

## Physical Education at Teignmouth Community School

We offer a broad range of inclusive opportunities that nurture talent, allow pupils to excel and develop competence, ability and skill and self-belief through sport and PE. Sport at Teignmouth underpins the principles of respect and fairness at school, home and in the community therefore instilling an inner self discipline that children can apply in their home life, wider school life and future. We want to equip children with the determination and aspiration to make their own choices regardless of individual barriers.



## EYFS

At the end of EYFS, pupils will understand their physical attributes and control of fine and gross motor skills whilst exploring how their body can move and how their physical ability can be both harnessed and developed. They will understand how to exercise self-discipline in managing risks when faced with new situations when participating individually or within a group or team. Pupils will exercise both physical and mental self-discipline to reinforce, contradict and challenge their own experiences and perceptions about their life experiences up to date. Pupils will be exposed to new situations in order to understand how resilience can affect confidence and vice versa. They will understand, remember and talk about how to lead healthy lifestyles.

## KS1

Pupils will develop their own self-awareness and their contribution within the dynamics of a team and in increasingly more complex physical situations. They will continue to use their underpinning knowledge in order to hone and refine their gross and fine motor skills and hand-eye co-ordination. Pupils will select appropriate equipment to facilitate the best outcome and be able to select appropriate moments to self-challenge. Pupils will understand the component parts of a healthy life style and are confident to challenge themselves and those in their immediacy, including family members.

## KS2

Children will develop upon skills from earlier key stages and apply them to game situations which involve tactics, rules and strategies. Children will take an active role in a wide range of experiences and sports understanding their own talents and skills and the destinations these can lead to. Pupils will show high aspirations for their future as they have been exposed to a variety of individual and team experiences. Pupils will be role models for others demonstrating respect and fairness. They will be able to communicate effectively in a team or as a leader, laying foundations for the future. Children will make informed choices relating to their own healthy lifestyles at home and at school. Children will be empowered to challenge community and national factors which are affecting the ability to lead healthy lifestyles.

## What Physical Education is taught at Teignmouth?

This is an overview of what the year groups will cover.

Our green behaviours are woven through the topics for each year group and can be seen on the curriculum maps.

