



Matlock and Dales
Primary Partnership

Physical Education and Sport

Intent, Implementation and Impact Statement

	Key Points
Our Intent	• 'Challenge Yourself, Succeed, Flourish' • We want physical education to inspire children to realise their full potential and to develop a lifelong interest in participating in physical activity and sport. • We aspire to provide all children with high quality PE lessons, sports clubs and out of school experiences that give them the knowledge and skills they need to flourish and succeed at physical activity. As well as that, our PE curriculum aims to allow children to develop fundamental skills and attributes required for the modern world. Through the delivery of our curriculum, we aim to ensure that children develop into 'thinking' physical beings and 'doing' physical beings which impact on the 'behavioural change' to equip them for lifelong participation. We aim to achieve this through the concept of HEAD (thinking), HANDS (doing), HEART (behavioural change). Children will develop fundamental movement skills, such as agility, balance and co-ordination, through a series of stimulating and sequential lessons. Our PE curriculum aims to be inclusive, ensuring pupils of all abilities access physical activity and sustain healthy, active lives.

Our Implementation	• Each year group teaches a wide range of different sports and activities over the year. There is a clear continuation of sports as you progress through year groups, each time building on prior skills they have learnt. • We have lots of ideas in place to support children to be physically active and confident in fundamental movement skills, as well as developing the complexity and accuracy of movement patterns. Some of these ideas include: new improvements to the playground to allow children to develop their motor skills and sports competitions across the partnership to allow children to apply their skills into a competitive situation. • We will ensure that classes teach a sport in PE that links to the interhouse competition that half term. This will allow children to learn new, progressive skills that they can apply at the end of the half term. All year groups will take part in the same interhouse sport in the same half term, meaning that it will demonstrate a progression of skills that they are learning as you move through the year groups. The interhouse competitions should get more tactical and have a wider range of skills on show as you progress through year groups. • In Key Stage 2, it will also be a focus for children to develop an understanding of attacking and defending strategies and this will require pupils to remember and understand different knowledge. • Swimming and water safety will remain a priority at Key Stage 2, with KS2 children receiving swimming provision during the year.
The Impact	• We help motivate children to participate in a variety of sports (competitive and non-competitive) and physical education through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	• Show good control and coordination in movements • Move confidently in a range of ways • Know the importance for good health and having a healthy diet • Manage own basic hygiene and personal needs successfully	• 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.	• 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.	• 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,	• 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	• 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]	• 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

				- 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.	- 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.	• 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.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Learning (fundamental skills – what will constantly	• Balance on the spot and whilst moving slowly • Throw different sized objects • Catch different sized objects	• Hop on the spot and whilst moving • Kick with some control and technique	• Dribble a ball at different speeds • Run at different speeds with	• Bend with control and balance • Strike a ball with control and accuracy	• Twist and pivot with control and balance • Demonstrate stability when moving at	• Gallop with rhythm and synchronisation. • Explore and revisit different	• Change speeds consistently with complete control • Propel body forwards and sideways with control.

		Jump and land with some control and balance	some control Demonstrate different types of throws	Learn and revisit rules of games	different speeds and in different shapes Leap and land with increased control and balance	tactics of games	
Vocab	- Balance - Forwards and backwards - Move - Copy - Push - Stop - Jump - Catch - Throw - Pass - Roll - Kick - Run - Skip	- Defender - Attacker - Dribbling - Score - Partner - Underarm - Net - Action - Level - Direction - Hop - Aim - Fast - Slow - Improve - Target - Counts - Pose - Land	- Receive - Send - Teammate - Possession - Dodge - Trap - Defend - Sequence - Tuck - Speed - Jog - Distance - Take off - Overarm - Batter - Bowler - Fielder - Mirror - Timing - Dribble	- Footwork - Rebound - Interception - Mark - Control - Flow - Explore - Contrasting - Speed - Power - Strength - Pace - Strike - Grip - Perform - Expression - Overhead - Block - Rules	- Outwit - Opposition - Contact - Pivot - Technique - Stamina - Perseverance - Accuracy - Determination - Stance - Reaction - Dynamics - Release - Consistency - Momentum - Accelerate - Decelerate - Stability - Communicate	- Tactics - Pressure - Support - Obstruction - Volley - Continuously - Symmetrical - Rotation - Asymmetrical - Synchronisation - Progression - Rhythm - Stride - Overtake - Formation - Posture - Exhale - Flutter kick	- Consecutive - Contest - Conceding - Fluently - Counter - Rotation - Trajectory - Compete - Choreograph - Phrase - Connect - Endurance - Propel - Streamline - Retrieve

