



Clipston Endowed VC Primary School – The Big Picture – Physical Education

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| Our Over-arching Intent | That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum | | |
| Aims of our Curriculum – by the end of their time with us at Clipston we aim... | To develop successful, engaged, who enjoy learning and who are knowledgeable and skilled, make progress and achieve | To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future. | To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society. |
| Core School Value | “Be Kind ~ Be Your Best ~ Be Happy” | | |
| The Intrinsic Core of Religion and Worldviews – our Intent | To be able to take part in high-quality physical education lessons which inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. | Provide opportunities for pupils to become physically active for sustained periods of time and develop confidence in a way which supports their health and fitness so that they can continue to lead healthy, active lives. | Provide opportunities for pupils to compete in sport and other activities to build resilience and determination and help to embed values such as fairness and respect. |
| We will develop the knowledge and skills that children need to succeed | Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations. | | Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain. |

How we organise learning in Physical Education, through the development of Big Ideas

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| Develop knowledge and understanding over time of Whole School Big Ideas in Physical Education to inspire all pupils to succeed and excel in sport and other physically demanding activities, and to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. | | | |
| Explore and Investigate Whole School Big Ideas | Sportsmanship | Compete / Perform | Health & Fitness |
| | Develop determination, honesty, fairness, respect, passion, teamwork and self-belief when taking part in sporting events. | Participate in team games and competitive physical activities against self and others. Perform set movement with increasing confidence on own and with others. | Know methods and strategies to maintain a healthy lifestyle, including diet and regular physical activity. |
| Explore and Investigate Key Themes (Schema) | Skills | Evaluate | Knowledge & Understanding |
| | Master a range of movements including running, jumping, swimming, throwing and catching, as well as developing balance, flexibility, strength, technique, control and agility. | Compare performance to previous attempts and to strive to achieve their personal best. Develop an understanding of how to improve in different physical activities and sports and recognise own and team success. | Develop an appreciation of how skills are applied to play games, including knowledge of formal rules for a variety of sports, and refereeing / umpiring. |

The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

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| | Through liaison with Rhino Sports Academy, we develop skills in our pupils which enable them to undertake roles as ambassadors to the school as Sports Crew Members, running lunchtime clubs | | |
| | Pupils will have the opportunity to attend swimming lessons to develop their water confidence, using a range of strokes effectively over a distance of at least 25m. Pupils will have the opportunity to complete their cycling proficiency award to develop confidence and awareness of risks / safety requirements when riding a bicycle on the road. Pupils will have the opportunity to assist in delivery of Sports Day. | | |
| Explore and Investigate Key Themes (Schema) | Gymnastics | Invasion Games | Dance |
| | Athletics | Circuit Training | Striking, Fielding & Net Games |

Implementation: How do we deliver our Curriculum? (Year A – 2025/26 Year B – 2026/27)

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| Progression | Progression in Learning from Reception to Year 6 is outlined in our Physical Education Overview and End Points document. |
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Early Years Foundation Stage Continuous Provision

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| EYFS Disciplinary Knowledge - In the context of... | <p>Autumn 1: Gymnastics (Gym in the Jungle)</p> <ul style="list-style-type: none"> Ways of moving (crawling, rolling, walking, jumping, running, hopping, skipping, climbing), manoeuvre round, under & over objects, co-ordinate movements, balancing <p>Autumn 2: Dance (Dinosaurs)</p> <ul style="list-style-type: none"> Move to music, remember movements, change speed, change style, share ideas, express feelings, begin to combine simple movements <p>Spring 1: Striking, Fielding & Net Games (Arm Skills)</p> <ul style="list-style-type: none"> Patting, rolling & bouncing large balls, move a ball using different objects, catch a range of objects, throw an object at a target, throw an object into a target | <p>Spring 2: Circuit Training (Jump! Rock ‘n’ Roll)</p> <ul style="list-style-type: none"> Jumping jacks, jump & stop, joining jumps, rocking movements, range of rolls, sequencing activities, setting goals & personal best <p>Summer 1: Athletics (Traditional Games)</p> <ul style="list-style-type: none"> Running at different speeds, avoiding objects by changing direction & level, jumping long and high, jumping over objects, throwing techniques <p>Summer 2: Invasion Games (Foot Skills)</p> <ul style="list-style-type: none"> Control a ball & move it round body, move a ball in different ways, kick range of objects towards/into a target, control an incoming object, |
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Key Stage 1 – Year 1 & Year 2