	EYFS	Year 1	Year 2	Lower KS2 (year 3&4)	Upper KS2 (year 5&6)
Autumn	<p><b>FUNDAMENTAL SKILLS</b> agility, balance and coordination.</p> <p>The development of fundamental skills are delivered through a variety of gym, dance and small games. All areas are visited with individual equipment and involvement being essential.</p> <p style="text-align: center;"><a href="#">Linked to ELG</a></p>	<p><b>FUNDAMENTAL SKILLS GAMES</b> Travelling safely in space using a variety of travels, throwing and catching individually and with a partner using a range of different equipment.</p> <p><b>GYMNASTICS</b> Explore different movements using floor, mats and apparatus.</p>	<p><b>FUNDAMENTAL SKILLS INVASION GAMES</b> Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small sided games keeping score.</p> <p><b>GYMNASTICS</b> Improve control in different body shapes and travels. Link movements together and create basic sequences.</p>	<p><b>INVASION GAMES</b> <b>Netball/ Handball/Basketball</b> Develop more accuracy in individual skills, begin using space and working as a team in small sided games keeping to rules given.</p> <p><b>GYMNASTICS</b> Create short sequences with a partner and focus on control in individual skills for floor and apparatus.</p>	<p><b>INVASION GAMES</b> <b>Netball/ Handball/Basketball</b> Use attacking and defending skills in team games, playing effectively as part of a team and developing tactics to keep possession.</p> <p><b>GYMNASTICS</b> Focus on fluency, accuracy and consistency in movements, performing in group sequences and creating own warm ups.</p>
Spring	<p><b>FUNDAMENTAL SKILLS</b> agility, balance and coordination.</p> <p>The development of fundamental skills are delivered through a variety of gym, dance and small games. All areas are visited with individual equipment and involvement being essential.</p> <p style="text-align: center;"><a href="#">Linked to ELG</a></p>	<p><b>FUNDAMENTAL SKILLS GAMES</b> Develop more accuracy in throwing and catching, develop individual skills of hitting and striking a ball, begin to play against a partner.</p> <p><b>DANCE</b> Respond to different styles of music travelling safely and linking movements.</p>	<p><b>FUNDAMENTAL SKILLS INVASION GAMES</b> Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small sided games keeping score.</p> <p><b>DANCE</b> Perform actions with more control, linking actions and remembering short dance phrases.</p>	<p><b>INVASION GAMES</b> <b>Football/Tag Rugby</b> Develop more accuracy of individual skills, begin using space and working as a team in small sided games keeping to rules given.</p> <p><b>DANCE</b> Create and perform short dance motifs with a partner and small group.</p>	<p><b>INVASION GAMES</b> <b>Football/Tag Rugby</b> Use attacking and defending skills in team games, playing effectively as part of a team and developing tactics to keep possession.</p> <p><b>DANCE</b> Create and perform group dance motifs responding to a range of stimuli.</p>
Summer	<p><b>FUNDAMENTAL SKILLS</b> agility, balance and coordination.</p> <p>The development of fundamental skills are delivered through a variety of gym, dance and small games. All areas are visited with individual equipment and involvement being essential.</p> <p style="text-align: center;"><a href="#">Linked to ELG</a></p>	<p><b>FUNDAMENTAL SKILLS GAMES</b> Use individual skills in small sided games.</p> <p>Develop their movement and coordination skills through field activities and target games types of music travelling</p>	<p><b>FUNDAMENTAL SKILLS NET/WALL GAMES STRIKE AND FIELD GAMES</b> Perform individual skills of rolling, striking and kicking with more confidence. Use skills in a variety of simple games. Use skills of travelling in a variety of field activities.</p>	<p><b>ATHLETICS</b> Develop individual skills in a range of different running, jumping and throwing activities.</p> <p><b>STRIKE AND FIELD</b> <b>Dartmoor 3 ball/cricket/rounders</b> Develop more accuracy in individual skills, using space and working as a team in small sided games keeping to rules given.</p> <p><b>NET/WALL GAMES</b> <b>Tennis/Badminton</b> Improve individual skills, play short rallies with a partner and begin to play own games.</p> <p><b>TRI GOLF</b> Use equipment safely and develop individual skills</p>	<p><b>ATHLETICS</b> Develop accuracy, control and good technique in athletic events.</p> <p><b>STRIKE AND FIELD</b> Focus on bowling and begin to use tactics in games.</p> <p><b>NET/WALL GAMES</b> <b>Tennis/Badminton</b> Focus on different shots and use skills to play in competitive games.</p> <p><b>TRI GOLF</b> Develop more accuracy in skills and play with a partner and as part of a team.</p>

## Physical Education Green Behaviour Curriculum Map

This is how our green behaviours link into our Physical Education

	<b><i>Curiosity</i></b>	<b><i>Responsibility</i></b>	<b><i>Respect</i></b>	<b><i>Resilience</i></b>	<b><i>Independence</i></b>	<b><i>Honesty</i></b>
<b><i>EYFS</i></b>	providing opportunities for young children to be active and interactive	They move confidently in a range of ways, safely negotiating space	make healthy choices in relation to food  understand the importance of physical activity	develop their co-ordination, control, and movement	They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
<b><i>KS1</i></b>	a broad range of opportunities to extend their agility, balance and coordination	develop fundamental movement skills, become increasingly competent and confident	engage in competitive against others	in a range of increasingly challenging situations.	engage in competitive both against self	
<b><i>KS2</i></b>	learning how to use them in different ways and to link them to make actions and sequences of movement.	develop an understanding of how to improve in different physical activities	enjoy communicating, collaborating	competing with each other		learn how to evaluate and recognise their own success.