Approach to	PE monitoring sheets	PE monitoring sheets	PE monitoring sheets	- PE monitoring sheets - Interhouse competitions	- PE monitoring sheets - Interhouse competitions	- PE monitoring sheets - Interhouse competitions	- PE monitoring sheets - Interhouse competitions
Key learning – sticky knowledge	<u>Gymnastics</u> - Change direction and be still. - Link jumps together to make a sequence. - Travel using different parts of the body. - Join together shapes and different ways of travelling. - Join together balances. <u>Dance</u> - Link actions to make a short sequence. - Use expression to improve performance.	<u>Gymnastics</u> 4. - Show shapes on large and small body parts. - Choose and execute a start and finish shape. - Transfer movements from floor to apparatus. - Perform in unison with the class. - Quarter-turn and jump. <u>Dance</u> - Perform actions	<u>Gymnastics</u> - Control jumps without wobbling or falling. - Take weight on hands and move in different ways. - Use a teddy roll in a sequence. - Show good body control. - Travel over, under and through. - Perform a 10-element sequence. <u>Dance</u>	<u>Gymnastics</u> - Create a sequence using 2 contrasting shapes. - Show good body control. - Show work in unison during a sequence. - Perform a sequence showing definite changes in speed. - Transition smoothly from one action to another. - Describe how to improve	<u>Gymnastics</u> - Show good body tension in work. - Teach a sequence to others. - Evaluate others performance. - Create and perform a sequence with 3 different ways of travelling and balances. - Perform a shoulder stand showing control.	<u>Swimming</u> - Learn to swim 25 metres - Know how to stay safe in water <u>Gymnastics</u> - Perform 4 different actions in a sequence at different speeds and heights. - Perform a backwards over the shoulder roll. - Transition between balances using step and jumps. - Perform a round-off.	<u>Swimming</u> - Swim 25 metres - Know how to stay safe in water <u>Gymnastics</u> - Perform a six-element sequence including flight shapes and balances. - Perform a cannon in a sequence. - Begin to adapt a sequence to music. - Handle balls, hoops and ribbons in a dance. - Use mirroring and matching - Perform elements that show strength and flexibility. <u>Dance</u>

