



## KS1 Stoke Hill Federation P.E. Curriculum 2020

**Intent:** by the end of KS1 children will have acquired the knowledge and skills for this subject, as set out below.

**Implementation:** we have allocated subject content to year groups. Curriculum delivery is typically planned several times weekly, although learning can be episodic. **NOTE:** for how learning in the Early Years prefaces learning in this subject see the EYFS curriculum documents.

**Impact:** we know that we will have delivered the curriculum successfully if children are physically fit, competent and can confidently access a broad range of opportunities. They delight in their agility, balance and coordination, and enjoy both competitive (against self and against others) and co-operative physical activities, including dance.

### Children will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Year 1	AUTUMN		SPRING		SUMMER	
Indoor X 2	<b>Gym</b> Travelling Jumping & landing Side stepping Balance – 3 secs, good shape Rolls Good landings	<b>Dance</b> Copy and explore basic body actions Travel in a variety of ways – travel, jump, turn, gesture Include stillness Use different body parts to respond to stimuli Practise and repeat dance phrases to	<b>Gym</b> Low apparatus - sequences of like actions from travelling skills in Autumn	<b>Dance</b> Use different body parts to respond to stimuli Practise and repeat dance phrases to perform them in a controlled way. Copy movements and movement patterns Watch and copy others dances	<b>Gym</b> Large apparatus – link sequences of like and unlike actions. Partner work – including ‘critical friend’ role	<b>Dance</b> Use familiar movements to make simple dance phrases with a beginning, middle and end Remember and repeat movements Begin to use control and accuracy





		perform them in a controlled way		Move in different directions and at different levels		Use clear starting and finishing positions
<b>Outdoor X 1</b>	<b>Multiskills</b> Agility & Co-ordination - Running jumping and hopping	<b>Games</b> Agility and Balance – playground games that link to balance	<b>Games</b> Sending & receiving with hands and feet	<b>Games</b> Sending & receiving with hands and feet	<b>Athletics</b> ‘Agility, Balance & Co-ordination’ linked activities	<b>Games</b> Sending and receiving – apply skills in small team games
<b>Year 2</b>	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Indoor X 2</b>	<b>Gym</b> Floorwork & low apparatus Linking travel, balance, rolls - showing control Awareness of fluidity Start and finishing points for routines.	<b>Dance</b> Use a range of stimuli as a starting point for dance phrases - words, poetry, pictures, sounds, objects Copy simple movement patterns Practise, link and repeat movements and phrases with control, co-ordination and awareness of space.	<b>Gym</b> Rotation movement Refining skills of travel, balance & rolls with routine work. Adapting routines to apparatus	<b>Dance</b> Talk about moods, ideas and feelings inspired by a range of stimuli Use a range of stimuli as a starting point for dance Copy simple movement patterns Explore moods, ideas and feelings using body actions Perform dance phrases with a clear beginning, middle and end	<b>Gym</b> Rotation movement Refining skills of travel, balance & rolls with routine work. Adapting routines to apparatus Partner performances.	<b>Dance</b> Talk about moods, ideas and feelings inspired by a range of stimuli Discuss how different stimuli make them feel Explore moods, ideas and feelings using body actions Vary speed, strength and tension, direction and levels in movements Perform dance phrases with a clear





				Vary speed, direction and levels in movements		beginning, middle and end Choose and link actions that express a mood, idea or feeling.
<b>Outdoor X 1</b>	<b>Multiskills</b> Team games linked to 'Agility, Balance and Co-ordination'	<b>Games</b> Sending and receiving with equipment	<b>Games</b> Kicking Receiving from a kick	<b>Games</b> Invasion games Teach some marking strategies	<b>Athletics</b> Athletics – running for speed, running for distance, jumping for height, jumping for distance, throwing for distance, throwing for accuracy.	<b>Games</b> Teach a large team game in depth - Handball

For teaching suggestions and resources linked to learning in P.E. go to the file on the Whole School Google Drive > Curriculum 2020 > P.E.



## Progression Document



### Source Documents:

National Curriculum 2014

Whole School Google Drive . Curriculum > P.E.



National Curriculum 2014  
*Stoke Hill Infant and Nursery Curriculum 2020*