



Copnor Primary School's high-quality physical education curriculum is planned as a 7-year journey across the Primary School and inspires all of our pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for our pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

By the end of Key Stage 1, our pupils will have developed fundamental movement skills, become increasingly competent and confident and accessed a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive activities (both against themselves and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Our pupils are 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

By the end of Key Stage 2, our pupils will have continued to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will have communicated, collaborated and competed with each other. They will have developed an understanding of how to improve in different physical activities and sports and learned how to evaluate and recognise their own successes.

Our pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, for example, cricket, football, hockey, netball, rounders, rugby and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

'Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply, Connect and Explain (or Explore) & Evaluate**

Apply Pupils apply skills, knowledge and understanding from their current, and previous, learning independently and in new contexts.

Connect Pupils make clear, strong and appropriate links between their skills, knowledge and understanding and the new context.

Explain & Evaluate Pupils are able to explore and critically evaluate the outcomes when independently combining the use of taught skills and equipment in their physical activities, both as in individual and within a group/team.

	Year 1	Year 2	Year 3
Health, safety and fitness (applies across the different disciplines)	<ul style="list-style-type: none"> • I can describe how the body feels before, during and after exercise • I can carry and place equipment safely 	<ul style="list-style-type: none"> • I can recognise and describe how the body feels during and after different physical activities • I can explain what I need to stay healthy • I can use equipment safely 	<ul style="list-style-type: none"> • I can recognise and describe the effects of exercise on the body • I can describe the importance of strength and flexibility for physical activity • I can describe why it is important to warm up and cool down • I can use equipment safely and with increasing control

Gymnastics	<ul style="list-style-type: none"> • I can create a sequence of movements that involves different directions, including stopping and starting safely • I can demonstrate balances, using one foot or two points (e.g. elbows) or patches (e.g. back) • I can control a landing when jumping and turning forwards, backwards and sideways • I can use all of the space available 	<ul style="list-style-type: none"> • I can change speed, direction and level of travel (skipping, hopping, jumping, teddy bear rolls) • I can show different changes of travel in a sequence • I can demonstrate different balances, using a variety of points, turning and spinning on different parts of the body • I can demonstrate different shaped jumps • I can demonstrate accurate body tension (e.g. no floppy fingers) 	<ul style="list-style-type: none"> • I can change speed, direction and level of travel (skipping, hopping, jumping etc.) using benches • I can create a sequence, including changes in height, speed and direction • I can incorporate a start and finishing position into different balances (on different points and patches), including holding the balance • I can control a landing when jumping and turning on and off a bench, including bending my knees on landing
Dance	<ul style="list-style-type: none"> • I can copy and repeat actions • I can put a sequence of actions together to create a simple motif (a sequence of movements) • I can vary the speed of the actions • I can begin to use simple choreographic devices such as unison (performing together at the same time) , canon (copying in turn one after the other) and mirroring (same time copying in pairs) • I can begin to improvise to create a simple dance, considering the music they are dancing to 	<ul style="list-style-type: none"> • I can copy, remember and repeat actions • I can create a short motif inspired by the theme stimulus, including through changing the speed and level of their actions • I can use simple choreographic devices such as unison, canon and mirroring with increasing control and accuracy • I can Improve the timing of my actions • I can perform sequences of my own composition with increasing coordination • I can perform learnt skills with increasing control 	<ul style="list-style-type: none"> • I can begin to compare and adapt movements and motifs to create a larger sequence • I can use dance vocabulary to compare and improve own work, such as mirroring and canon • I can perform with an increasing awareness of rhythm (matching the beat) and expression (showing emotion) • I can develop the quality of the actions in their performances, showing an appreciation for the need for control of movements and confidence • I can perform to the class in a controlled and confident manner

