

## Physical Education

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each phase from EYFS through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

|  |                     | Knowledge; skills and understanding to be gained at each stage*  |  |  |   |         |  |
|--|---------------------|--|--|--|---|---------|--|
|  |                     | Cycle 1  |  | Cycle 2  |   | Cycle 3 |  |
| <b>EYFS</b>  | <b>New learning</b> | Gymnastics: movements; balancing; jumping; hopping; walking  | Games: throwing; catching and kicking; beanbags and balls; finding space   | Dance: moving creatively to music individually   | Athletics skills: running; jumping; hopping; balancing; throwing; sports day practice |         |  |
| <b>YEAR 1</b><br>Developing fundamental movements            | <b>New learning</b> | <b>1. Fundamental movements (gymnastics)</b><br>Safety with equipment; balancing; shapes of the body; forms of travel and climbing equipment<br><b>2. Fundamental skills (running and jumping)</b><br>Moving with coordination and control; move confidently in space; awareness of others when moving in small spaces   | <b>3. Fundamental movements (dance)</b><br>Copy and remember moves and positions; communicate a mood; feeling; idea; move with control and coordination<br><b>4. Fundamental skills (throwing and catching)</b><br>Control of a ball; moving a ball around a space using different parts of the body; throwing and catching in small games   | <b>5. Fundamental skills (invasion games)</b><br>Individual and team games; directional invasion; space in a game<br><b>6. Fundamental skills (athletics)</b><br>Throwing objects of different shapes and sizes; running different distances; jumping different ways   |   |         |  |
|  | <b>NCPE aims</b>    | KS1a   | KS1a, KS1c   | KS1a, KS1b   |   |         |  |
|  | <b>Interleaving</b> | EYFS   | EYFS   | Invasion games: 2, 4; Athletics: 2, 4  |   |         |  |
| <b>YEAR 2</b><br>Developing fundamental movements            | <b>New learning</b> | <b>7. Fundamental movements (gymnastics)</b><br>Copy and remember actions with control and awareness of space; show contrast (levels); stretch and curl to develop flexibility<br><b>8. Fundamental skills (throwing and catching)</b><br>Control of a ball; moving a ball around a space using different parts of the body; throwing and catching, bouncing; throwing; rolling; kicking and catching of different objects; sending an object towards a target | <b>9. Fundamental movements (dance)</b><br>Copy and remember moves and positions; communicate a mood; feeling; idea; move with control and coordination<br><b>10. Fundamental skills (striking and fielding)</b><br>Sending an object towards a target; using different types of bat to send a ball towards a target; developing hitting and kicking skills                            | <b>11. Fundamental skills (athletics)</b><br>Moving with agility; balance and coordination through running; jumping; hopping and skipping<br><b>12. Fundamental skills (invasion games)</b><br>Using running; jumping and catching in combination; basic concepts of attack and defence; invading an area; using different sports  |   |         |  |
|  | <b>NCPE aims</b>    | KS1a   | KS1a, KS1a   | KS1c, KS1b   |   |         |  |
|  | <b>Interleaving</b> | Gymnastics: 1<br>Throwing and catching: 4  | Dance: 3<br>Striking and fielding: 4   | Invasion games: 2, 4, 5, 8, 10<br>Athletics: 2, 4, 6   |   |         |  |
| <b>YEAR 3</b><br>Developing fluency in fundamental movements | <b>New learning</b> | <b>13. Developing movements (gymnastics)</b><br>Plan; perform and repeat sequences; alignment of body parts; move with fluency and expression; changes of speed; direction and level; travel<br><b>14. Developing skills (throwing and catching)</b><br>Tracking different sizes of balls, catching after multiple bounces, one bounce, exploring two handed throwing, one handed throwing   | <b>15. Developing movements (dance)</b><br>Plan; perform and repeat sequences; alignment of body parts; move with fluency and expression; changes of speed; direction and level; travel<br><b>16. Developing skills (striking and fielding)</b><br>Returning a ball sent by an opponent; send and receive; using skills in combination; throwing and hitting with a degree of accuracy | <b>17. Developing skills (athletics)</b><br>Running and jumping skills in combination; range of throwing skills; competing with others; variety of jumps with balance and control<br><b>18. Developing skills (invasion games)</b><br>Maintain possession of the ball; invasion; compete with others; begin making decisions when in possession of the ball (team); game sports such tag rugby and netball |   |         |  |
|  | <b>NCPE aims</b>    | KS2c, KS2a   | KS2d, KS2a, KS2b   | KS2a, KS2b, KS2c   |   |         |  |

