



Physical Education

Vision

To develop a lifelong love of physical activity and sport. For all students to enjoy and progress in high quality PE and school sports, building and developing a range of personal and social attributes in order to maintain a physically active lifestyle.

Within our sporting ethos, we endeavour to instil in our pupils the aspiration to become the next sports star and the belief that they can achieve it. We emphasise that with hard work and perseverance, their goals are achievable.

Here at Fairfield, we aim to inspire, challenge and motivate children so that they can thrive and express themselves confidently in a wide range of sports. Our PE curriculum enables children to build up the key skills and knowledge they need to help them to enjoy being physically active.

Through leadership we offer all children the chance to explore, dream and discover their full potential. Meaningful links are made to Global Goals where relevant. It is important that our children 'learn to lead'. Therefore, we offer all of our children the opportunity to lead activities during their school life. Leadership gives children the understanding of what it is like to have responsibility, to show respect for rules and brings the added challenge of organisation, communication and teamwork.

We also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the understanding of: what competition feels like, what it is like to be part of a team, and to be able to both win and lose with equal grace.

We believe that all of these opportunities will help our children to develop into well-rounded and balanced individuals, set for life's challenges.



Physical Education - Curriculum Map

	Autumn		Spring		Summer	
Nursery	Gross Motor Skills		Gross Motor Skills		Gross Motor Skills	
End Points	Negotiates space successfully when playing racing and chasing games with other children. Adjusts speed or change of direction to avoid obstacle		By the end of the Spring Term Reception children should be able to: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Travels with confidence and skill around, under, over and through balancing and climbing equipment		By the end of the Summer Term Reception children should be able to: Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	
Reception	Orientation of pupils to PE – development of gross motor skills	GYMNASTICS	Health Related Exercise Various running formats	(Multi-skills) Throwing and catching	(Multi-skills) Throwing and catching; running and jumping	Athletics (Track & Field)



<p>End Points</p>	<ul style="list-style-type: none"> I know how to keep myself safe when participating in PE and other physical activities. 	<ul style="list-style-type: none"> I know how to keep myself safe when participating in PE and other physical activities I can negotiate space and obstacles safely. I Can balance on my own I can balance and move with a good level of coordination. 	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination when participating in health-related activities I know how to keep myself and others safe when participating in health-related activities 	<ul style="list-style-type: none"> I Can throw various objects with an underarm action. I Can throw and catch a selection of equipment using a wide range of styles 	<ul style="list-style-type: none"> I can copy actions I can repeat actions and skills I can move with some control and care I can use equipment safely 	<ul style="list-style-type: none"> I can run at varying speeds I can leap and jump I can throw various objects using an underarm or overarm action
<p>Skills EYFS</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> 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><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques 					



• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	INVASION GAMES Football	GYMNASTICS	Health Related Exercise Various running formats	Dance	Striking & Fielding / Developing Knowledge Rounders/basketball	Athletics (Track & Field)
End Points	<ul style="list-style-type: none"> Receives a ball with basic control. Beginning to develop hand-eye coordination. Participates in simple games. 	<ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Can perform different body shapes. Can perform a 2 footed jump. Can use equipment safely Balances with some control Can link 2-3 simple movements 	<ul style="list-style-type: none"> I am aware why exercise is important for good health I can say how my body feels before, during and after exercise I use equipment appropriately and move and land safely 	<ul style="list-style-type: none"> Copies and explores basic movement and body patterns Remembers simple movements and dance steps Links movements to sounds and music Responds to a range of stimuli <p>SSP Girls Football</p>	<ul style="list-style-type: none"> Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Beginning to develop hand-eye coordination. 	<ul style="list-style-type: none"> Able to run at different speeds. Able to jump from a standing position. Able to perform a variety of throws with basic control.
Year 2	INVASION GAMES Football	GYMNASTICS/ DANCE	Health Related Exercise Various running formats	INVASION GAMES Netball	Striking & Fielding / Developing Knowledge Rounders/basketball	Athletics (Track & Field)
End Points	<ul style="list-style-type: none"> Confident to send the ball to others in a range of ways. 	<ul style="list-style-type: none"> Copies and explores basic movements with clear control Varies levels and speed in sequence 	<ul style="list-style-type: none"> I am aware why exercise is important for good health and begin to explain its benefits 	<ul style="list-style-type: none"> Beginning to apply and combine a variety of skills. Develop strong spatial awareness. 	<ul style="list-style-type: none"> Confidently send the ball to others in a range of ways. Apply and combine a variety 	<ul style="list-style-type: none"> Able to change speed and direction whilst running. Able to jump from a standing position with accuracy.



