



The PE curriculum is accessible to all and includes a diverse range of traditional and non-traditional sports and physical activities. Through our PE lessons we provide all children with the opportunity to learn new skills and techniques as well developing our core Bowlee Park values. These include:

1. **Resilience** – *Showing determination and perseverance. Performing with courage and retaining a positive mind-set in the face of adversity.*
2. **Cooperation** – *Working with others to achieve a goal. Effectively communicating in a range of sporting activities and physical challenges.*
3. **Kindness** – *Showing the understanding and compassion that characterises so many of our sporting heroes and role-models.*
4. **Respect** – *Respecting decisions even when we don't agree with them. Respecting our opponents and our teammates and the effort they put in.*
5. **Responsibility** – *Developing the skills and traits of a leader i.e... Honesty, reliability and an ability to communicate effectively with others.*
6. **Ambition** – *Aspiring to be the best that we can be. Showing self-belief and displaying pride in our work. Recognising the importance of effort.*

The PE curriculum also uses the 'Head, Hands & Heart' concept adopted by AfPE, the national body charged with raising the standard of PESSPA (Physical Education, School Sport & Physical Activity) across the UK.

Head	Hands	Heart
THE THINKING PHYSICAL BEING: • Decision maker • Analytical-deep understanding • Confident • Creative	THE DOING PHYSICAL BEING: • Physically competent • Grows and develops • Physically active • Competitive	THE BEHAVIOURAL CHANGE PHYSICAL BEING: • Involved and engaged • Grows socially and emotionally • Builds character and values • Leads a healthy active lifestyle



The skills that children in each year group will learn throughout the year are as follows:

Nur	Gross Motor Skills	Gymnastics	Dance	Fine Motor Skills	Games	Locomotion & Stability	
	-To move safely around an area. -To stop on command. -To change direction with some control. -To throw in a variety of ways. -To pick-up, carry and put down with care. - To balance objects.	-To travel in a variety of ways. -To move confidently on different levels. - To balance on large body parts. - To jump and land safely. -To create shapes using your body.	-To use my body to express simple themes and shapes. -To travel at a variety of levels -To communicate effectively with a partner. -To use pictures and images to create shapes, movements and actions. -To copy a basic sequence.	-To manipulate objects using hands. -To thread with control. -To build carefully using small objects. -To negotiate space carefully and with confidence. -To pick up, carry and put down with care.	-To bend and twist while retaining balance. -To send and receive an object. -To throw in a variety of ways. -To strike a ball using my foot. -To stop a ball using my hands and my feet.	-To find space and move into it. -To run safely and negotiate space. -To walk forwards and backwards, stopping when instructed. -To jump in different ways. -To dodge and slide to the left and right. -To evade and travel with awareness of others. -To twist, turn and rotate while maintaining balance.	
Rec	Games	Gymnastics	Dance	Athletics	Object Manipulation	Locomotion & Movement	OAA
	-To develop skills appropriate to a specific team sport (e.g. Football, basketball, dodgeball). -To develop an understanding of	-Copy and explore basic movements (Travel) and show an ability to link movements together into simple	-Respond to a range of stimuli e.g. Images, video, sounds. -Link movements to sound and music.	-Explore moving in a variety of ways and identify which methods are faster than others. -Run over hurdles safely.	-To hold a racket correctly. -To be able to move and stop a ball using a racket and parts of my body.	-To begin to move at speed. -To move safely with some coordination and control. -To develop balance through movement, stillness and jumping activities.	