|                     |   | Knowledge; skills and understanding to be gained at each stage* |  |  |  |  |   |
|---------------------|---|---|--|--|--|--|---|
|                     |   | Cycle 1   | Cycle 2  | Cycle 3  |  |  |   |
| YEAR 4              | Developing fluency in fundamental movements | <b>Interleaving</b>   | Gymnastics: 1, 7<br>Throwing and catching: 4, 8  | Dance: 3, 9<br>Striking and fielding: 4, 10  | Invasion games: 5, 8, 10, 12, 14, 16<br>Athletics: 2, 4, 6, 11   |  |   |
|                     |   | <b>New learning</b>   | <b>19. Developing movements (gymnastics)</b><br>Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; use of equipment.<br><b>20. Developing skills (invasion games)</b><br>Develop tactics with teammates; lead others; cause problems for the opposition; use skills to maintain possession; activities to include football, tag rugby, netball | <b>21. Developing movements (dance)</b><br>Plan sequences with fluency and control; travel in a variety of ways; changes of speed; direction and level; movements that convey ideas<br><b>22. Developing skills (striking and fielding)</b><br>Identify space in a field; work as a team to gain points; tactics for striking and fielding; consistently aim and hit targets; choose the appropriate skill | <b>23. Developing skills (invasion games)</b><br>Develop tactics with teammates; lead others; cause problems for the opposition; use skills to maintain possession; activities to include football, tag rugby, netball<br><b>24. Developing skills (athletics)</b><br>Running for speed; running for stamina; combination of running and jumping; throwing techniques; compete with others |  |   |
|                     |   | <b>NCPE aims</b>  | KS2a, KS2b, KS2c   | KS2a, KS2b, KS2d   | KS2a, KS2b, KS2c   |  |   |
| YEAR 5              | Refining and applying fundamental movements | <b>Interleaving</b>   | Gymnastics: 1, 7, 13<br>Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18   | Dance: 3, 9, 15<br>Striking and fielding: 4, 10, 16  | Athletics: 2, 4, 6, 11, 17<br>Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22   |  |   |
|                     |   | <b>New learning</b>   | <b>25. Refining movements (gymnastics)</b><br>Refine movements into sequences; move in clear and expressive manner; flight; transfer of weight and power in movements; balances and begin to analyse performance<br><b>26. Refining skills (invasion games)</b><br>Gaining possession; combining with team mates; concept of invasion; work alone / in team to win points                                | <b>27. Refining movements (dance)</b><br>Fluency; refine movements in sequences; creative ideas; strength and suppleness through moves and stretching<br><b>28. Refining skills (striking and fielding)</b><br>Strike a bowled / volleyed ball; choose appropriate tactics in a game; fielding techniques  | <b>29. Refining skills (invasion games)</b><br>Gaining possession; combining with team mates; concept of invasion; work alone and with team to win points<br><b>30. Refining skills (athletics)</b><br>Running technique; pacing; jumping for height; jumping for distance; introduction of hurdles (mini); compete with others  |  |   |
|                     |   | <b>NCPE aims</b>  | KS2a, KS2b, KS2c, KS2f   | KS2a, KS2b, KS2d, KS2f   | KS2a, KS2b, KS2d, KS2f   |  |   |
| YEAR 6              | Refining and applying fundamental movements | <b>Interleaving</b>   | Gymnastics: 1, 7, 13, 19<br>Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23   | Dance: 3, 9, 15, 21<br>Striking and fielding: 4, 10, 16, 22  | Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26<br>Athletics: 2, 4, 6, 11, 17, 24   |  |   |
|                     |   | <b>Application and extension of key skills</b>                  | <b>31. Refining movements (gymnastics)</b><br>Travel; balance; rotations; spring; twist; gestures; flight; linking movements as an individual<br><b>32. Refining skills (invasion games)</b><br>Combine techniques in game situations; anticipating play; defending and attacking  | <b>33. Refining movements (dance)</b><br>Strength; stamina; gymnastics moves; expression; extension and tension; create sequences<br><b>34. Refining skills (striking and fielding)</b><br>Consistency when striking a ball; striking into space; appropriate tactics in a game  | <b>35. Fundamentals of fitness</b><br>Components of fitness; exercises and sports related to components of fitness; improving performance<br><b>36. Refining skills (invasion games)</b><br>Combine techniques in game situations; anticipating play; defending and attacking  |  |   |
|                     |   | <b>NCPE aims</b>  | KS2a, KS2b, KS2c, KS2f   | KS2a, KS2b, KS2d, KS2f   | KS2a, KS2b, KS2d, KS2f   |  |   |
|                     |   | <b>Interleaving</b>   | Gymnastics: 1, 7, 13, 19, 25<br>Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26, 29   | Dance: 3, 9, 15, 21, 27<br>Striking and fielding: 4, 10, 16, 22, 28  | Invasion games: 2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26, 29, 32   |  |   |
|                     |   |   | <b>38. Rugby</b><br>Handling & carrying, passing, tackling, playing the ball in contact, beating opponents, try scoring  | <b>40. Netball</b><br>Footwork, passing, catching, shooting, marking, positions  | <b>42. Table Tennis</b><br>Forehand serving, forehand push, forehand drive, forehand chop, basic rallying  | <b>44. Rounders</b><br>Stopping and throwing, catching, forehand batting, backhand batting, bowling action, bowling type | <b>46. Dance</b><br>Leaps, balances, turns and travelling, step patterns, aesthetics, balance and control |
| <b>NCPE aims</b>    | KS3a, KS3e, KS3f                            | KS3a, KS3e, KS3f  | KS3a, KS3b, KS3e   | KS3a, KS3e, KS3f   | KS3b, KS3d, KS4f   |  |   |
| <b>Interleaving</b> | Football: C<br>Rugby: C                     | Handball: C<br>Netball: C                                       | Athletics: F<br>Table Tennis: D  | Cricket: D<br>Rounders: D  | Gymnastics: A<br>Dance: B  |  |   |

\*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.



In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

## **Appendix A – Summary of secondary interleaving codes**

- Prior learning in gymnastics (1, 7, 13, 19, 25, 31) will be expressed as “A”
- Prior learning in dance (3, 9, 15, 21, 27, 33) will be expressed as “B”
- Prior learning in invasion games (2, 4, 5, 8, 10, 12, 14, 16, 18, 20, 22, 23, 26, 29, 32, 26) will be expressed as “C”
- Prior learning in striking and fielding (4, 10, 16, 22, 28, 34) will be expressed as “D”
- Prior learning in the fundamentals of fitness (35) will be represented as “E”
- Prior learning in athletics (2, 4, 6, 11, 17, 24, 30) will be represented as “F”