	<ul style="list-style-type: none">• I can perform using a range of actions and body parts with some coordination and control• I can begin to describe how I could improve my own performance• I can watch and describe what I enjoyed in the performances from others	<ul style="list-style-type: none">• I can watch and describe performances, using what I see to improve my own performance• I can describe the differences between my own work and that of others•	<ul style="list-style-type: none">• I can watch, describe and evaluate the effectiveness of a performance• I can describe how my performance has improved over time
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Invasion Games	<ul style="list-style-type: none"> • I can travel in a variety of ways including running and jumping • I can begin to perform a range of throws • I can receive a ball with basic control • I can begin to develop hand-eye coordination • I can bounce a ball while moving • I can vary the height of a bounce, throw and catch • I can pass a ball through a gateway • I can participate in simple games • I can begin to use equipment to send the ball and receive the ball 	<ul style="list-style-type: none"> • I can confidently send the ball to others in a range of ways, both with and without equipment • I can pass in a variety of ways, including the use of a chest pass and a bounce pass • I can receive the ball in a variety of ways, both with and without equipment • I can begin to apply and combine a variety of • skills (to a game situation) • I can start to develop strong spatial awareness • I can begin to develop my own games with peers 	<ul style="list-style-type: none"> • I can understand tactics and composition by starting to vary how I respond • I can vary skills, actions and ideas and link these in ways that suit the games activity • I can use a shoulder pass where appropriate • I can begin to communicate with others during game situations • I can use skills with coordination and control • I can receive a pass on both sides of the body with increasing confidence • I can develop strong spatial awareness • I can develop my own rules for new games • I can make imaginative pathways using equipment • I can work well in a group to develop various games • I can begin to understand how to compete with others in a controlled manner • I can begin to select resources
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Striking and fielding Net/Wall	<ul style="list-style-type: none"> • I can hold a racket or bat correctly • I can move a ball, using simple throwing technique (under arm) over a short distance • I can bowl underarm with some accuracy • I can get my hands into a w and sometimes catch the ball • I can have the correct body position in order to hit the ball • I can hit the ball to my partner and they are able to stop and pick up the ball 	<ul style="list-style-type: none"> • I can start to identify what types of skills are required for bat and ball games • I can have the correct body position in order to hit/return the ball • I can hit the ball into space • I can bowl underarm with accuracy • I can get my hands into a w and catch the ball • I can throw a ball over a longer distance (under arm) • I can chase and stop the ball and return it underarm • I can discuss the importance of fair play and sportsmanship showing some understanding 	<ul style="list-style-type: none"> • I can start to perform a defensive and attacking shot in cricket with some accuracy • I can hold a cricket bat • I can stand at the stumps • I can run after the ball and throw it back to the bowler • I can catch with two hands with the ball being either high or low • I can throw the ball overarm with some accuracy • I can start to bowl underarm keeping a straight arm with some accuracy • I can play adapted game.
Athletics	<ul style="list-style-type: none"> • I can run at different speeds. • I can jump from a standing position and different starting/end positions e.g. starting on two feet and ending on one foot • I can perform a variety of throws with basic <ul style="list-style-type: none"> • control • I can explore footwork patterns • I can explore arm mobility • I can explore different methods of throwing 	<ul style="list-style-type: none"> • I can change the speed and direction whilst running • I can jump from a standing position with accuracy • I can perform a variety of throws with control and coordination 	<ul style="list-style-type: none"> • I can begin to run at speeds appropriate for the distance • I can perform a running jump with some accuracy. • I can perform a variety of throws, using a selection of equipment • I can use equipment safely and with good control

OAA			<ul style="list-style-type: none">• I can develop listening skills• I can create simple body shapes• I can listen to instructions from a partner/adult• I can begin to think activities through and problem solve• I can discuss and work with others in a group
Swimming			<ul style="list-style-type: none">• I can swim competently, confidently and proficiently over a distance of at least 25 metres.• I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.• I can perform safe self-rescue in different water-based situations