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| Key Stage One Disciplinary Knowledge - In the context of... | Year A | Year B |
| | <p>Autumn 1: Striking, Fielding & Net Games (Bat & Ball)</p> <ul style="list-style-type: none"> Cricket bat skills, bat the ball, rolling & stopping, underarm throwing, overarm throwing, catching balls, bouncing balls, throw & catch circuit, target practice <p>Autumn 2: Dance (The Seasons)</p> <ul style="list-style-type: none"> Balance & co-ordination, simple movement patterns, awareness of others, steady beat, change speed & shape <p>Spring 1: Gymnastics (The Basics)</p> <ul style="list-style-type: none"> Travel safely, speed, levels & direction, make & hold shapes, link two actions, contrasting movements & balances, simple jumps & rolls <p>Spring 2: Circuit Training (Agility)</p> <ul style="list-style-type: none"> Agility / travelling through cones, jumping, rolling, balancing, bouncing, help your partner <p>Summer 1: Athletics (Olympics)</p> | <p>Autumn 1: Striking, Fielding & Net Games (Bat & Ball)</p> <ul style="list-style-type: none"> Racket skills, hit it back, rolling & stopping, underarm throwing, overarm throwing, catching balls, bouncing balls, simple tactics, simple bat & ball games <p>Autumn 2: Dance (The Gunpowder Plot)</p> <ul style="list-style-type: none"> Communication through dance, simple movement patterns, formations, refine & improve, rhythm <p>Spring 1: Gymnastics (Symmetry)</p> <ul style="list-style-type: none"> Balance on different parts of the body, matching balances with partner, controlled rolls, jump safely on/off apparatus, sequence movements <p>Spring 2: Circuit Training (Control & Combinations)</p> <ul style="list-style-type: none"> Changing direction, jumping, keeping control, combining skills, improving your score <p>Summer 1: Athletics (Running, Jumping & Target Games)</p> |