	<ul style="list-style-type: none"> Beginning to apply and combine a variety of skills. Develop strong spatial awareness Understand the importance of rules in games. Beginning to develop and understanding of attacking and defending. 	<ul style="list-style-type: none"> Can vary the size of their body shapes Add a change in direction to a sequence Uses space well and negotiates space clearly Can describe a short dance using appropriate vocabulary Responds imaginatively to stimuli 	<ul style="list-style-type: none"> I can say how my body feels before, during and after exercise I use equipment appropriately and confidently to move and land safely 	<ul style="list-style-type: none"> Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. <p>SSP Girls Football</p>	<ul style="list-style-type: none"> of skills from other areas of learning. Have a strong spatial awareness. To develop and understanding of attacking and defending. 	<ul style="list-style-type: none"> Perform a variety of throws with control and coordination Can use equipment safely.
Skills KS1	<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Take part in outdoor and adventurous activity challenges both individually and within a team. Perform dances using simple movement patterns. 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. 					
Year 3	INVASION GAMES Tag Rugby	GYMNASTICS	Health Related Exercise Various running formats & Circuits	Orienteering	Dance Egyptian Dance	Athletics (Track & Field)
End Points	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others 	<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence 	<ul style="list-style-type: none"> I can describe how and why my body changes during and after exercise I can say how my body feels before, during and after exercise 	<ul style="list-style-type: none"> Develop listening skills Listens to instructions from a partner/adult Beginning to think activities through and problem solve Discuss and work with others in a group 	<ul style="list-style-type: none"> Beginning to improvise independently to create a simple dance Beginning to improvise with a partner to create a simple dance 	<ul style="list-style-type: none"> Beginning to run at speeds appropriate for the distance – sprinting and cross country Can perform a running jump with some accuracy



	<p>during game situations.</p> <ul style="list-style-type: none"> • Uses skills with coordination and control. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. <p>SSP Cross country</p>	<ul style="list-style-type: none"> • Copies, explores and remembers a variety of movements and uses these to create their own sequence • Describes their own work using simple gym vocabulary • Beginning to notice similarities and differences between sequences • Uses turns whilst travelling in a variety of ways • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc <p>SSP Indoor Athletics</p>	<ul style="list-style-type: none"> • I can describe the basic fitness components. • I can explain how often and how long I should exercise to be healthy. • I can record and monitor how hard I am working. • I can explain why we need to warm-up and cool down. <p>SSP Netball SSP Change 4life</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of how to stay safe 	<ul style="list-style-type: none"> • Translate ideas from stimuli into a movement with support • Beginning to compare and adapt movements and motifs to create a larger sequence • Uses simple dance vocabulary to compare and improve work <p>SSP Football SSP Athletics tournament</p>	<ul style="list-style-type: none"> • Perform a variety of throws using a selection of equipment • Can use equipment safely and with control <p>SSP Girls Football tournament</p>
Year 4	INVASION GAMES Tag Rugby	GYMNASTICS	Health Related Exercise	Orienteering	Athletics (Track & Field)	Striking & Fielding / Developing Knowledge



			Various running formats & Circuits			Rounders
<p style="text-align: center;">End Points</p>	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game. Uses skills with coordinating, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in 	<ul style="list-style-type: none"> Links skills with control, technique, coordination and fluency Understands composition by performing more complex sequences Beginning to use gym vocabulary to describe how to improve and refine performances Develop strength, technique and flexibility throughout performances Creates sequences using various body shapes and equipment Combines equipment with movement to create sequences 	<ul style="list-style-type: none"> I can describe how and why my body changes during and after exercise I can say how my body feels before, during and after exercise I can describe the basic fitness components confidently. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working in an effective way I can explain why we need to warm-up and cool down. <p style="text-align: center;">SSP Netball</p>	<ul style="list-style-type: none"> Develops strong listening skills Uses simple maps Beginning to think activities through and problem solve Choose and apply strategies to solve problems with support Discuss and work with others in a group Demonstrates an understanding of how to stay safe <p style="text-align: center;">SSP Active Learning (Eng &Math)</p>	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with a sequence of movements e.g. triple jump Beginning to record peer's performance, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. <p style="text-align: center;">SSP Athletics SSP Football tournament</p>	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game. Uses skills with coordinating, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. <p style="text-align: center;">SSP Girls Football tournament</p>



