificate appropriate to your classes needs each term.

Autumn 1 - Ball Skills and Adapted Games - Boccia / Volleyball / Handball / Goalball / Dodgeball / Bench Ball			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Throw and catch with greater accuracy. 2. Perform and apply a variety of skills and techniques. 3. Experience and / or take part in a range of competitive games and activities. 4. Evaluate their own work. 	<ol style="list-style-type: none"> 1. Throw and catch accurately and successfully. 2. Perform and apply a variety of skills and techniques confidently. 3. Take part in competitive games with an understanding of tactics. 4. Thoroughly evaluate their own and others' work. 	<ol style="list-style-type: none"> 1. Throw and catch accurately, successfully and confidently. 2. Perform and apply a variety of skills and techniques confidently and consistently. 3. Take part in competitive games with a strong understanding of tactics. 4. Thoroughly evaluate their own and others' work, suggesting improvements. 	<ol style="list-style-type: none"> 1. Throw and catch accurately and successfully under pressure in a game. 2. Perform and apply a variety of skills and techniques confidently, consistently and with precision. 3. Take part in competitive games with a strong understanding of tactics and composition. 4. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<p>Collect evidence (video/photographic/written records) for Individual or Partner Activities (pg 84-91) WJEC. Y10 and Y11. WJEC Entry Qualification Evidence</p>			
Autumn 2 - Health and Fitness - HIIT Circuits / Dance			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Understand the importance of warming up and cooling down. 2. Identify and repeat the movement patterns and actions of a dance. 3. Compose individual dances that reflect the chosen dance style. 4. Show a change of pace and timing in their movements. 5. Demonstrate strong and controlled movements throughout a dance sequence. 6. Attempt to use complex dance vocabulary to compare and improve work. 	<ol style="list-style-type: none"> 1. Carry out own warm-ups and cool-downs safely and effectively. 2. Identify and repeat the movement patterns and actions of a chosen dance. 3. Compose individual dances that reflect the chosen dance style with confidence, control and coordination. 4. Move rhythmically and accurately in dance sequences. 5. Use dramatic expression in dance movements and motifs. 6. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 	<ol style="list-style-type: none"> 1. Understand why exercise is good for health, fitness and wellbeing. 2. Identify and repeat the movement patterns and actions of a chosen dance style with confidence. 3. Compose individual and partner dances that reflect the chosen dance style with confidence, control and coordination. 4. Combine flexibility, techniques and movements to create a fluent sequence. 5. Dance with fluency and control, linking all movements and ensuring that transitions flow. 6. Modify some elements of a sequence as a result of self and peer evaluation. 	<ol style="list-style-type: none"> 1. Know ways they can become healthier. 2. Identify and repeat the movement patterns and actions of a chosen dance style with confidence, control and coordination. 3. Compose individual, partner and group dances that reflect the chosen dance style with confidence, control and coordination. 4. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. 5. Demonstrate consistent precision when performing dance sequences. 6. Improvise with confidence, still demonstrating fluency across their sequence.
<p>Collect evidence (video/photographic/written records) for Frequent and Regular Activity Circuits / Swim (pg 99-105) AND Creative Activities Dance (pg 65-71) WJEC. Y10 and Y11. WJEC Entry Qualification Evidence</p>			



Spring 1 - Invasion Skills and Adapted Games - Football / Tag Rugby / Hockey / Netball or End Ball / Basketball			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Show confidence in using ball skills. 2. Experience and / or take part in competitive games 3a. Demonstrate a good awareness of space. 3b. Explore skills for attacking and defending. 4. Follow rules to play a game. 5. Perform and apply a variety of skills and techniques. 6. Evaluate their own work. 	<ol style="list-style-type: none"> 1. Show confidence in using ball skills in various ways. 2. Take part in competitive games with an understanding of tactics. 3. 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. 4. Follow and create complicated rules to play a game successfully. 5. Perform and apply a variety of skills and techniques confidently. 6. Thoroughly evaluate their own and others' work. 	<ol style="list-style-type: none"> 1. Show confidence in using ball skills in various ways in a game situation. 2. Take part in competitive games with a strong understanding of tactics. 3. Keep and win back possession of the ball effectively and in a variety of ways in a team game. 4. Communicate plans to others during a game. 5. Perform and apply a variety of skills and techniques confidently and consistently. 6. Thoroughly evaluate their own and others' work, suggesting improvements. 	<ol style="list-style-type: none"> 1. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. 2. Take part in competitive games with a strong understanding of tactics and composition. 3. Think ahead and create a plan of attack or defence. 4. Lead others during a game. 5. Perform and apply a variety of skills and techniques confidently, consistently and with precision. 6. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Collect evidence (video/photographic/written records) for Competitive Activities (pg 92-97) WJEC. Y10 and Y11. WJEC Entry Qualification Evidence			
Spring 2 - Gymnastics			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Use equipment. 2. Begin to develop strength, technique and flexibility. 3. Have knowledge of part bodyweight partner balances. 4. Create their own sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. 5. Perform and apply a variety of skills and techniques. 6. Begin to record their peers' performances 	<ol style="list-style-type: none"> 1. Confidently use equipment. 2. Develop strength, technique and flexibility. 3. Develop technique and control of part-weight partner balances. 4. Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. 5. Perform and apply a variety of skills and techniques confidently. 6. Record their peers' performances, and begin to evaluate these. 	<ol style="list-style-type: none"> 1. Confidently use equipment to vault. 2. Apply skills and techniques consistently. 3. Develop technique, control and complexity of part-weight partner balances. 4. Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. 5. Perform and apply a variety of skills and techniques confidently and consistently. 6. Record their peers' performances, and evaluate these. 	<ol style="list-style-type: none"> 1. Confidently use equipment to vault and incorporate this into sequences. 2. Apply skills and techniques consistently, showing precision and control. 3. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. 4. Group formations. 5. Perform and apply a variety of skills and techniques confidently, consistently and with precision. 6. Record their peers' performances, and evaluate these suggesting improvements.
Collect evidence (video/photographic/written records) for Gymnastic Activities (pg 72-78) WJEC. Y10 and Y11. WJEC Entry Qualification Evidence			