• Show mirroring in actions. • Explore clapping and moving to the count of 8. • Perform in a group. <u>Body Management</u> • Balance beanbags and change directions when carrying beanbags. • Stretch, reach and take weight on hands. • Move under and over apparatus. • Twist, turn and roll. • Jump in different ways. • Tuck on back and attempt rock. <u>Cooperate and solve problems</u>	• using different body parts. • Show mirroring, leading and following. • Create and dance using phrase counting. • Describe the theme of a dance. • Copy and repeat a marching routine. • Work with a group and perform in rounds. <u>Attack, Defend and Shoot</u> • Throw a beanbag underarm or overarm at a target. • Roll or slide a beanbag	• Develop and improve my work. • Create a dance with a partner. • Use different speeds, levels and directions in dance. • Perform to the count of 8. • Watch and copy movements. • Perform a motif while moving along different pathways. <u>Attack, Defend and Shoot</u> • Use inside of foot to kick a ball.	• own and others work. <u>Dance</u> • Choose and link actions to create a dance phrase. • Perform an arabesque with control. • Put phrases together to perform a whole routine. • Show different movements to represent gentle, calm, storm. • Perform a longer sequence with a group. <u>Athletics</u> • Accelerate and decelerate accordingly. • Jump over hurdles and	• Attempt to perform a cartwheel. <u>Dance</u> • Create freeze frames which tell a story. • Copy, repeat and perform a set phrase. • Work cooperatively in a group. • Perform with dynamic quality. • Travel with control across space. • Improve by listening to others' suggestions. <u>Athletics</u>	• Perform a full turn jump. • Perform with good body extension. <u>Dance</u> • Combine locomotor and non-locomotor movements. • Work as a group to perform a dance. • Comment on what went well and what needs improving next time. • Develop own choreography to make it more interesting. • Move with control on different levels. • Perform clearly and	• Perform a movement phrase using relationships and spatial awareness. • Use pictures to create a short phrase. • Perform a street dance phrase. • Perform clear shapes and actions. • Perform some attacking movements. • Work effectively with others to improve a dance. <u>Athletics</u> • Use power in a sprint start. • Perform a standard triple jump. • Use a heave throw technique. • Show correct technique for a scissor jump. • Refine technique to do better. <u>Invasion Games</u>
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- Match with other children who have similarities. - Try and form number shapes using body. - Move objects with a partner. - Travel along a trail alone and with a partner. - Work as a team to navigate obstacles. - Remember what actions to do when seeing different coloured cones. <u>Manipulation and coordination</u> - Work successfully with a partner. - Kick a ball with left and right foot.	- with some accuracy. - Use simple attacking and defending skills. - Use sideways movements to help get in better positions. - Try and bounce a ball to somebody else. - Explain and understand the difference in rules. <u>Hit, Catch and Run</u> - Throw balls and beanbags. - Catch and intercept a ball. - Work with others to	- Use foot to stop and control a ball when dribbling. - Dribble and pass to another player. - Shoot a target to score points. - Pass and move forward with a partner. - Play in an attacking and defensive role. <u>Hit, Catch and Run</u> - Hit a ball and run to score points. - Bowl to different	- varying distances. - Skip with a rope or hoop. - Participate in variety of running, jumping and throwing activities. - Demonstrate a pull throw. <u>Invasion Games</u> - Use both hands to help shoot. - Dribble a ball and work with team to keep the ball. - Use short passes unchallenged and in a game to keep possession. - Pass a ball, look for space and move into space.	- Jump and throw for distance. - Take off on one foot. - Attempt a sling throw. - Perform a baton exchange. - Run fast with acceleration. <u>Invasion Games</u> - Attempt a crossover dribble. - Attempt a jump shot and sometimes score. - Successfully mark an opposition player. - Play in a game using passing, marking, tackling and	- with confidence. <u>Athletics</u> - Run for speed and distance. - Sustain running speed. - Jump for distance from standing and with run-up. - Use the push throw technique. - Participate in a relay race with baton success. <u>Invasion Games</u> - Jump stop and pivot in a game. - Play to and understand the rules of the game. - Pass the ball accurately while moving. - Communicate with teammates to change	- Use a retreat at dribble in a game. - Attempt a 3-point shot. - Take a penalty shot. - Plan and teach others a drill. - Compete for a rebound shot. - Work in a team implementing rules. - Suggest suitable tactics for a scenario. - Apply all skills learnt into a competitive game. <u>Striking and Fielding</u> - Track and catch high ball. - Demonstrate different attacking and defensive shots. - Bowl different balls to try and get batters out
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• Touch targets with hands and feet. • Listen carefully and follow instructions for parachute games. • Use a baton to hit or push an object. • Control the speed when rolling a hoop. <u>Speed agility travel</u> • Change direction quickly. • Stop and start in a variety of ways. • Hear or see a cue. • Move beanbags and balls quickly. • Jump on and off a mat without falling/tripping .	• score points. • Use quick feet to run quickly between markers. • Make choices about where to stand to stop other team scoring runs. • Try and catch a high ball. <u>Run, Jump and Throw</u> • Change and control running speeds. • Use arm swings to help jump further. • Throw using a variety of	• positions accurately. • Play as a batter, fielder and bowler. • Field to return a ball to a base. • Hit a ball in different directions depending on position of fielders. <u>Run, Jump and Throw</u> • Move in different ways avoiding contact with others. • Take part in an obstacle relay. • Perform a range of static and dynamic balances.	• Show a chest pass and bounce pass accurately. • Play in a game showing attacking and defending skills. • Dodge players and avoid being tagged. • Play in a sportsmanlike way. <u>Striking and Fielding</u> • Hit a ball off a cone. • Attempt a long barrier to stop a moving ball. • Throw a ball consistently at a target. • Hit a bowled ball. • Explain and implement	• dribbling skills. • I can play in different positions. • Play in a game with side lines. • Make correct decision of whether to dribble or pass. • Use different speeds to create space. <u>Striking and Fielding</u> • Intercept the ball with one hand. • Bowl overarm with consistency. • Hit the ball using a pull shot.	• positions in a game. • Use range of movements to evade defender. • Execute a quick turn in a game. • Defend and attack effectively within a team. • Successfully keep the ball whilst under pressure. <u>Striking and Fielding</u> • Catch a ball consistently over a short distance. • Keep wicket in a game. • Overarm bowl with a run-up with increased accuracy. • Attempt different types of shots in a game.	• Consistently bowl a faster ball accurately. • Field a ball over long distance. <u>Orienteering</u> • Work with a partner to orient a map. • Complete a scavenger hunt. • Adapt ideas and listen to others.
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	Run, jump and throw quickly.	- different throws. - Use agile movements in different activities. - Move over an object when walking and jogging. - Start running from different positions. <u>Orienteering</u> - Follow simple instructions individually and part of a group. - Take part in fitness pyramid for sustained time. - Look for items on a list and	- Try and throw powerfully. - Throw and catch through a hoop. - Compete as part of a team. <u>Orienteering</u> - Communicate as part of a team and suggest ideas. - Copy and repeat a simple pattern in different scenarios. - Create own map using given equipment.	tactics to field the ball. <u>Orienteering</u> - Explain what symbols on a map represent. - Work with others to design an obstacle course. - Lead others and trust others to lead when unable to see.	- Fulfil the role of backstop in a game. - Understand the difference between full and half rounder. <u>Orienteering</u> - Name 4 points of a compass. - Identify what cardinal points are. - Use a map to follow a course.	- Apply tactics to make it harder for the batter. <u>Orienteering</u> - Work with a partner to solve a problem. - Recall familiar locations in school and find them using a photo. - Interpret Morse code.	
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