## Physical Education Vocabulary

Area	EYFS	KS1	KS2
Outdoor and Adventure	Space Around Over Under Through	Team Instructions Follow Challenge	Resilience
Athletics	Running Skipping Jumping Throwing Stepping Push Pull	Travelling Pumping Techniques Sprinting Accuracy Overarm Distance Power Strength Stretch Muscles Fitness Skills	Endurance Resistance Stamina
Gymnastics/Yoga	Balance Star Straight Line Mat	Sequence Arch Tuck Crab Movement Action Apparatus	Fluid Precision Stability Smooth Transitions Clear Extensions
Sending and Striking	Patting Throwing Kicking Rolling	Striking Grasping Fielder Bowler Bowling Control Sending and Striking Games (rounders, football, netball, cricket, hockey, tennis)	Co-ordination Precision
Team Games	Rules Follow Game	Tactic Goal Points Encouragement Attack Defence	Coaching Feedback

<p>Dance</p>	<p>Move Dance Shake Turn</p>	<p>Repetition Routine Pattern Pathways- (Zig-Zag, Curved, Straight) Level Speed Direction Improvising Emotion Perform</p>	<p>Recurring idea (motif) Stimuli/stimulus Fluency Dynamics Energy Flow Explosive Jerky</p>
<p>Swimming</p>	<p>Splash Water Swim Kick Jump Bubbles</p>	<p>Front Crawl Stroke Breast Stroke Back stroke Butterfly Dive Length Width Metre Rhythm Sink Float Deep Glide Rotate Shallow Tuck breath</p>	<p>Straddle Surface Tumble-turn Tread water Depth Scull Submerge</p>

## Physical Education Knowledge Progression

Big Idea	N	R	1	2	3	4	5	6
Nature	<p><b>Outdoor or adventurous activities</b> Climbs confidently and is beginning to pull themselves up on climbing equipment.</p>		<p><b>Outdoor or adventurous activities</b> Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of travelling to get from one place to another.</p>	<p><b>Outdoor or adventurous activities</b> Obstacles can be overcome by moving into spaces around, over, under or through them.</p>	<p><b>Outdoor or adventurous activities</b> Working effectively as teams mean working within group to complete activity well or achieve a shared goal. It involves following instructions, listening to others, taking turns and using people's strength to achieve the goal.</p>	<p><b>Outdoor or adventurous activities</b> A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies.</p>	<p><b>Outdoor or adventurous activities</b> Orienting a map is position it so that it corresponds to the correct position of the north and the land that it represents.</p>	<p><b>Outdoor or adventurous activities</b> A range of problem solving and resilience skills can be employed to help complete a task effectively.</p>

Nature	<p><b>Athletics</b> Understand that their body can moves freely in a range of ways.</p>	<p><b>Athletics</b> Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging you arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves catching the ball and grasping it tightly with both hands.</p>	<p><b>Athletics</b> Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.</p>	<p><b>Athletics</b> A range of techniques can be used to throw, run and jump with increasing accuracy and competence.</p>	<p><b>Athletics</b> Running long distances requires endurance, stamina and pace setting. Sprinters requires muscle power, speed and short bursts of energy.</p>	<p><b>Athletics</b> Power is the amount of force muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.</p>	<p><b>Athletics</b> Control speed, strength and stamina are skills that can developed over time through practise and training. By working on these skills, performance in running, jumping and throwing should improve.</p>
	<p><b>Gymnastics</b> Squats with steadiness to play with an object on the ground and rises to feet without hands.</p> <p>Understand that you can stand momentarily on one foot.</p> <p>Experiments with different ways of moving and can move skunder, over and through balancing and climbing equipment.</p>	<p><b>Gymnastics</b> Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.</p>	<p><b>Gymnastics</b> Two or more different body shapes, performed and held in a steady position one after the other are called a sequence of linked balances. Different body parts can support balance. Body shapes can include a star, straight line, bridge, arch, tuck or crab.</p>	<p><b>Gymnastics</b> A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus.</p>	<p><b>Gymnastics</b> A fluid gymnastic routine means having smooth links between the movement actions and balances in a sequence.</p>	<p><b>Gymnastics</b> A complex gymnastic sequence should include a range of balance and levels with movements that involve changing speed and direction.</p>	<p><b>Gymnastics</b> A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions.</p>

