# Adlington Primary School



# Physical Education
# End Points Curriculum Plan

**This curriculum plan is designed to show the knowledge that will be covered in Physical Education at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within Physical Education. Information on the organisation and delivery of Physical Education can be found in the Physical Education Progression.**

**At Adlington Primary School we want all of our children to develop the following Physical Education characteristics during their time with us:**

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water

# Physical Education End Points Curriculum Plan

| | | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| **To develop practical skills in order to participate, compete and lead a healthy lifestyle** | **Games** | Negotiate space and obstacles safely, with consideration for themselves and others.<br><br>Demonstrate strength, balance and coordination when playing.<br><br>Explain the reason for rules, know right from wrong and try to behave accordingly. (Managing Self – PSED)<br><br>Work and play cooperatively and take turns with others (Building Relationships – PSED) | • Use the terms 'opponent' and 'team-mate'.<br><br>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.<br><br>• Develop tactics.<br><br>• Lead others when appropriate. | • Throw and catch with control and accuracy.<br><br>• Strike a ball and field with control.<br><br>• Choose appropriate tactics to cause problems for the opposition.<br><br>• Follow the rules of the game and play fairly.<br><br>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).<br><br>• Pass to team mates at appropriate times.<br><br>• Lead others and act as a respectful team member. | • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).<br><br>• Work alone, or with team mates in order to gain points or possession.<br><br>• Strike a bowled or volleyed ball with accuracy.<br><br>• Use forehand and backhand when playing racket games.<br><br>• Field, defend and attack tactically by anticipating the direction of play.<br><br>• Choose the most appropriate tactics for a game.<br><br>• Uphold the spirit of fair play and respect in all competitive situations.<br><br>• Lead others when called upon and act as a good role model within a team. |
| | **Dance** | Move energetically, such as dancing. | • Copy and remember moves and positions.<br><br>• Move with careful control | • Plan, perform and repeat sequences.<br><br>• Move in a clear, fluent and | • Compose creative and imaginative dance sequences.<br><br>• Perform expressively and hold a |

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| | | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (EAD – Being Imaginative and Expressive)<br><br>Negotiate space and obstacles safely, with consideration for themselves and others.<br><br>Demonstrate strength, balance and coordination when playing. | and coordination.<br><br>• Link two or more actions to perform a sequence.<br><br>• Choose movements to communicate a mood, feeling or idea. | expressive manner.<br><br>• Refine movements into sequences.<br><br>• Create dances and movements that convey a definite idea.<br><br>• Change speed and levels within a performance.<br><br>• Develop physical strength and suppleness by practising moves and stretching. | precise and strong body posture.<br><br>• Perform and create complex sequences.<br><br>• Express an idea in original and imaginative ways.<br><br>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.<br><br>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). |
| | **Gymnastics** | Move energetically, such as running, jumping, hopping, skipping and climbing.<br><br>Negotiate space and obstacles safely, with consideration for themselves and others.<br><br>Demonstrate strength, balance and | • Copy and remember actions.<br><br>• Move with some control and awareness of space.<br><br>• Link two or more actions to make a sequence.<br><br>• Show contrasts (such as small/tall, straight/curved and wide/narrow).<br><br>• Travel by rolling forwards, | • Plan, perform and repeat sequences.<br><br>• Move in a clear, fluent and expressive manner.<br><br>• Refine movements into sequences.<br><br>• Show changes of direction, speed and level during a performance.<br><br>• Travel in a variety of ways, including flight, by transferring | |

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| | | coordination when playing. | backwards and sideways.<br><br>• Hold a position whilst balancing on different points of the body.<br><br>• Climb safely on equipment.<br><br>• Stretch and curl to develop flexibility.<br><br>• Jump in a variety of ways and land with increasing control and balance. | weight to generate power in movements.<br><br>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).<br><br>• Swing and hang from equipment safely (using hands). | |
| | **Swimming** | | | • Swim between 25 and 50 metres unaided.<br><br>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.<br><br>• Coordinate leg and arm movements.<br><br>• Swim at the surface and below the water.<br><br>• Swim over 100 metres unaided.<br><br>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.<br><br>• Swim fluently with controlled strokes.<br><br>• Turn efficiently at the end of a length. | |
| | **Athletics** | | • Athletic activities are combined with games in Years 1 and 2. | • Sprint over a short distance up to 60 metres.<br><br>• Run over a longer distance, | • Combine sprinting with low hurdles over 60 metres.<br><br>• Choose the best place for running |

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| | | | | conserving<br><br>energy in order to sustain performance.<br><br>• Use a range of throwing techniques (such as under arm, over arm).<br><br>• Throw with accuracy to hit a target or cover a distance.<br><br>• Jump in a number of ways, using a run up where appropriate.<br><br>• Compete with others and aim to improve personal best performances. | over a variety of distances.<br><br>• Throw accurately and refine performance by analysing technique and body shape.<br><br>• Show control in take off and landings when jumping.<br><br>• Compete with others and keep track of personal best performances, setting targets for improvement. |
| | **Outdoor and adventurous activities** | | | • Arrive properly equipped for outdoor and adventurous activity.<br><br>• Understand the need to show accomplishment in managing risks.<br><br>• Show an ability to both lead and form part of a team.<br><br>• Support others and seek support if required when the situation dictates.<br><br>• Show resilience when plans do not work and initiative to try new ways of working.<br><br>• Use maps, compasses and | • Select appropriate equipment for outdoor and adventurous activity.<br><br>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.<br><br>• Embrace both leadership and team roles and gain the commitment and respect of a team.<br><br>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.<br><br>• Remain positive even in the most challenging circumstances, rallying others if need be. |

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| | | | | digital devices to orientate themselves.<br><br>• Remain aware of changing conditions and change plans if necessary. | • Use a range of devices in order to orientate themselves.<br><br>• Quickly assess changing conditions and adapt plans to ensure safety comes first. |

## Physical Education Opportunities

| Key Stage 1 | Key Stage 2 |
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| • Participate in team games, developing simple tactics for attacking and defending.<br><br>• Perform dances using simple movement patterns. | • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, lacrosse, tag rugby, tennis and apply basic principles suitable for attacking and defending.<br><br>• Take part in gymnastics activities.<br><br>• Take part in athletics activities.<br><br>• Perform dances.<br><br>• Take part in outdoor and adventurous activity challenges both individually and within a team.<br><br>• Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2. |