



PHYSICAL EDUCATION AT NEWTON



Intent: PE at Newton is designed to inspire all our pupils to succeed and excel in competitive sport and other physically demanding activities. We want our pupils to become physically confident: increasing in their overall fitness, becoming more agile, showing improved coordination year on year and building their stamina to sustain activity over longer periods of time. Our hope and belief is that pupils will then enjoy improved health and fitness as a result. There will be ample opportunity for children to compete in sport and other activities which help to build character as well as embed values such as fairness and respect. Through our PE curriculum, pupils will grow in their understanding of their own body, the importance of exercise as part of a healthy lifestyle – healthy both in terms of their physical as well as their mental wellbeing.

Implement:

PE at Newton consists of:

- Outdoor PE: games consisting of netball, hockey, football, athletics, tennis and cricket
- Indoor PE: gymnastics
- Dance

Pupils will learn and develop skills and abilities in a sequenced and progressive way. As pupils revisit all the PE areas each year, they are able to build upon existing skills and abilities and develop them further –moving towards increasing proficiency and expertise.

LEARNING OVERVIEW

2023-24 (Cycle A)

2024-25 (Cycle B)

2025-26 (Cycle C Oak Class/Cycle A Juniper and Willow Classes)

EYFS

Children in EYFS will undertake learning and activities related to the **content** of the Year 1 DT curriculum (see unit plans for detail) but being consistent with EYFS pedagogy and underpinned by the focuses from EYFS Framework/Development Matters.

Reception Physical Development

Revise and refine the fundamental movement skills they have already acquired:

- rolling • crawling • walking • jumping • running • hopping • skipping • climbing

ELG

Children at the expected level of development will:

<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gross Motor Skills –</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.
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GAMES

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
JUNIPER	Teamwork & Communication Locomotion <i>mastering basic movements including running and jumping</i>	Throwing and Catching <i>looking at different techniques such as under arm and over arm using different equipment/sized balls, working by themselves as well as pairs and larger teams</i>	Agility, Balance Coordination <i>Children will work on the three fundamental skills in a range of games and activities</i>	Team Games <i>Children will be participating in variations of invasion games introducing attacking and defending tactics</i>	Striking <i>Children will be using different equipment such as tennis rackets, cricket bats for striking as well as body parts such as hands and feet</i>	Athletics <i>Athletics will be looking at different types of races as well as practicing their sports day as supplied by class teacher/sports lead</i>
WILLOW	As this is a mixed Year 2/3 class – children will begin each new unit with lessons to revisit and build upon the basic skills taught in previous class setting (as above) before embarking upon application of those skills into specific games contexts as below.					

	Teamwork & Communication (First two lessons) Tennis 1.Striking 2.Returning 3.Serving 4.Rally 5.Matches	Throwing and Catching (first two lessons) Hockey 1.Dribbling 2.Passing/Dribbling 3.Shooting: Pass & Shoot/Dribble & Shoot 4.Tackling 5.Matches (1v1,2v2)	Agility, Balance and Coordination (first two lessons) Football 1.Dribbling 2.Passing/Dribbling 3.Shooting: Pass & Shoot/Dribble & Shoot 4.Tackling 5.Matches (1v1,2v2)	Team Games (first two lessons) Netball 1.3 different passes 2.Pass and move 3.Shooting (Pass & shoot) 4.Possession/interception 5.Matches (2v2)	Striking (first two lessons) Cricket 1.Striking 2.Fielding 3.Throw & Catch 4.Bowling 5.Matches (Small sided - lots of rotation)	Athletics 1.Accuracy throw 2.Long Distance throw 3.Sprinting 4.Middle distance run 5.Relay Races 6.Jumping (Sports Day prep)
OAK	Tennis 1.Striking 2.Returning 3.Serving 4.Rally 5.Matches	Hockey 1.Dribbling 2.Passing/Dribbling 3.Shooting: Pass & Shoo/ Dribble & Shoot 4.Tackling 5.Matches (1v1,2v2,3v3, 5 aside)	Football 1.Dribbling 2.Passing/Dribbling 3.Shooting: Pass & Shoot/Dribble & Shoot 4.Tackling 5.Matches (1v1,2v2,3v3, 5 aside)	Netball 1.3 different passes 2.Pass and move 3.Shooting (Pass & shoot) 4.Possession/interception 5.Matches (small sides or high5 rules with positions)	Cricket 1.Striking 2.Fielding 3.Throw&Catch 4.Bowling 5.Matches (larger sides - lots of rotation)	Athletics 1.Accuracy throw 2.Long Distance throw 3.Sprinting 4.Middle distance run 5.Relay Races 6.Jumping (Sports Day prep)
DANCE						
Juniper	Fundamental movement skills: Agility, Balance and Coordination Learn a sequence of taught steps for performance		Fundamental movement skills + dance motifs: unison, canon and formation Creating a sequence of steps for performance – mirroring, levels and direction		Morris Dancing Remembering and demonstrating a sequence with an alternative rhythm Comparing and evaluating performances	
Willow	Fundamental movement skills: Agility, Balance and Coordination using dance motifs Learn a taught dance routine linked to class topic – unison, canon and formation		Dance performance skills: character work through dance Learning and performing dance routines for an audience		Morris Dancing Remembering and demonstrating a sequence with an alternative rhythm Choreographing own sequence of steps, using props for performance Comparing and evaluating performances	

