

Three Pillars		
Motor Competence	Rules, Strategies and Tactics	Healthy Participation
knowledge of the range of movements that become increasingly sport- and physical activity-specific	knowledge of the conventions of participation in different sports and physical activities	knowledge of safe and effective participation

Physical Education Overview

	AUT- 1		AUT - 2		SPR - 1		SPR - 2		SUM - 1		SUM - 2	
2YO's	Fundamental movement Body management		Fundamental movement Body management		Fundamental movement Body management		Fundamental movement Body management		Fundamental movement Body management		Fundamental movement Body management	
Nursery	Fundamental movement Body management		Fundamental movement Body management		Manipulation and coordination		Co-operate and solve problems		Speed Agility Travel		Creative movement Dance and Gymnastics	
Reception	Fundamental movement Body management		Fundamental movement Body management		Manipulation and coordination		Co-operate and solve problems		Speed Agility Travel		Creative movement Dance and Gymnastic	
Y1	Games Attack, Defend, Shoot		Creative movement Dance	Outdoor adventurous activity	Creative movement Gymnastics	Outdoor adventurous activity	Games Hit, Catch, Run		Games Send and Return		Athletics Run, Jump, Throw	
Y2	Games Attack, Defend, Shoot		Creative movement Dance	Outdoor adventurous activity	Creative movement Gymnastics	Outdoor adventurous activity	Games Hit, Catch, Run		Games Send and Return		Athletics Run, Jump, Throw	
Y3	Invasion Netball		Creative movement Dance	Outdoor adventurous activity	Creative movement Gymnastics	Swimming	Strike and Field Rounders	Swimming	Net and wall Volleyball		Athletics	
Y4	Invasion Netball	Swimming	Creative movement Dance	Swimming	Creative movement Gymnastics	Outdoor adventurous activity	Strike and Field Rounders		Net and wall Volleyball		Athletics	
Y5	Invasion Handball		Creative movement Dance	Outdoor adventurous activity	Creative movement Gymnastics	Outdoor adventurous activity	Strike and Field Cricket		Net and wall Tennis	Swimming	Athletics	
Y6	Invasion Handball		Creative movement Dance	Outdoor adventurous activity	Creative movement Gymnastics	Outdoor adventurous activity	Strike and Field Cricket		Net and wall Tennis		Athletics	Swimming

Key	Invasion Games	Dance	Outdoor and Adventure	Gymnasics	Swimming	Strike and Field	Net and Wall	Athletics
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EYFS		
Framework Overview		
2 Year olds	Physical Development	Begin to move freely and confidently, exploring walking, running, and climbing with support and encouragement. Develop balance and coordination through simple actions, such as stepping over low obstacles or climbing onto soft play equipment. Start to roll, throw, and kick large balls, often with adult support. Use whole-body movements in play, such as waving scarves, dancing to music, and making marks with large tools. Show growing awareness of space, beginning to avoid obstacles when moving. Begin to show a preference for one hand when holding objects or using tools. Start to develop independence in self-care routines, such as removing shoes or helping with coats.
	Expressive Art and Design	Respond to music and rhythm through movement, such as dancing or waving scarves. Begin to copy simple actions and patterns linked to songs or rhymes.
	PSED	Begin to take part in simple physical games alongside others, such as chasing or moving to music. Show interest in group activities and start to cooperate with others during play. Respond positively to encouragement and praise during physical tasks.
Nursery	PSED	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
	Physical development	Continue to develop their 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 music that 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. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips
	Expressive Art and Design	Respond to what they have heard, expressing their thoughts and feelings.
Reception	PSED	Manage their own needs.
	Physical development	• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: regular physical activity

	Expressive Art and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	
ELGs	PSED	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing
		Building Relationships	Work and play cooperatively and take turns with others
	Physical Development	Gross Motor Skills	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.
	Expressive Art and Design	Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music

National curriculum	
Framework Overview	
Purpose of study:	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
Aims	The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.
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 competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • 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.
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 with each other. They should 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 taught to: • 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.
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KS3
Our PE curriculum is designed to ensure a smooth transition into Key Stage 3 by embedding the three pillars of progression—motor competence, rules and strategies, and healthy participation—while working closely with local secondary settings to align expectations and experiences; throughout Key Stage 2, children regularly attend sporting events hosted by a range of local secondary schools, helping to build confidence, familiarity, and aspiration for future participation.