

Physical Education overview



At Colindale Primary School pupils engage in a broad and varied PE curriculum. Our curriculum follows The National Curriculum where pupils are exposed to different areas of PE, which include Games (invasion, striking and fielding, net and wall), dance, gymnastics, athletics and swimming. Through this exposure to a varied and balanced curriculum, our pupils are able to acquire new skills, develop their fine and gross motor skills, as well as have the opportunity to experience different sports and develop their potential talents.





Colindale Primary School aims to deliver up to 2 hours of high-quality PE every week. This involves weekly PE lessons for pupils in Key Stage 1 and Key Stage 2, as well as weekly swimming lessons (excluding Year 1 who receive an extra PE lesson) taught by a qualified swimming instructor. In the Early Years, Physical Education is a prime area and is delivered through child-initiated activities within a free flow setting and aims to develop our children's fine and gross motor skills, coordination, and spatial awareness.

Colindale Primary School recognises that PE can be a powerful tool, which can provide pupils with confidence, boost self-esteem, help pupils gain a sense of belonging, improve fitness and develop an understanding of how to lead a healthy lifestyle. Therefore, alongside our PE curriculum we offer many after school sports clubs: Girls and Boys football, Tag Rugby, Basketball/Netball, Kwik cricket, Gymnastics/Dance/Cheerleading and swimming. These clubs are selected based on the pupil's interests and provide an avenue for further development of their skills and talents. Some of these clubs offer inter sport competition, whereby our school teams compete in borough leagues and tournaments against other schools. We also have a Better Health club which delivers a combination of physical sessions and cooking sessions, which aim to demonstrate how to lead a healthy lifestyle.

Everyone at Colindale Primary School is committed to ensuring children are healthy and enjoy PE, which we hope develops into a lifelong love for physical activity.

UNCR Rights:

Articles 6- Right to life, survival and development, Article 13- Freedom of expression, Article 23- Children with disability, Article 24- You have the right to the best possible health, Article 28- Right to education, Article 29- Goals of education, Article 31- Play, leisure and culture

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> To develop the children's movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 		 
Reception	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing and use these energetically. Progress towards a more fluent style of moving, with developing control and grace. 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. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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. Negotiate space and obstacles safely, with consideration for themselves and others. 		 

Year 1

Games

Large ball skills and games (Val Sabin)

- Move fluently, changing direction and speed easily and avoiding collisions
- Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- Understand the concept of tracking, and get in line with the ball to receive it
- Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- Use skills in different ways in different games, and try to win by changing the way I use skills in response to my opponent's actions
- Recognise space in my games and use it to my advantage, planning where to stand to make it difficult for opponents
- Describe what it feels like when I breathe faster during exercise
- Explain why running and playing games is good for me
- Describe what I have done or seen others doing and say why it is good

Dance

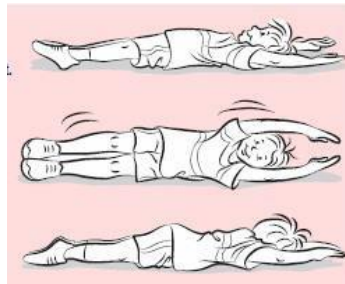
The Magic Toys (Val Sabin)

- Respond to different stimuli with a range of actions
- Copy and explore basic body actions demonstrated by my teacher
- I can copy simple movement patterns from others and explore that movement



Gymnastics

Rocking and Rolling (Val Sabin) & Wide, narrow, curled (Val Sabin)



- Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required
- Manage the space safely, showing good awareness of others, mats and apparatus
- Make up and perform simple movement phrases in response to simple tasks
- Link and repeat basic gymnastic actions
- Perform movement phrases with control and accuracy
- Know when the body is active and talk about the difference between tension and relaxation
- Carry and place appropriate apparatus safely, with guidance
- Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language
- Copy a partner's sequence of movement

Games

Games Activities 1 (LCP)