	Year 4	Year 5	Year 6
Health, safety and fitness (applies across the different disciplines)	<ul style="list-style-type: none"> • I can describe how the body reacts at different times and how this affects performance • I can explain why exercise is good for your health • I can provide reasons for warming up and cooling down • I can use equipment safely and with good control 	<ul style="list-style-type: none"> • I can explain and understand the reasons for warming up and cooling down and the potential impact of not doing these • I can explain some safety principles when preparing for and during exercise, including the use of equipment 	<ul style="list-style-type: none"> • I can understand the importance of warming up and cooling down • I can carry out warm-ups and cool-downs safely, effectively and independently • I can understand why exercise is good for health, fitness and wellbeing • I can provide ways I can become healthier • I can explain safety principles, including for the use of equipment
Gymnastics	<ul style="list-style-type: none"> • I can build on previous skills • I can match and mirror actions with a partner • I can demonstrate balances involving a partner to balance with • I can synchronise balances with a partner, mirroring and matching • I can synchronise jumps and turns with a partner • I can coordinate fast and slow time changes with a partner 	<ul style="list-style-type: none"> • I can build on previous skills with the introduction of additional low apparatus, including box and the bottom wall bars • I can demonstrate previous skills from Y3/Y4 on the high apparatus, safely • I can jump and turn, including tuck and straddle jumps with pointed toes • I can begin to create a sequence to reflect the tempo of a piece of music 	<ul style="list-style-type: none"> • I can sequence to music, reflecting the tempo • I can Incorporate a ball into the sequence • I can explore how a ball can be kept off the floor as part of the performance • I can confidently demonstrate previous skills from Y3/Y4 on the high apparatus, safely • I can demonstrate the throwing and catching of a ball whilst jumping and turning

		<ul style="list-style-type: none"> • I can demonstrate continuity in a sequence when transferring from one action into another 	<ul style="list-style-type: none"> • I can hold balances while changing the speed, direction and height of both myself and the ball
<p>Dance</p>	<ul style="list-style-type: none"> • I can confidently improvise with a partner or on my own • I can begin to compose longer dance sequences in a small group • I can demonstrate precision and control in response to the music • I can begin to purposefully vary dynamics (how the dancer moves: fast/slow etc.) • I can develop actions and motifs in response to the changes in tempo or beat within a piece of music • I can demonstrate rhythm and spatial awareness whilst moving in the dance • I can improve sections of a dance as a result of self-evaluation 	<ul style="list-style-type: none"> • I can demonstrate imagination and creativity in the movements I devise in response to stimuli as an individual, with a partner and in group dances, reflecting the chosen dance style • I can begin to show a considered change of dynamics, pace and timing in my movements • I can develop an awareness of my use of space to convey meaning in the dance • I can begin to use transitions to link motifs smoothly together • I can modify parts of a sequence as a result of self and peer evaluation 	<ul style="list-style-type: none"> • I can demonstrate considered imagination and creativity in the movements I devise in response to stimuli as an individual, with a partner and in group dances, reflecting the chosen dance style • I can consistently perform and apply skills and techniques with accuracy and control • I can combine flexibility and movement to create a fluent sequence • I can show a considered change of dynamics, pace and timing in my movements • I can develop an awareness of the use of space, including the restriction of