	game rules and court boundaries. -To work as part of a team.	sequences of up to 3 actions. -Perform a number of different body shapes. -Perform simple balances showing some control and stillness.	-Explore basic movements and link some together. -Copy basic movement patterns with some control and coordination.	-Throw using a variety of actions e.g. Overarm, underarm, one-handed, two-handed. -Explore and copy jumping in a variety of ways e.g... For height, for distance, in combination.	-To perform a rally with a partner. -To safely use equipment and take turns where required.	-To move with some agility. -To be introduced to some short-term effects of exercise on the body (sweating, getting hotter)		
Yr.1	Team Games	Gymnastics	Dance	Athletics	Individual Games	Health and Fitness	OAA	Swimming
	-To develop skills appropriate to a specific team sport (e.g. Football, basketball, dodgeball). -To develop an understanding of game rules and court boundaries.	-Copy and explore basic movements (Travel) and show an ability to link movements together into simple sequences of 3 or more actions.	-Respond to a range of stimuli e.g. Images, video, sounds. -Link movements to sound and music. -Explore basic movements and effectively link some together.	-Explore moving in a variety of ways and identify which methods are faster than others. -Run at speed over hurdles safely and effectively.	-To hold a racket correctly. -To be able to move and stop a ball using a racket. -To perform a rally with a partner. -To safely use equipment and	-To develop speed. -To move with some coordination and control. To develop balance through movement, stillness and jumping activities. To move with some agility. -To know and be able to remember		



	-To develop an understanding of simple attacking tactics. -To develop an understanding of simple defensive tactics. -To work as part of a team. -To learn to keep score accurately.	-Perform and be able to name a number of different body shapes. -Perform simple balances showing a degree of control and stillness. -Perform a jump from 2-feet and a hop from 1-foot.	-Copy basic movement patterns with some control and coordination.	-Throw using a variety of actions e.g... Overarm, underarm, one-handed, two-handed. -Explore and copy jumping in a variety of ways e.g... For height, for distance, in combination. -Work as part of a team(e.g. Relay races)	take turns where required.	some short-term effects of exercise on the body (sweating, increased BR, increased HR, getting hotter)		
Yr.2	Team Games	Gymnastics	Dance	Athletics	Individual Games	Health and Fitness	OAA	Swimming
	-To develop skills appropriate to a specific team sport (e.g. Football, basketball, dodgeball). -To develop an understanding of game rules and court boundaries. -To develop an understanding of	-Copy and explore basic movements (Travel) and show an ability to link movements together into simple sequences of 5 or more actions. -Perform a number of	-Respond to a range of stimuli e.g... Images, video, sounds. -Link movements to sound and music. -Explore basic movements and link some together to create a	-Explore moving in a variety of ways and identify which methods are faster than others. -Run at speed over hurdles safely and effectively. -Throw using a variety of actions e.g...	-To hold a racket correctly. -To be able to move and stop a ball using a racket. -To balance and strike a ball on a racket with some control and consistency.	-To develop speed & speed endurance. -To move with some coordination and control. - To throw with some control & power. - To develop balance through movement, stillness and jumping activities. - To move with some agility.		



	simple attacking tactics. -To develop an understanding of simple defensive tactics. -To work as part of a team. -To learn to keep score accurately. - To begin to use sport-specific terminology.	different body shapes. -Perform simple balances showing a degree of control and stillness. -Perform a jump from 2-feet and a hop from 1-foot.	sequence/routine. -Copy basic movement patterns with some control and coordination. -Remember movement patterns and be able to teach them to other group members.	Overarm, underarm, one-handed, two-handed. -Explore and copy jumping in a variety of ways e.g... For height, for distance, in combination. -Work effectively as part of a team to complete a challenge.	-To perform a rally with a partner. -To strike a ball from a partner feed.	-To remember some short-term effects of exercise on the body (sweating, increased BR, increased HR, getting hotter)		
Yr.3	Team Games	Gymnastics	Dance	Athletics	Individual Games	Health and Fitness	OAA	Swimming
	-To develop dribbling (unopposed & opposed). -To develop throwing and catching using a variety of techniques (underarm, overarm, 2-handed, 1-handed). -To develop a range of passing techniques.	-Plan & perform with precision, fluency and control, a movement sequence showing variations in speed, levels and directions. -Combine balancing with travel with an emphasis on control, clear	-Perform a range of movement patterns with control and confidence. -Moving accurately in time with a beat. -Effectively combine movements to create a fluent sequence. -Begin to show a change of	-To develop correct sprint technique (arm action, leg drive etc...) -To develop correct hurdling technique at speed. -To throw a javelin using the correct technique. -To perform a shot putt using	-To perform a badminton serve using the correct technique. -To return a badminton serve with some consistency. -To play games individually and as part of a doubles pair.	-To develop the following aspects of fitness: • Speed • Endurance • Power • Agility • Coordination • Balance -To have an awareness of how these components of fitness improve our performance in a variety of sports.	Work effectively as part of a team. -Demonstrate an ability to lead on a challenge. -Develop problem-solving skills through a variety of individual and team challenges.	