	isolation and combination. SSP Cross country event					
Year 5	INVASION GAMES Tag Rugby	Sports Leadership – Communication and Organisation	Health Related Exercise Various running formats & Circuits	INVASION GAMES Netball	Athletics (Track & Field)	Striking & Fielding / Developing Knowledge Rounders
End Points	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game Shows confidence in using various types of ball skills in various ways and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. 	<ul style="list-style-type: none"> Demonstrate what it is to be a good role model Lead and take part in warm-ups and cool downs safely Communicate effectively with their group via various types of communication Demonstrate where to position themselves when leading their activity Have the knowledge of the rules of 2 different sporting activities so that they can officiate accurately Demonstrate the confidence in their ability to prepare and lead a short sporting activity of their choice to a group of students. <p>SSP Indoor Athletics SSP Boys Football tournament</p>	<ul style="list-style-type: none"> I can plan and follow my own basic fitness programme. I can self-select and perform appropriate warm-up and cool down activities I can describe the basic fitness components. I can explain how individuals need more different types and levels of fitness to be more effective in their activity/role/event I can identify possible dangers when planning an activity. <p>SSP Football tournament</p>	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game Shows confidence in using various types of ball skills in various ways and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. <p>SSP Hockey tournament</p>	<ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with a sequence of movements eg triple jump Beginning to record peer's performance, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. <p>SSP Netball tournament SSP Athletics</p>	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. <p>SSP Cricket</p>



	<ul style="list-style-type: none"> Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. <p>SSP Cross country event SSP Tag Rugby tournament SSP Girls Football tournament</p>					
Year 6	INVASION GAMES Tag Rugby	Sports Leadership – Communication and Organisation	Health Related Exercise Various running formats & Circuits	Invasion Games Netball Sports Leadership – Organisation and implementation	Athletics (Track & Field)	Striking & Fielding / Developing Knowledge Rounders
End Points	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game Shows confidence in using various types of ball skills in various ways and can link these together effectively. E.g. Dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. 	<ul style="list-style-type: none"> Demonstrate what it is to be a good role model Plan a sporting activity of their choice and deliver it to a small group of students Organise all the equipment they require to help deliver the sporting activity of their choice Lead and take part in warm-ups and cool downs safely Communicate effectively with their group via 	<ul style="list-style-type: none"> I can plan and follow my own basic fitness programme. I can self-select and perform appropriate warm-up and cool down activities I can describe the basic fitness components. I can explain how individuals need more different types and levels of fitness to be more effective in their activity/role/event I can identify possible dangers when planning an activity. <p>SSP Football tournament</p>	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game Shows confidence in using various types of ball skills in various ways and can link these together effectively. E.g. Dribbling, bouncing, kicking Consistently uses skills with coordination, control and fluency Takes part in competitive games with a strong understanding of tactics and composition. Modifies competitive games. 	<ul style="list-style-type: none"> Able to demonstrate a variety of running techniques with confidence. Able to perform a running jump with a sequence of movements eg triple jump Able to record peer's performance, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities Articulates good athletic performance 	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the activity of the game Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games.



	<ul style="list-style-type: none"> • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Modifies competitive games. • Compares and comments on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge and skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. <p>SSP Cross country event SSP Tag Rugby tournament SSP Girls Football tournament</p>	<p>various types of communication</p> <ul style="list-style-type: none"> • Demonstrate where to position themselves when leading their activity • Have the knowledge of the rules of 2 different sporting activities so that they can officiate accurately <p>SSP Indoor Athletics SSP Boys Football tournament</p>		<ul style="list-style-type: none"> • Compares and comments on skills to support the creation of new games. • Apply knowledge and skills for attacking and defending. • Plan a sporting activity of their choice and deliver it to a small group of students • Organise all the equipment they require to help deliver the sporting activity of their choice • Communicate effectively with their group via various types of communication • Demonstrate where to position themselves when leading their activity • Have the knowledge of the rules of 2 different sporting activities so that they can officiate accurately <p>SSP Hockey tournament</p>	<p>using correct vocabulary.</p> <ul style="list-style-type: none"> • Able to use equipment safely with good control. <p>SSP Netball tournament SSP Athletics</p>	<ul style="list-style-type: none"> • Compares and comments on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge and skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. <p>SSP Cricket SSP Sports Awards Ceremony</p>
<p>Skills KS2</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					



- Take part in outdoor adventurous activity challenges both individually and within a team.
- Perform dances using a range of movement patterns.
- Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example: football, hockey, cricket, basketball and netball), and apply basic principles suitable for attacking and defending.

Swimming, pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25metres use a range of strokes effectively perform safe self-rescue in different water-based situations.