Summer 1 - Net and Wall / Striking + Fielding Skills and Adapted Games - Cricket / Rounders / Badminton / Table Tennis / Tennis			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Develop hand-eye coordination to be able to begin directing a ball when striking or hitting. 2. Develop serving skills. 3. Begin to demonstrate team player skills. 4. Perform and apply a variety of skills and techniques. 5. Experience and / or take part in competitive games. 6. Evaluate their own work. 	<ol style="list-style-type: none"> 1. Use good hand-eye coordination to be able to direct a ball when striking or hitting. 2. Practise serving skills. 3. Demonstrate team player skills. 4. Perform and apply a variety of skills and techniques confidently. 5. Take part in competitive games with an understanding of tactics. 6. Thoroughly evaluate their own and others' work. 	<ol style="list-style-type: none"> 1. Hit a ball over longer distances. 2. Understand how to serve in order to start a game. 3. Work as a team to develop fielding strategies to prevent the opposition from scoring. 4. Perform and apply a variety of skills and techniques confidently and consistently. 5. Take part in competitive games with a strong understanding of tactics. 6. Thoroughly evaluate their own and others' work, suggesting improvements. 	<ol style="list-style-type: none"> 1. Hit a bowled ball over longer distances. 2. Serve in order to start a game. 3. Work as a team to prevent the opposition from scoring. 4. Perform and apply a variety of skills and techniques confidently, consistently and with precision. 5. Take part in competitive games with a strong understanding of tactics and composition. 6. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
<p>Collect evidence (video/photographic/written records) for Individual or Partner Activities (pg 84-91) WJEC. Y10 ONLY. Y11 to plan a Sports Morning for Primary. 📄 WJEC Entry Qualification Evidence</p>			
Summer 2 - Target, Panathlon and Athletic Skills including Cycling Bikeability			
Access	Build	Connect	Deepen
<ol style="list-style-type: none"> 1. Recap, practise and refine an effective sprinting technique, including reaction time. 2. Select the most appropriate pace for different distances and different parts of the run. 3. Run over hurdles. 4. Participate in a relay. 5a. Develop techniques for jumping at height and distance. 5b. Land safely. 6. Perform a pull, fling and heave throw. 7. Perform and apply a variety of skills and techniques. 8. Experience and / or part in competitive games. 9. Evaluate their own work. 	<ol style="list-style-type: none"> 1. Refine an effective sprinting technique, including reaction time. 2. Confidently and independently select the most appropriate pace for different distances and different parts of the run. 3. Run over hurdles with fluency. 4. Being to work as a team to perform a relay. 5a. Maintain control at each triple jump stages. 5b. Land safely and with control. 7. Measure and record the distance of their throws accurately. 8. Perform and apply a variety of skills and techniques confidently. 9. Take part in competitive games with an understanding of tactics. 10. Thoroughly evaluate all work. 	<ol style="list-style-type: none"> 1. Accelerate to pass other competitors. 2. Demonstrate endurance and stamina over longer distances. 3. Run over hurdles with fluency, focusing on the lead leg technique. 4. Work as a team to perform a relay. 5. Develop and improve their techniques for jumping for height and distance. 6. Develop and refine techniques to throw for distance and accuracy. 7. Perform and apply a variety of skills and techniques confidently and consistently. 8. Take part in competitive games with a strong understanding of tactics. 9. Thoroughly evaluate their own and others' work, suggesting improvements. 	<ol style="list-style-type: none"> 1. Build up speed quickly for a sprint finish. 2. Demonstrate endurance and stamina in order to maintain a sustained run. 3. Run over hurdles with fluency, focusing on the lead leg technique and stride pattern. 4. Competitively perform a team relay. 5. Lead jumping activities and measure. 6. Continue to develop throwing techniques and support others in improving. 7. Perform and apply skills and techniques confidently, consistently and with precision. 8. In competitive games demonstrate a strong understanding of tactics and composition. 9. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



The Forest School Physical Development Curriculum (EYFS - KS4) Pupils Follow Topics Within their Key Stage



Collect evidence (video/photographic/written records) for Adventurous Activities Climbing / Cycling (pg 58-64) WJEC. [WJEC Entry Qualification Evidence](#)