	-To develop shooting/scoring technique appropriate to the sport. -To develop an understanding of basic rules. -To perform skills in a game situation. -To develop an understanding of tactics for attacking and defending.	body shape, changes of direction where appropriate. -Adapt sequences to include a partner and/or additional group members. -Critically comment on their own performance using appropriate gymnastic language.	pace and timing in movements. -Observe and analyse own performance, and that of others, and be able to critically evaluate and suggest ways of improving. -Use specific dance vocabulary to compare and contrast performances.	the correct technique. -To throw a discus using the correct technique. -To perform a long jump using the correct jumping action. -To perform all 3 phases of a triple jump in isolation and combined. -Develop an understanding of how different athletics events are scored and officiated.	-To have a sound understanding of basic game rules. -To putt with some control and direction. -To chip with some control and direction. -To return a partner feed with some control using a tennis racket. -To begin to rally with a partner with some consistency. - To use basic tactics to help you to win a point.	-To understand what the short-term effects of exercise are and why they happen (i.e... Why does our HR increase when we exercise?) -To know some long term effects of exercise on our body (i.e... Increase in muscle strength, increase in muscle size, increased CV fitness etc...)	-Use and interpret simple maps. -Understand the difference between long-loop and star orienteering races. -Choose and apply appropriate strategies to complete orienteering challenges (individually and as part of a group).	
Yr.4	Team Games	Gymnastics	Dance	Athletics	Individual Games	Health and Fitness	OAA	Swimming
	-To develop dribbling (unopposed & opposed). -To develop throwing and	-Plan & perform with precision, fluency and control, a movement	-Perform a range of movement patters with control and confidence.	-To develop correct sprint technique (arm action, leg drive etc...)	-To perform a badminton serve using the correct technique.	-To develop and remember the following aspects of fitness: • Speed • Endurance	Work effectively as part of a team. -Demonstrate an ability to	-Swim competently, confidently & proficiently



	catching using a variety of techniques (underarm, overarm, 2-handed, 1-handed). -To develop a range of passing techniques. -To develop shooting technique appropriate to the sport. -To develop an understanding of basic rules. -To perform skills in a game situation. -To develop and begin to devise tactics for attacking and defending.	sequence showing variations in speed, levels and directions. -Combine balancing with travel with an emphasis on control, clear body shape, changes of direction where appropriate. -Adapt sequences to include a partner and/or additional group members. -Critically comment on their own performance and that of others using appropriate gymnastic language and showing an understanding of how	-Moving accurately in time with a beat. -Effectively combine movements to create a fluent sequence. -Begin to show a change of pace and timing in movements. -Observe and analyse own performance, and that of others, and be able to critically evaluate and suggest ways of improving. -Use specific dance vocabulary to compare and contrast performances	-To develop correct hurdling technique at speed. -To pass and receive a baton correctly in a relay race. -To throw a javelin using the correct technique. -To perform a shot putt using the correct technique. -To throw a discus using the correct technique. -To perform a long jump using the correct jumping action. -To perform all 3 phases of a triple jump in isolation and combined. -Develop an understanding of how different athletics events	-To return a badminton serve with some consistency. -To play games individually and as part of a doubles pair. -To have a sound understanding of basic game rules. -To putt with increasing control and direction. -To chip with increasing control and direction. -To return a partner feed with some control using a tennis racket. -To begin to rally with a partner with some consistency.	• Power • Agility • Coordination • Balance -To show an understanding of how these components of fitness improve our performance in a variety of sports. -To understand what the short-term effects of exercise are and why they happen (i.e... Why does our HR increase when we exercise?) -To know some long term effects of exercise on our body (i.e... Increase in muscle strength, increase in muscle size, increased CV fitness etc...). -To begin to recognise their own strengths and weaknesses in terms of their health and fitness and how	lead on a challenge and work with team members. -Develop problem-solving skills through a variety of individual and team challenges. -Use and interpret simple maps. -Understand the difference between long-loop and star orienteering races. -Choose and apply appropriate strategies to complete orienteering challenges (individually and as part of a group).	over a distance of at least 25m. -Use a range of strokes effectively e.g... Back stroke, front crawl. -Perform safe self-rescue in water-based situations.
--	---	--	---	---	---	--	---	---



