

Curriculum Sequence for PE – Physical Education teaches us to be active and exercise in lots of different ways so we can be fit and healthy.

Early Years	Autumn Term Stories and Rhymes		Spring Term Changes		Summer Term Me and My World	
	<p><u>Declarative Knowledge</u> <u>Movement, balance and using space</u></p> <p>Can I move safely and stay in a space? Understand what is a space. Understand that I need to move into space and be careful of others in order to be safe</p> <p>Can I perform a balance? How to balance and know what a balance is. Understand how to hold my body still.</p> <p>How does exercise affect my body? Notices that breathing gets louder, faster and heavier, body feels hotter, face may go redder.</p> <p>Know how to skip I know that I need to hop from one leg to the other to skip.</p>	<p><u>Procedural Knowledge</u> Space: recognise their own space. Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body Notice how breathing changes when you run. I can be confident to try new activities and show independence, resilience and perseverance. I can give focused attention to what I am doing</p>	<p><u>Declarative Knowledge</u> <u>Sending and Receiving</u> Can I move safely and stay in a space? Understand what is a space. Understand that I need to move into space and be careful of others in order to be safe</p> <p>Can I throw and catch? I know that the ball will go in the direction of my open hand. I know that I need to have an open hand to catch. I know that it is important to watch the ball into my hand, or onto my foot</p> <p>Can I throw an object at a target? Understand that I need to look at the target as I throw</p> <p>How does exercise affect my body? Notices that breathing gets louder, faster and heavier, body feels hotter, face may go redder.</p>	<p><u>Procedural Knowledge</u> <u>Sending and Receiving</u> Space: recognise their own space. Sending: explore sending an object with hands and feet Sending & receiving: explore s&r with hands and feet using a variety of equipment. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p><u>Declarative Knowledge</u> Athletics I know the difference between sprinting and jogging. I can name some different shaped jumps I know how to jump for height and distance I know that I need to use my arms to jump I know how to land safely, bending my knees I understand that I need to use my arms to run faster and lift my knees higher. I can pivot to change direction quickly</p>	<p><u>Procedural Knowledge</u> Athletics Running: explore running and stopping safely. Jumping: begin to explore take off and landing safely, explore jumping and hopping safely. Throwing: explore throwing to a target.</p> <p>Dance Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p>
	Enhancements: Autumnal week, trip to the theatre, perform in front of an audience, visit from librarian					
Year 1	Autumn Term A Trip Down Memory		Spring Term Animals Everywhere		Summer Term The Great Outdoors	
	<p><u>Declarative Knowledge</u> <u>Gymnastics</u> Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds.</p>	<p><u>Procedural Knowledge</u> Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled.</p>	<p><u>Declarative Knowledge</u> <u>Dance</u> Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea.</p>	<p><u>Procedural Knowledge</u> <u>Dance</u> Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p>	<p><u>Declarative Knowledge</u> <u>Team building (OAA)</u> Problem solving: know that working collaboratively with others will help to solve challenges.</p>	<p><u>Procedural Knowledge</u> <u>Team building (OAA)</u> Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication:</p>

<p>Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. Why do I need to exercise? What affect does exercise have on my body? <u>Fundamentals</u> Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus. Copy, repeat and explore simple actions with basic control and coordination. Explore, copy, remember and repeat simple actions with control and coordination. Link actions in ways that suit the activities. Change level, speed and direction. Describe and comment on their own and others actions. Talk about how to exercise safely and how their bodies feel during activities. <u>Fundamentals</u> Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: s how co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly. <u>Sending and Receiving</u> Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Sending & receiving: know to look at my partner before sending the ball. Space: understand that being in a good space helps us to pass the ball. Rules: know that rules help us to play fairly.</p>	<p>Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience. <u>Sending and Receiving</u> Sending: roll and throw with some accuracy towards a target. Sending & receiving: explore s&r with hands and feet to a partner. Catching:begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly.</p>	<p>Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly. <u>Target Games</u> Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>communicate simple instructions and listen to others. <u>Target Games</u> Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p>
<p><u>Autumn</u> <u>Declarative Knowledge</u> <u>Fitness</u> Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance.</p>	<p><u>Autumn Two</u> <u>Procedural knowledge</u> <u>Fitness</u> Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success.</p>	<p><u>Spring</u> <u>Declarative Knowledge</u> <u>Yoga</u> Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p>	<p><u>Spring Two</u> <u>Procedural knowledge</u> <u>Yoga</u> Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility.</p>	<p><u>Summer</u> <u>Declarative Knowledge</u> <u>Athletics</u> Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with</p>	<p><u>Summer Two</u> <u>Procedural knowledge</u> <u>Athletics</u> Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping,</p>