- Move fluently, changing direction and speed easily and avoiding collisions
- Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- Understand the concept of tracking, and get in line with the ball to receive it
- Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming
- Use skills in different ways in different games, and try to win by changing the way I use skills in response to my opponent's actions
- Recognise space in my games and use it to my advantage, planning where to stand to make it difficult for opponents
- Describe what it feels like when I breathe faster during exercise
- Explain why running and playing games is good for me
- Describe what I have done or seen others doing and say why it is good

Athletics

Sports day activities

- Demonstrate the five basic jumps on my own, e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing
- Run continuously for about one minute and, when required, show the difference between running at speed and jogging
- Throw with increasing accuracy and coordination into targets set at different distances
- Demonstrate a range of throwing actions using a variety of games equipment
- Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing
- Describe what happens to my heart, breathing and temperature during different types of activity

Year 2

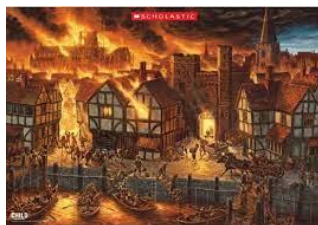
Games

Throwing and catching (Val Sabin)

- Throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of apparatus.
- Understand and use different activities to put skills under pressure and improve performance.
- Throw, catch and bounce when in a stationary position or moving about the playing area.
- Understand and use a range of strategies for making games harder, e.g. high/low, different directions, over head, over arm throwing, one hand, other hand etc.

Dance

Great Fire of London (Cambridgeshire)



- Explore basic skills, actions and ideas with increasing understanding.
- Explore how to choose and apply skills and actions in sequence and in combinations.
- Observe, describe and copy others.
- Recognise and describe how their bodies feel during different activities.
- Use movement imaginatively, responding to stimuli, including music, and performing basic skills.
- Change the rhythm, speed, level and direction of their movements.
- Create and perform dances using simple movement patterns.
- Express and communicate ideas and feelings.

Gymnastics

Turning and spinning (Val Sabin) & Supporting body weight- Parts high and low (Val Sabin)

- Perform a range of actions with control and coordination.
- Accurately repeat sequences of gymnastic actions.
- Move smoothly from a position of stillness to a travelling movement.
- Move smoothly and in a controlled way from one position of stillness to another.
- Devise, repeat and perform a short sequence on which there is a clear beginning, middle and end.
- Adapt the sequence to include apparatus or a partner.
- Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.
- Recognise and avoid risks when handling and placing apparatus.
- Describe my own or my partner's sequence accurately, commenting on control.
- Choose one aspect of my sequence to improve and say how to improve it.

Games

Game fundamentals (Cambridgeshire)

- Explore basic skills, actions, and ideas with increasing understanding.
- Explore how to choose and apply skills actions in sequence and in combinations.
- Travel with, send and receive a ball and other equipment in different ways.
- Vary the way they perform skills by using simple tactics and movement phrases.
- Apply rules and conventions for different activities.
- Observe, describe and copy what others have done.
- Recognise and describe how their bodies feel during different activities



Athletics

Sports day activities

- Demonstrate the five basic jumps on my own, e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing
- Run continuously for about one minute and, when required, show the difference between running at speed and jogging
- Throw with increasing accuracy and coordination into targets set at different distances
- Demonstrate a range of throwing actions using a variety of games equipment
- Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing
- Describe what happens to my heart, breathing and temperature during different types of athletic activity



Invasion games

Benchball (Cambridgeshire)

- Perform skills with increasing accuracy, confidence and control
- Understand what attacking and defending may look like
- Begin to respond in the games I play, choosing and using skills which meet the needs of the situation
- Begin to choose positions in my teams and understand how to help when attacking
- Find and use space to help my team
- Recognise exercises and activities that help strength, speed and stamina
- Look for specific things in a game and explain how well they are being done
- Explain why a performance is good
- Suggest ideas for warming up, explaining my choice