		performance can be improved.		are scored and officiated.	- To use a range of strategies to help you win a point.	they could improve them.		
Yr.5	Team Games	Gymnastics	Dance	Athletics	Individual Games	Health and Fitness	OAA	Swimming
	-To develop dribbling (unopposed & opposed). -To develop throwing and catching using a variety of techniques (underarm, overarm, 2-handed, 1-handed). -To develop a range of passing techniques. -To develop shooting technique	Plan & perform with precision, fluency and control, a movement sequence showing variations in speed, levels and directions. -Combine balancing with travel with an emphasis on control, clear body shape, changes of direction where appropriate.	-Perform a range of movement patters with control and confidence. -Moving accurately in time with a beat. -Effectively combine movements to create a fluent sequence. -Begin to show a change of pace and timing in movements. -Observe and analyse own	-To develop correct sprint technique (arm action, leg drive etc...) -To develop correct hurdling technique at speed. -To pass and receive a baton correctly in a relay race. -To throw a javelin using the correct technique. -To perform a shot putt using	-To perform a badminton serve using the correct technique. -To show variation in serving i.e... Long & short. -To return a badminton serve with control & consistency. -To use a range of shots (drop-shot, clear) with some success.	-To develop and understand the following aspects of fitness: • Speed • Endurance • Power • Agility • Coordination • Balance -To understand how these components of fitness improve our performance in a variety of sports. -To understand what the short-term effects of exercise are and why they happen (i.e... Why	Work effectively as part of a team. -Demonstrate an ability to lead on a challenge and work with team members to assign roles and responsibilities. -Develop problem-solving skills through a variety of	



	appropriate to the sport. -To develop an understanding of basic rules. -To perform skills in a game situation. -To develop an understanding of tactics for attacking and defending. -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance.	-Adapt sequences to include a partner and/or additional group members. -Critically comment on their own performance and that of others using appropriate gymnastic language and showing an understanding of how performance can be improved	performance, and that of others, and be able to critically evaluate and suggest ways of improving. -Use specific dance vocabulary to compare and contrast performances	the correct technique. -To throw a discus using the correct technique. -To perform a long jump using the correct jumping action. -To perform all 3 phases of a triple jump in isolation and combined. -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance. -Be able to officiate an event correctly	-To play games individually and as part of a doubles pair. -To have a sound understanding of basic game rules. -To putt with control and direction. -To chip with control and direction. -To vary the length of a chip to hit a target. -To return a partner feed with some control using a tennis racket. -To rally with a partner with some consistency and control. -To analyse own performance	does our HR increase when we exercise?) -To understand the long term effects of exercise on our body (i.e... Increase in muscle strength, increase in muscle size, increased CV fitness etc...) -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance. -To recognise their own strengths and weaknesses in terms of their health and fitness and how they could improve them.	individual and team challenges. -Use and interpret increasingly complex maps. -Understand some components of a map (Key, Scale). -Be able to thumb a map in order to link control points on a map. -Understand the difference between long-loop and star orienteering races. -Choose and apply appropriate strategies to complete orienteering challenges	
--	--	---	---	---	--	---	--	--