<p><b>Sending and Striking</b> Can show control over an object in pushing, patting, throwing catching and kicking it.</p>	<p><b>Sending and Striking</b> Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked.</p>	<p><b>Sending and Striking</b> There are different ways to send an object from one place to another.</p>	<p><b>Sending and Striking</b> Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or sport.</p>	<p><b>Sending and Striking</b> Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports.</p>	<p><b>Sending and Striking</b> Striking fielding and racket skills are used when playing different sports. All of these are required to enable a player to score points.</p>	<p><b>Sending and Striking</b> When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.</p>
<p><b>Team Game</b> Negotiates space successfully when playing racing and chasing games with her children adjusting speed or changing direction to avoid obstacles.</p>	<p><b>Team Game</b> Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.</p>	<p><b>Team Game</b> A tactic is an action that helps the team to achieve something. Team members work together towards a shared goal.</p>	<p><b>Team Game</b> Competing means trying to win or achieve something that others are also trying to achieve. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p>	<p><b>Team Game</b> Competitive games involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.</p>	<p><b>Team Game</b> A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, position, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements.</p>	<p><b>Team Game</b> Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played, asking questions and listening to feedback.</p>

	<p><b>Dance</b> Begins to experiment with different ways of moving.</p>	<p><b>Dance</b> Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.</p>	<p><b>Dance</b> Movements can be performed along different pathways, levels, speeds and directions. This can help performers to express different ideas, emotions or feelings.</p>	<p><b>Dance</b> Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.</p>	<p><b>Dance</b> Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli.</p>	<p><b>Dance</b> Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly.</p>	<p><b>Dance</b> In dance, dynamics means how the body moves, in terms of speed, energy and flow of the movement.</p>
<p><b>Creativity</b></p>		<p><b>Evaluation</b> Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.</p>	<p><b>Evaluation</b> Improve means to get between at doing something. Performance in PE can be described using different vocabulary.</p>	<p><b>Evaluation</b> Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary.</p>	<p><b>Evaluation</b> A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.</p>	<p><b>Evaluation</b> There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adults, peer modelling, listening to comments from others and acting upon feedback.</p>	<p><b>Evaluation</b> Performance can be improved by developing observation skills. E.g. watching good practise, noticing and discussing similarities and difference between performances is a tool to support improvement.</p>
<p><b>Investigation</b></p>		<p><b>Data analysis</b> Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in meters and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.</p>	<p><b>Data analysis</b> Skills are learned in PE and then improved by practising. Information can be collected over time to show how practise improves performance.</p>	<p><b>Data analysis</b> A personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.</p>	<p><b>Data analysis</b> Skills can be advanced during training and practise time by changing different variables.</p>	<p><b>Data analysis</b> Performance can be improved over time by practising skills, techniques, or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units and analysed after each repetition of the activity.</p>	<p><b>Data analysis</b> PE data should show improvement over time. Training improves endurance, strength and stamina. Practise refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors.</p>