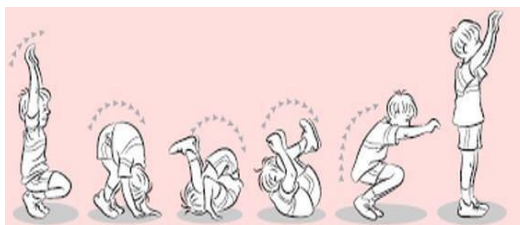
Dance Life on the Nile (LCP)

- Show an imaginative response to different stimuli through my use of language and choice of movement
- Incorporate different qualities and dynamics into my movement
- Explore and develop new actions while working with my partner or a small group
- Link actions to make dance phrases, working with a partner and in a small group
- Perform short dances with expression, showing an awareness of others when moving
- Describe what makes a good dance phrase
- In simple language, explain why I need to warm up and cool down
- Use a range of expressive language to describe dance
- Recognise unison and canon

Gymnastics

Rolling (Val Sabin) & Pathways 2 (Val Sabin)

- Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel
- Practise an action or short sequence of movements, and improve the quality of the actions and transitions
- Show control, accuracy and fluency of movement when performing actions on my own and with a partner
- Devise and perform a gymnastic sequence, showing a clear beginning, middle and end
- Adapt a sequence to include different levels, speeds or directions
- Work well on my own and contribute to pair sequences
- Understand the importance of warming up
- Identify when my body is warm and stretched ready for gymnastic activity
- Understand that strength and suppleness are important parts of fitness
- Explain the differences between two performances
- Identify when two performances have the same elements and order, and comment on their quality



Net & wall games

Tennis (Val Sabin)

- Perform basic skills for the game with control and consistency
- Use a range of different ways of throwing
- Can vary the speed and direction of the ball
- Can play games using a racket
- Get my body into good positions to hit a ball been fed to them
- Keep a rally going using a small range of shots
- Explain your reasons for your body positions
- Make it difficult for your opponent by hitting the ball into space
- Use and follow rules to keep games going without disputes
- Describe what is successful in my own, and others' play
- Identify aspects of my game that needs improving
- Know why warming up is important and suggest ideas for warm ups

Athletics

Athletics 1 (LCP)

- Run consistently and smoothly at different speeds
- Demonstrate different combinations of jumps, showing control, coordination and consistency
- Throw a range of equipment into a target area with consistency and accuracy
- Recognise that there are different styles of running, jumping and throwing, and select the best for a particular activity
- Pace my effort well in different types of events so that I can keep going steadily and maintain the quality of my action
- Identify and record when my body is cool, warm and hot
- Carry out stretching and warm-up activities safely
- Watch and describe specific aspects of running, jumping and throwing styles
- Suggest, with guidance, a target for improving distance or height

Invasion games

Tag rugby (Cambridgeshire)

- Perform skills with increasing accuracy, confidence and control
- Understand what attacking and defending may look like
- Begin to respond in the games I play, choosing and using skills which meet the needs of the situation
- Begin to choose positions in my teams and understand how to help when attacking
- Find and use space to help my team
- Suggest ideas for warming up, explaining my choice
- Recognise exercises and activities that help strength, speed and stamina
- Look for specific things in a game and explain how well they are being done
- Explain why a performance is good

Dance Haka (Cambridgeshire)

- Think about character and narrative ideas created by the stimulus, and respond
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with my partner and in a group
- Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer
- Remember, practise and combine longer, more complex dance phrases
- Communicate what I want through my dances and perform with fluency and control
- Describe and interpret dances using appropriate vocabulary
- Suggest how dances and performances can be improved

Gymnastics

Receiving body weight (Val Sabin) & Balance (Cambridgeshire)

- Perform a range of actions and agilities with consistency, fluency and clarity of movement.
- Make similar or contrasting shapes on the floor and apparatus.
- Combine actions and maintain quality of performance when performing at the same time as a partner.
- Combine actions to make sequences with change of speed, level, direction and clarity of shape.
- Gradually increase the length of sequences.
- Work with a partner to make up a short sequence using the floor, mats, apparatus, showing consistency, fluency and clarity of movement.
- Devise warm up routines that prepare me for my gymnastic work
- Make simple assessments of performance based on the teacher's given criterion
- Use these assessments to modify and refine my sequences and others' work
- Offer constructive ideas when working with a partner, including ideas on
- balances, inversion and transfer of weight