				and time/measure where required.	and that of others and be able to evaluate critically strength and weaknesses and how improvements can be made. -To use vocabulary appropriate to the sport when describing performance.		(individually and as part of a group). -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance.	
Yr.6	Team Games	Gymnastics	Dance	Athletics	Individual Games	Health and Fitness	OAA	Swimming
	-To develop dribbling (unopposed & opposed). -To develop throwing and catching using a variety of techniques (underarm, overarm, 2-	-Plan & perform with precision, fluency and control, a movement sequence showing variations in speed, levels and directions.	-Perform a range of movement patters with control and confidence. -Moving accurately in time with a beat. -Effectively combine movements to	-To develop correct sprint technique (arm action, leg drive etc...) -To develop correct hurdling technique at speed. -To pass and receive a baton	-To perform a badminton serve using the correct technique. -To show variation in serving i.e... Long & short. -To return a badminton serve with	-To develop and understand the following aspects of fitness: • Speed • Endurance • Power • Agility • Coordination • Balance -To understand how these components of	-Work effectively as part of a team. -Demonstrate an ability to lead on a challenge and work with team members to assign roles	-Swim competently, confidently & proficiently over a distance of at least 25m. -Use a range of



	handed, 1-handed). -To develop a range of passing techniques. -To develop shooting technique appropriate to the sport. -To develop an understanding of basic rules. -To perform skills in a game situation. -To develop an understanding of tactics for attacking and defending. -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance.	-Combine balancing with travel with an emphasis on control, clear body shape, changes of direction where appropriate. -Plan/devise a sequence in conjunction with other group members. -Adapt sequences to include a partner and/or additional group members. -Critically comment on their own performance and that of others using appropriate gymnastic language and showing an understanding	create a fluent sequence. -Begin to show a change of pace and timing in movements. -Observe and analyse own performance, and that of others, and be able to critically evaluate and suggest ways of improving. -Use specific dance vocabulary to compare and contrast performances.	correctly in a relay race. -To throw a javelin using the correct technique. -To perform a shot putt using the correct technique. -To throw a discus using the correct technique. -To perform a long jump using the correct jumping action. -To perform all 3 phases of a triple jump in isolation and combined. -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately	control & consistency. -To use a range of shots (drop-shot, clear) with some success. -To play games individually and as part of a doubles pair. -To have a sound understanding of basic game rules. -To putt with control and direction. -To chip with control and direction. -To vary the length of a chip to hit a target. -To return a partner feed with some control using a tennis racket.	fitness improve our performance in a variety of sports. -To understand what the short-term effects of exercise are and why they happen (i.e... Why does our HR increase when we exercise?) -To understand the long term effects of exercise on our body (i.e... Increase in muscle strength, increase in muscle size, increased CV fitness etc...). -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance. -To begin to recognise their own strengths and weaknesses in	and responsibilities. -Develop problem-solving skills through a variety of individual and team challenges. -Use and interpret more complex maps. -Understand some of the key components of a map (Key, Scale). -Be able to thumb a map in order to link control points on a map. -Understand the difference between long-loop and star	strokes effectively e.g... Back stroke, front crawl. -Perform safe self-rescue in water-based situations.
--	---	--	--	--	---	---	---	--



		of how performance can be improved.		use activity-specific vocabulary when describing performance. -Accurately officiate a number of events and show an understanding of how to time and measure correctly during competition.	-To analyse own performance and that of others and be able to evaluate critically strength and weaknesses and how improvements can be made. -To use vocabulary appropriate to the sport when describing performance. -To serve overarm with control and accuracy. -To use vocabulary appropriate to the sport when describing performance.	terms of their health and fitness and how they could improve them	orienteering races. -Choose and apply appropriate strategies to complete orienteering challenges (individually and as part of a group). -To critically analyse own performance and that of others and suggest how it can be improved. -To appropriately use activity-specific vocabulary when describing performance.	
--	--	-------------------------------------	--	--	---	---	--	--