Oak	<p>African rhythms – learn a routine and creating own routines to drum rhythms</p> <p>Group and partner work - demonstrate dance motifs: levels, mirroring, unison, canon, formation and direction</p> <p>Expression of emotion through dance</p>	<p>Street dance – character work</p> <p>Performing taught routines in groups and with partners – call and response</p>	<p>Morris Dancing</p> <p>Remembering and demonstrating a sequence with an alternative rhythm</p> <p>Choreographing own routines, using props and formations for performance</p> <p>Comparing and evaluating performances</p>
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GYMNASTICS

Juniper	<p>Introducing Movements and Balances</p> <p><i>Children will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner.</i></p>	<p>Exploring Movements and Balances (1)</p> <p><i>Children explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</i></p>	<p>Exploring Movements and Balances (2)</p> <p><i>Children explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences.</i></p>
Willow	<p>Canon and Unison</p> <p><i>Children will develop and apply an understanding of canon and unison to create sequences. Pupils will work in small groups to create sequences that combine both canon and unison, using a range of apparatus that flow.</i></p>	<p>Symmetry and Asymmetry</p> <p><i>Children will explore movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</i></p>	<p>Bridge Balances</p> <p><i>Children will explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</i></p>
Oak	<p>Levels and Direction</p> <p><i>Children will use and apply an understanding of levels and direction to create and perform sequences in groups. Pupils will create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.</i></p>	<p>Flight</p> <p><i>Children will explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence.</i></p>	<p>Matching and Mirroring</p> <p><i>Children will apply matching and mirroring movements and use this to create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence</i></p>

IMPACT (End goals)

By the end of KS1 pupils should:

Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in

By the end of KS2 pupils should:

Continue 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 should enjoy communicating, collaborating and competing. They should

competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be able to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • Develop 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 pattern 		develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be able to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders 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 		
	EYFS		KS1	
Ball skills (hands)	Performance Indicators Pupils will: <ul style="list-style-type: none"> • begin throwing underarm and overarm • be able to roll a ball and stop it • be able to catch (a large) ball 		Performance Indicators Pupils will: <ul style="list-style-type: none"> • be able to throw with increasing accuracy 	
Ball skills (feet)	Performance Indicators Pupils will: <ul style="list-style-type: none"> • Be able to move with a ball using feet • Begin to dribble a ball on own and against an opponent 		Performance Indicators Pupils will: <ul style="list-style-type: none"> • Be able to apply dribbling skills in the context of a game with increasing skill 	
Striking	Performance Indicators Pupils will: <ul style="list-style-type: none"> • Be able to push/hit (send) a balloon to a partner • Be able to hit a balloon with power • Be able to balance an object or a racket/bat 		Performance Indicators Pupils will: <ul style="list-style-type: none"> • Hit and push a ball (with a racket) towards a target – with developing control and accuracy 	
	Year 3		Year 4	
Athletics	Performance Indicators: Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and	Performance Indicators: Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the	Performance Indicators: Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique	Performance Indicators: Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.