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| | <ul style="list-style-type: none"> - Olympic values, sprinting, egg & spoon, sack race, target throwing, football race, obstacle race <p>Summer 2: Invasion Games (Attack & Defence)</p> <ul style="list-style-type: none"> - Control the ball, dribbling, side-foot pass, using space, marking players, defending space, perfect passing, dodging defenders, simple football games | <ul style="list-style-type: none"> - Changing gear, changing routes, jumping frogs, shadow jumping, rolling skills, moving targets, throwing golf, kicking skills, teamwork <p>Summer 2: Invasion Games (Attack & Defence)</p> <ul style="list-style-type: none"> - Moving with the ball, using space to pass and receive, target shooting, protecting targets, finding space, marking players, precision passing, teamwork | |
| Lower Key Stage 2 – Year 3 & Year 4 | | | |
| Lower Key Stage Two Disciplinary Knowledge - In the context of... | Year A | Year B | |
| | <p>Autumn 1: Striking, Fielding & Net Games (Badminton)</p> <ul style="list-style-type: none"> - Racket skills, accuracy & aim, footwork, serve & rally, defending, game play <p>Autumn 2: Dance (Extreme Earth)</p> <ul style="list-style-type: none"> - Movement patterns (partner & small group), improvisation, awareness of others, communicate feelings <p>Spring 1: Gymnastics (Shapes)</p> <ul style="list-style-type: none"> - Jumps & leaps, rolls, vaulting, handstands & cartwheels, linking movements, static shapes, shapes in the air, balls & beanbags, symmetry <p>Spring 2: Circuit Training (Adapt & Improve)</p> <ul style="list-style-type: none"> - Ways to travel, changing travel, ball skills, balance & co-ordination, adapt & improve <p>Summer 1: Athletics (The Basics)</p> <ul style="list-style-type: none"> - Basics, sprinting, hurdling, long jump, throwing <p>Summer 2: Invasion Games (Tag Rugby)</p> <ul style="list-style-type: none"> - Throwing & catching, moving & dodging, tagging, intercepting, attacking & defending tactics, game play | <p>Autumn 1: Striking, Fielding & Net Games (Cricket)</p> <ul style="list-style-type: none"> - Catches, stop & throw, bowling, bat skills & striking, fielding, attacking, game play <p>Autumn 2: Dance (Water)</p> <ul style="list-style-type: none"> - Create movement phrases, link & combine movements, expression, sequences <p>Spring 1: Gymnastics (Themed Routines)</p> <ul style="list-style-type: none"> - Jumps & leaps, rolls, vaulting, handstands & cartwheels, linking movements, shapes & balance, creating & performing themed routines <p>Spring 2: Circuit Training (Exercises)</p> <ul style="list-style-type: none"> - Exercise effects, upper body exercises, lower body exercises, core exercises, setting targets, personal best <p>Summer 1: Athletics (Pentathlon)</p> <ul style="list-style-type: none"> - Basics, relay running, triple jump, throwing, pentathlon <p>Summer 2: Invasion Games (Hockey)</p> <ul style="list-style-type: none"> - Passing & receiving, moving with the ball, getting past an opponent, tackling, game play | |
| Upper Key Stage 2 – Year 5 & Year 6 | | | |
| Upper Key Stage Two Disciplinary Knowledge - In the context of... | Year A | Year B | |
| | <p>Autumn 1: Striking, Fielding & Net Games (Tennis)</p> <ul style="list-style-type: none"> - Forehand, backhand, accuracy & aim, serve, volley, game play <p>Autumn 2: Dance (WWII)</p> <ul style="list-style-type: none"> - Range of movement patterns, interpretive dance, story-telling, group performance <p>Spring 1: Gymnastics (Rhythmic Routines)</p> <ul style="list-style-type: none"> - Advanced jumps & leaps, rolls, vaulting, handstands, cartwheels & round-offs, linking movements, rhythmic routines, linking balances, partner balances, shapes on apparatus <p>Spring 2: Circuit Training (Fitness Battles)</p> <ul style="list-style-type: none"> - Simple circuits, individual challenges, fitness battles, speed, agility & quickness, group challenges <p>Summer 1: Athletics (Advanced Techniques)</p> <ul style="list-style-type: none"> - Fundamentals, sprint start, endurance running, jumping for height, the fling throw <p>Summer 2: Invasion Games (Handball)</p> <ul style="list-style-type: none"> - Agility, quickness & ball control, throwing & catching, moving & passing, marking & intercepting, shoot & protect, game play | <p>Autumn 1: Striking, Fielding & Net Games (Rounders)</p> <ul style="list-style-type: none"> - Batting & bowling, backstop & bases, throwing & catching, deep fielding, tactics & strategy, game play <p>Autumn 2: Dance (Through the Decades)</p> <ul style="list-style-type: none"> - 1960s style, disco, hip-hop, pop, individual & group performance <p>Spring 1: Gymnastics (Advanced Themed Routines)</p> <ul style="list-style-type: none"> - Advanced jumps & leaps, rolls, vaulting, handstands, cartwheels & round-offs, linking movements, shapes & balance (incorporating apparatus & equipment), creating & performing themed routines <p>Spring 2: Circuit Training (Strength)</p> <ul style="list-style-type: none"> - Circuit safety, pulse racers, mental wellbeing, circuits & strength, leading individual sessions, group training <p>Summer 1: Athletics (Advanced Techniques)</p> <ul style="list-style-type: none"> - Fundamentals, sprint relays, middle-distance & long-distance running, hurdling, jumping, the heave throw <p>Summer 2: Invasion Games (Netball)</p> <ul style="list-style-type: none"> - Passing & catching, footwork & pivoting, strategic attacking & defending, game play | |
| Impact | Most children achieve the End Point Milestones for Physical Education | | |
| | Children become... | | |
| | Successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve. | Confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future. | Responsible, happy citizens of the world who have the capacity to make positive contributions to society. |