	<ul style="list-style-type: none"> • I can perform and create sequences with fluency and expression, showing control and accuracy • I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements 	<ul style="list-style-type: none"> • I can consistently perform and apply skills and techniques with accuracy and control • I can begin to select and use criteria to evaluate their own and others' performances • I can explain why I have used particular skills or techniques, and the impact they have had on the performance 	<p>the space used, to convey meaning in the dance</p> <ul style="list-style-type: none"> • I can use considered transitions to link motifs smoothly together • I can continue to modify parts of a sequence as a result of self and peer evaluation, commenting on whether the modifications should be kept and provide reasoning as to why a modification should/ should not be incorporated into the final dance • I can consistently perform and apply skills and techniques with accuracy and control • choose and use criteria to evaluate my own and others' performances, providing reasoned critiques • I can explain why I have used particular skills or techniques, and the impact they have had on their performance and the intended impact on the audience
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Invasion Games	<ul style="list-style-type: none"> • I can vary skills, actions and ideas and link these in ways that suit the games activity with increasing confidence • I can show increasing confidence in using ball skills in various ways, and can link these together • e.g. dribbling, bouncing, kicking • I can use skills with coordination, control • and fluency • I can receive a pass on both sides of the body • I can take part in competitive games with an improving understanding of tactics and • composition • I can create my own games using knowledge and skills • I can work well in a group to develop various games • I can compare and comment on skills to support creation of new games • I can make suggestions as to what resources can be used to differentiate a game • I can apply basic skills for attacking and defending 	<ul style="list-style-type: none"> • I can vary skills, actions and ideas and link these in ways that suit the games activity • I can show confidence in selecting the correct ball skills for the moment and can link these together • I can select the correct skills to use dependent upon the situation (with coordination, control and fluency) • I can take part in competitive games with a strong understanding of tactics and • composition • I can create my own games using a wide range of knowledge and skills • I can make suggestions as to what resources can be used to differentiate a game • I can apply a developing set of skills for attacking and defending, exploring starting positions within the game/ phase of the game • I can use running, jumping, throwing and catching in combination with increased competency 	<ul style="list-style-type: none"> • I can vary skills, actions and ideas and link these in ways that suit the games activity • I can show confidence in using ball skills in various ways, and can link these together • effectively e.g. dribbling, bouncing, kicking • I can keep possession of balls during games situations • I can consistently use skills with coordination, control and fluency • I can take part in competitive games with a strong understanding of tactics and • composition • I can create my own games using knowledge and skills • I can modify competitive games • I can compare and comment on skills to support creation of new games • I can make suggestions as to what resources can be used to differentiate a game • I can apply knowledge of skills for attacking and defending • I can use running, jumping, throwing and catching in isolation and in combination
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	<ul style="list-style-type: none"> • I can use running, jumping, throwing and catching in combination 		
Striking and fielding & Net/wall	<ul style="list-style-type: none"> • I can start to perform a defensive and attacking shot in cricket with some accuracy • I can hold a cricket bat • I can stand at the stumps • I can run after the ball and throw it back to the bowler • I can catch with two hands with the ball being either high or low • I can throw the ball overarm with some accuracy 	<ul style="list-style-type: none"> • I can start perform a defensive and attacking shot in cricket with accuracy • I can run between the wickets effectively communicating with my partner • I can understand the difference between long and short barrier and perform it sometimes when fielding • I can catch with dominant hand with the ball coming at me either high or low 	<ul style="list-style-type: none"> • I can throw a ball overarm over a long distance with some accuracy. • I can hold a rounder's bat correctly • I can stand in the box in a adapted game of rounders • I can understand how to perform a backhand shot (not always using it with confidence) • I can start to serve underarm • I can understand when to use dig, set, smash and underarm serve, showing some accuracy with the shots/serves

	<ul style="list-style-type: none"> • I can start to bowl underarm keeping a straight arm with some accuracy • I can play adapted game. 	<ul style="list-style-type: none"> • I can throw a ball overarm with accuracy. • I can overarm bowl with accuracy • I can hold the racket in a V grip • I can understand the shot forehand swing and what angle my racket needs to be at. • I can start to hold a rally with my partner 	<ul style="list-style-type: none"> • I can understand the difference between long and short barrier and perform it when fielding • I can start to hold a rally with my partner • I can catch one -handed (either dominant hand or non-dominant hand) with the ball coming at me either high or low
Athletics	<ul style="list-style-type: none"> • I can begin to build a variety of running techniques and use with confidence, including improved starts and finishes • I can perform a running jump with more than one component e.g. hop skip jump (triple jump) • I can demonstrate accuracy in throwing and catching activities. • I can describe good athletic performance using the correct vocabulary. 	<ul style="list-style-type: none"> • I can continue to build a variety of running techniques and use with confidence, including selecting from varied starting positions • I can begin to perform a running jump with more than one component. e.g. hop skip jump (triple jump) • I can begin to record peers' performances and evaluate these • I can demonstrate improving accuracy and confidence • in throwing and catching activities • I can explain good athletic performance using correct vocabulary 	<ul style="list-style-type: none"> • I can build a variety of running techniques and use with confidence, including the use of appropriate pacing • I can work in a team to pass a baton competently and efficiently • I can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • I can confidently record peers' performances and evaluate these • I can demonstrate accuracy and confidence in throwing and catching activities with a wider range of equipment

OAA	<ul style="list-style-type: none">• I can develop strong listening skills• I can use simple maps.• I can begin to think activities through and problem solve• I can choose and apply strategies to solve problems with support• I can discuss and work with others in a group		<ul style="list-style-type: none">• I can use strong listening skills• I can use and interpret simple maps• I can think activities through and problem solve using general knowledge• I can choose and apply a range of strategies to solve problems with support• I can discuss and work with others in a group, adapting as appropriate
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