	<p>throw for distance exploring the most effective technique.</p> <p>Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p>Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.</p> <p>Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>	<p>correct technique for triple jump and javelin.</p> <p>Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.</p> <p>Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</p> <p>Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p>for hurdling and throwing the shot put.</p> <p>Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</p>	<p>Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.</p> <p>Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>Pupils will constantly apply life skills such as responsibility and self-discipline by applying their best effort every time and leading others by example.</p>
Cricket	<p>Performance Indicators: Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.</p> <p>Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).</p> <p>Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.</p>	<p>Performance Indicators: Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.</p> <p>Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.</p>	<p>Performance Indicators: Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</p> <p>Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</p>	<p>Performance Indicators: Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games</p> <p>Pupils will effectively apply their tactics, demonstrating a clear</p>

	<p>Pupils will apply their skills with developing confidence as they grow in their ability to show self-motivation and determination.</p>	<p>Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.</p> <p>Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p>Pupils will develop communication skills as they officiate in game based scenarios.</p> <p>Pupils will also start to lead their team and manage their games, by facilitating learning through game-based scenarios and mini game situations.</p> <p>Pupils will be challenged to always try their best, even when their team is losing.</p>	<p>understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>Pupils will consistently apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
Football	<p>Performance Indicators: Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p> <p>Pupils will develop life skills such as respect and communication as they collaborate with others including their opponent</p> <p>Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self-motivation.</p>	<p>Performance Indicators: Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team.</p> <p>Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.</p> <p>Pupils will continue to develop and apply life skills such as resilience and self-discipline as they strive to improve their own performance and understanding.</p>	<p>Performance Indicators: Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>Pupils will begin to create and apply tactics that they can then adapt depending on the situation.</p> <p>Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>By facilitating learning through gamebased scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.</p>	<p>Performance Indicators: Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.</p> <p>Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
Hockey	Performance Indicators:	Performance Indicators:	Performance Indicators:	Performance Indicators:

	<p>Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p> <p>Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self-motivation.</p>	<p>Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.</p> <p>Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p>Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>Pupils will begin to create and apply tactics that they can then adapt depending on the games situation.</p> <p>Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p>	<p>Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession.</p> <p>Pupils will demonstrate a range of attacking and defending tactics, applying these to their games and adapting when applicable.</p> <p>Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example</p>
Netball	<p>Performance Indicators: Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p>Pupils will develop life skills such as respect and communication as they</p>	<p>Performance Indicators: Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.</p>	<p>Performance Indicators: Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.</p> <p>Pupils will begin to understand the different positions, applying their role effectively within the game.</p> <p>Pupils will create, apply, evaluate and improve tactics.</p>	<p>Performance Indicators: Pupils will apply a refined understanding of attacking skills and defensive skills that will be executed accurately and consistently.</p> <p>Pupils will demonstrate resourcefulness and problem solving skills by creating, applying and then adapting a range of attacking and defending tactics.</p> <p>Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team</p>

	<p>collaborate with others including their opponents.</p> <p>Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination</p>	<p>Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p>Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>By facilitating learning through gamebased scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing.</p>	<p>member will perform and will ensure the team feels motivated.</p> <p>Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>
Tennis	<p>Performance Indicators: Pupils will throw/hit the ball into space on their opponents' side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.</p> <p>Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court.</p> <p>Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.</p> <p>Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</p>	<p>Performance Indicators: Pupils will hit the ball into space on their opponents' side of the court, creating space for the next shot that will win them the point.</p> <p>Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.</p> <p>Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.</p> <p>Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p>Performance Indicators: Pupils will be able to execute a wide range of shots and play the ball into space.</p> <p>Pupils will be able to serve the ball accurately to start the game. Pupils will understand where to serve and why. Pupils will begin to create, understand and apply tactics in their games.</p> <p>Pupils will apply effective communication and cooperative skills as they work with their partner in doubles games.</p> <p>By facilitating learning through doubles games, pupils will be challenged to always try their best, even when they are losing.</p>	<p>Performance Indicators: Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points.</p> <p>Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games.</p> <p>Pupils will collaborate effectively with their partner, communicating and supporting each other.</p> <p>Pupils will constantly apply life skills such as integrity and self-discipline by playing by the rules and leading others by example.</p>

ASSESSMENT

Assessment in PE is primarily focused on progression from starting points. Progress will be how well (from starting points) children are able to perform key skills or demonstrate sporting mindsets/attitudes (ie. resilience, self-motivation etc). Assessment will, therefore, be formative for the large part, with teachers observing children's working during lessons and using this information to focus on specific areas for development throughout the unit from lesson

to lesson. There will also be a summative aspect when teachers will make a judgement at the end of a unit (core task) which measures both progress from starting points and performance against key indicators.

Judgements will be made to indicate whether children are working at, below, or above age-related expectations as per the performance indicators.

Crucially, children will be encouraged to assess their own progress across a unit of learning – recognising where they have improved as well as areas for future development.