Athletics

Athletics 2 (LCP)

- Run consistently and smoothly at different speeds
- Demonstrate different combinations of jumps, showing control, coordination and consistency
- Throw a range of equipment into a target area with consistency and accuracy
- Recognise that there are different styles of running, jumping and throwing, and select the best for a particular activity
- Pace my effort well in different types of events so that I can keep going steadily and maintain the quality of my action
- Identify and record when my body is cool, warm and hot
- Carry out stretching and warm-up activities safely
- Watch and describe specific aspects of running, jumping and throwing styles
- Suggest, with guidance, a target for improving distance or height



Net & wall games

Tennis (Val Sabin)

- Perform basic skills for the game with increasing control and consistency
- Use a range of different ways of throwing
- Can vary the speed and direction of the ball
- Can play games using a racket
- Get my body into good positions to hit a ball been fed to them
- Keep a rally going using a small range of shots
- Explain your reasons for your body positions
- Make it difficult for my opponent by hitting the ball at different speeds
- Use and follow rules to keep games going without disputes
- Describe what is successful in my own, and others' play
- Identify aspects of my game that needs improving
- Know why warming up is important and suggest ideas for warm ups

Invasion games

Netball/basketball (LCP)

- Perform skills with accuracy, confidence and control
- Know the difference between attacking skills and defending skills
- Respond consistently in the games I play, choosing and using skills which meet the needs of the situation
- Choose positions in my teams and know how to help when attacking
- Find and use space to help my team
- Use a variety of tactics to keep the ball
- Know and find ways to get the ball towards my opponents' goal
- Know how to mark and defend my goal(s)
- Recognise exercises and activities that help strength, speed and stamina
- Look for specific things in a game and explain how well they are being done
- Explain why a performance is good

Dance

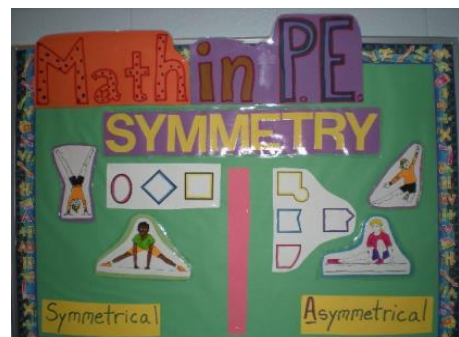
The River (LCP)

- Explore, improvise and choose appropriate material to create new motifs
- Perform specific skills and movement patterns for different dance styles with accuracy
- Compose, develop and adapt motifs to make dance phrases and use these in longer dances
- Use exercises that stretch and tone my body and help me prepare for my dance
- Use appropriate dance terminology to identify and describe different styles in mine and others' dances
- Talk about the relationship between the dance and its accompaniment
- Suggest ways to develop my technique and composition

Gymnastics

Symmetry and asymmetry (Val Sabin) & Flight (Val Sabin)

- Perform combinations of actions and agilities that show clear differences between levels, speeds and directions
- Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension
- Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction
- Adapt sequences to include a partner or a small group
- Take more responsibility for my own warm up
- Know how muscles work, how to stretch, and how to carry out strengthening exercises safely
- Know why strength and suppleness are important in gymnastics
- Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used
- Identify which aspects were performed consistently, accurately, fluently and clearly
- Suggest improvements to speed, direction and level in the composition



Striking & fielding games

Cricket/rounders (LCP)

- Use different ways of bowling, e.g. underarm
- Bat effectively, using different types of shots
- Field with increased accuracy
- Throw overarm with accuracy and for a good distance
- Hit the ball from both sides of the body
- Direct the ball away from fielders, using different angles and speeds
- Plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding
- Gauge when to run after hitting the ball
- Use tactics which involve bowlers and fielders working together
- Make up my own warm up and explain how it is organised
- Know the importance of particular types of fitness to the game
- Recognise my own and others' strengths