## Physical Education Skills Progression

Big Idea		N	R	1	2	3	4	5	6
Nature	Outdoor or adventurous activities Safely negotiates space			Outdoor or adventurous activities Follow a simple route around the school grounds or outdoor space.	Outdoor or adventurous activities Move over, under and through spaces and obstacles outdoors.	Outdoor or adventurous activities Work outdoor effectively as part of a team to safely navigate familiar places and solve problems.	Outdoor or adventurous activities Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	Outdoor or adventurous activities Plan routes and ordinate maps, responding positively to increasing challenges, problems, and working as a team.	Outdoor or adventurous activities Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.
	Nature					Athletics Can run varying speed and direction.  Can perform at maximum capacity in throwing and jumping.	Athletics Can run with good technique, whist, varying speed and direction.  Can adapt throwing and jumping techniques, performing at maximum capacity.		
	Gymnastics Jumps off an object and lands appropriately.  Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Initiates new combinations of movement and gesture.  Begin to represent ideas through movement.	Gymnastics Jump and land safely using a variety of jumps and shapes.  Hold balances using large and small body parts.  Can perform a number of rolls and take weight on hands.  Link and repeat actions to make short gymnastic phrases.	Gymnastics Can perform at maximum capacity in jumping.  Adapt actions from floor to apparatus.  Can perform a range of gymnastic skills with control.  Work creatively with a partner or small group.  Vary direction, levels and pathways in sequences.	Gymnastics Can adapt perform at maximum capacity in jumping.  Adapt actions from floor to apparatus.  Can perform a range of gymnastic with control.  Work creatively on their own, with a partner or a small group.  Vary direction, levels and pathways in sequences.					

		<p><b>Sending and Striking</b> Show control and accuracy on basic throwing and catching.</p> <p>Show control and accuracy in basic striking and kicking skills.</p>	<p><b>Sending and Striking</b> Pass, dribble and shoot with control.</p> <p>Can make decision on when to pass or shoot.</p> <p>Bowl underarm with some accuracy</p> <p>Bat effectivity starting to vary direction</p> <p>Begin to field with increased speed</p>	<p><b>Sending and Striking</b> Bowl underarm accurately</p> <p>Bat effectively using different types of shot reacting to situation</p> <p>Field with increased accuracy</p> <p>Can make decisions on when to pass or shoot.</p> <p>Pass, dribble and shoot with control and greater speed in games.</p>
	<p><b>Team Game</b> Negotiate space successfully when playing, racing and chasing games with other children.</p> <p>Adjust speed/change direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing and patting throwing.</p> <p>Show increasing control over an object in throwing and catching.</p> <p>Shows increasing control over an object in kicking and batting.</p>	<p><b>Team Game</b> Can run and show awareness of others in games.</p> <p>Use space in small sided games to help their team.</p> <p>Begin to track players and defend in a game.</p> <p>Can vary the way skills are performed to react to different situations.</p>	<p><b>Team Game</b> Can work with a team to begin to defend as a unit.</p>	<p><b>Team Game</b> Can wrk with a team to begin to defend as a unit.</p> <p>Select different tactics to keep possession for their team.</p>
	<p><b>Dance</b> Experiment with different ways of moving.</p> <p>Build a repertoire of songs and dance.</p> <p>Beginning to represent ideas through dance and movement.</p>	<p><b>Dance</b> Link and repeat actions to make short dance phrases.</p> <p>Perform with some expressive qualities to show mood, ideas and feelings.</p>	<p><b>Dance</b> Can perform a range dance skill with control.</p> <p>Work creatively on their own.</p> <p>Perform a dance motif linking actions.</p> <p>Vary direction, levels and pathways in sequences.</p>	<p><b>Dance</b> Can perform a range of dance skills with control and precision</p> <p>Work creativity on their own</p> <p>Perform dance motif with fluency and control</p> <p>Fluently vary direction, levels and pathways in sequences.</p>
<b>Creativity</b>	<p><b>Evaluation</b> We are confident to try new activities and say why we prefer some more than others.</p> <p>Can describe own relative position.</p>	<p><b>Evaluation</b> Comment on their own or other's performance, routine or game.</p>	<p><b>Evaluation</b> Comment on their own and others performance suggesting improvement.</p> <p>Can listen to feedback and show improvement.</p>	<p><b>Evaluation</b> Comment on their own and others performance suggesting ways to improve.</p> <p>Can listen to feedback and show improvement.</p>

Data analysis

Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.

Data analysis

Explain how a personal best can improve over time and examine how changing variables can refine skills.

Data analysis

Estimate and investigate improvements in performance over time.