	<p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p> <p>Ball Skills</p> <p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p> <p>Ball Skills</p> <p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p>	<p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Mindfulness: understand that yoga can make me feel happy.</p> <p>Invasion</p> <p>Sending & receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Strength: explore strength whilst transitioning from one pose to another.</p> <p>Mindfulness: recognise my own feelings in response to a task or activity.</p> <p>Invasion</p> <p>Sending & receiving: explore s&r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p>	<p>control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p> <p>Striking and Fielding</p> <p>Striking: understand that the harder I strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p> <p>Striking and Fielding</p> <p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p>
	Enhancements: Traditional toys and games day Visit local library		Enhancements: Visit from Animal person, trip to the safari park/zoo/nature centre, create exhibition for parents		Enhancements: Outdoor day, trip to West Smethwick Park, prepare an outdoor day for their family	
Year 2	Autumn Term Home and Away		Spring Term Change Makers		Summer Term Change 4 Life	
	<p>Declarative Knowledge</p> <p>Gymnastics</p> <p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p> <p>Why do I need to exercise?</p>	<p>Procedural Knowledge</p> <p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p>	<p>Declarative Knowledge</p> <p>Dance</p> <p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in</p>	<p>Procedural Knowledge</p> <p>Dance</p> <p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using</p>	<p>Declarative Knowledge</p> <p>Team building</p> <p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a</p>	<p>Procedural Knowledge</p> <p>Team building</p> <p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p>

<p>What affect does exercise have on my body? How does exercise make me feel? <u>Fundamentals</u> Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Strategy: know that if I use shapes that link well together it will help my sequence to flow. Copy, repeat and explore simple actions with basic control and coordination. Explore, copy, remember and repeat simple actions with control and coordination. Link actions in ways that suit the activities. Change level, speed and direction. Describe and comment on their own and others actions. Talk about differences between their own and others performances and suggest improvements. <u>Fundamentals</u> Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p>	<p>time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve</p> <p><u>Sending and Receiving</u> Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Sending & receiving: developing s&r with increased control. Space: explore moving into space away from others.</p>	<p>unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.</p> <p><u>Sending and Receiving</u> Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Sending & receiving: know to control the ball before sending it. Space: know that moving into space away from defenders helps me to pass and receive a ball. Rules: know how to score points and follow simple rules.</p>	<p>partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.</p> <p><u>Target Games</u> Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand/foot pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.</p>	<p><u>Target Games</u> Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p>
<p><u>Declarative Knowledge</u> <u>Fitness</u> Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move</p>	<p><u>Procedural knowledge</u> <u>Fitness</u> Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when</p>	<p><u>Declarative Knowledge</u> <u>Yoga</u> Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p>	<p><u>Procedural knowledge</u> <u>Yoga</u> Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses.</p>	<p><u>Declarative Knowledge</u> <u>Athletics</u> Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further.</p>	<p><u>Procedural knowledge</u> <u>Athletics</u> Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p>

<p>body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time. What are the benefits of exercising? What changes will happen to my body when I exercise <u>Ball Skills</u> Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time. Change level, speed and direction. Talk about how to exercise safely and how their bodies feel during activities. <u>Ball Skills</u> Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Mindfulness: understand that I can use yoga to make me feel calm. <u>Invasion Games</u> Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>	<p>Mindfulness: explore controlling my focus and sense of calm. <u>Invasion Games</u> Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others. <u>Striking and Fielding</u> Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.</p>	<p><u>Striking and Fielding</u> Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p>	
<p>Enhancements Walk around Smethwick, interview people who lived in Smethwick since they were young</p>		<p>Enhancements Trip to a museum Create an exhibition for parents</p>		<p>Enhancements: Film Makers in school for two weeks to create a film with the children. Film night</p>		