Athletics

Athletics 3 (LCP)

- Sustain my pace over longer distances.
- Throw with greater control, accuracy and efficiency
- Perform a range of jumps showing power, control and consistency at both take-off and landing
- Organise myself in small groups safely, and take turns and different roles
- Take part well in a relay and understand the basic principles of a relay take-over
- Say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity
- Identify strengths and parts of the performance that need to be practised and refined, and suggest improvements

Invasion games

Hockey (Cambridgeshire)

- Combine and perform skills with control, adapting them to meet the needs of the situation
- Perform skills with greater speed
- Choose when to pass or dribble, so that I keep possession and make progress towards the goal
- Use attacking and defending skills appropriately in games
- Choose and use different formations to suit the needs of the game
- Know the importance of being fit, and what types of fitness are most important for games
- Understand how playing games can contribute to a healthy lifestyle
- Recognise and describe the best points in an individual's and a team's performance
- Identify aspects of my own and others' performances that need improvement, and suggest how to improve them

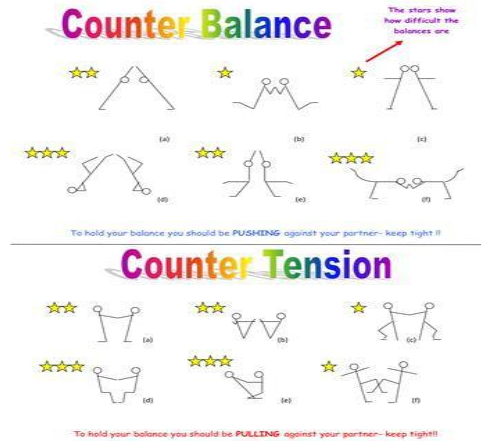
Dance

Football (Cambridgeshire)

- Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship
- Select and use a range of compositional ideas to create motifs that demonstrate my dance idea
- Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on my own, with a partner and in a group
- Describe how dance contributes to my fitness and wellbeing
- Identify what types of exercise I need to do to help with my dancing

Gymnastics

Synchronisation and canon (Val Sabin) & Counter balance and counter tension (Val Sabin)



- Perform fluently and with control, even when performing difficult combinations
- Work well with a partner or a small group to practise and refine our work
- Make up longer sequences and perform them with fluency and clarity of movement
- Vary direction, levels and pathways, to improve the look of a sequence
- Use planned variations and contrasts in actions and speed in my sequences
- Understand what it is important to include in a warm up for gymnastic activity
- Recognise that a cool down is important
- Understand how gymnastic activity helps my overall health
- Know how to improve my own health and fitness
- Watch performances and use criteria to make judgements and suggest improvements
- Explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both my own and others' performances

Striking & fielding games

Cricket/rounders

- Use different ways of bowling, e.g. underarm
- Bat effectively, using different types of shots
- Field with increased accuracy
- Throw overarm with accuracy and for a good distance
- Hit the ball from both sides of the body
- Direct the ball away from fielders, using different angles and speeds
- Plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding
- Gauge when to run after hitting the ball
- Use tactics which involve bowlers and fielders working together
- Make up my own warm up and explain how it is organised
- Know the importance of particular types of fitness to the game
- Recognise my own and others' strengths



Athletics

Athletics 3 (LCP)

- Sustain my pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes
- Throw with greater control, accuracy and efficiency
- Perform a range of jumps showing power, control and consistency at both take-off and landing
- Organise myself in small groups safely, and take turns and different roles
- Know and understand the basic principles of relay take-overs
- Take part well in a relay event
- Lead a range of warm-up activities and explain the benefits
- Say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity
- Watch a partner's athletic performance and identify the main strengths
- Identify parts of the performance that need to be

	<ul style="list-style-type: none">• Use appropriate language and terminology to describe, interpret and evaluate mine and others' work• Recognise how costume, music and set can help to improve a dance performance		practised and refined
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For more details on the Unicef articles please click on the link: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>