

<p><b>Intent</b> With these aspirations, our INTENT for the PE curriculum is:</p>	<div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 20%;"> <p>For children to understand the importance of physical activity, health and well-being</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 20%;"> <p>To give the children the fundamental skills that they will need and the ability to apply these skills to both individual and team games</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 20%;"> <p>We believe that not only should children have the physical skills but also the ability to be resilient, recognise their areas of development and take pride in their achievements</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 20%;"> <p>We want our children to have the opportunities to discover new interest and talents that enhance pupil cultural development .</p> </div> </div>			
<p><b>Implementation</b></p>				
<p style="text-align: center;"><b>Planning</b></p> <p>P.E. is planned using an up-to-date scheme provided by RealPE and ThePEHub.co.uk which focus on fundamental movement skills and applying these in a variety of different sports. In line with the National Curriculum, we have tailored our long-term overview to ensure that the progression in fundamental skills are incorporated in our progressive sports-based lessons. This allows us to deliver a broad and balanced curriculum that is exciting for our children. It has been organised to ensure that children in both key stages have access to all areas specified in the National Curriculum and go beyond its statutory requirements. It ensures children are revisiting key skills and building on these as they move through the years. we are committed to delivering Real PE lessons that are fun, active, and dynamic with an emphasis on the development of agility, balance and coordination, healthy competition, and cooperative learning. The Real PE approach allows us to teach PE to include challenge and support for every child.</p> <p>All classes are timetabled with two P.E. sessions per week, each comprising of one hour. Swimming lessons and water safety instruction is given to all pupils in Year 3, weekly during the Summer Term.</p>		<p style="text-align: center;"><b>Recording</b></p> <p>In KS1 and KS2 children’s PE work will be recorded in Learning Journals named ‘Healthy Body, Healthy Mind’. This will be recorded in the form of photos.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>PE is assessed at the end of each half-termly unit on Sonar which links directly to the schemes of work and objectives used for planning. Teachers use their professional judgement based on both oral and written responses to key enquiry questions. The subject leader looks at assessments and discusses with teachers any trends in gaps.</p>	
<p style="text-align: center;"><b>EYFS</b></p> <p>Our children’s journey in PE and progression starts in EYFS. They key pillars of progression are the development of fine and gross motor competence, and</p>	<p style="text-align: center;"><b>SEND</b></p> <p>Extra provision is made for all our SEND pupils to ensure that P.E. is accessible to all regardless of needs, ability and aptitude. Differentiated guidance is available for</p>			

<p>fundamental movement skills. Children also learn how to be safe, kind and co-operative when touching equipment and classmates. Pupils explore simple running games within a defined space, ball skills and also movement, balance and coordination through dance and using simple apparatus.</p>	<p>every lesson to ensure lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Each unit on RealPE contains adaptations for our SEND children so all children can be included in all PE lessons. We have a variety of different resources available for children to use in PE lessons, depending on their individual needs.</p>		
<p><b><u>Impact</u></b></p>	<table border="1"> <tr> <td data-bbox="336 319 1232 1098"> <p><b>KS1</b>  <b>By the end of their time at Lindfield children will be able to:</b></p> <p><b>Fundamental movement skills:</b></p> <p>I can compete 5 mini squats on one leg  I can pick up a cone from one side, swap hands and place it on the other side in a seated position with legs and arms off the floor.  I can place a cone on my tummy and take it off with other hand in mini-back support.  I can stand on a low beam for 10 seconds with the weight on the balls of my feet.  I can walk fluidly, lifting heels to bottom maintaining balance on a line  I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).  In a pair I can hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.  I can throw a tennis ball, catch the rebound with the other hand without a bounce.  I can stand and roll a ball up and down legs and round upper body using 1 hand  I can skip with knee and opposite elbow at 90° angle  I can hopscotch forwards and backwards, hopping on the same leg  I can start in a seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.  I can react and catch tennis ball dropped from shoulder height after 1 bounce from 3m away.</p> </td> <td data-bbox="1232 319 2145 1098"> <p><b>KS2</b>  <b>By the end of their time at Lindfield children will be able to:</b></p> <p>Fundamental Movement Skills:  I can complete 10 squats into ankle extensions with control  I can complete 5 squats with eyes closed with control  I can reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with control  I can hold a V-shape with straight arms and legs for 10 seconds with control  I can transfer tennis ball on and off tummy in back support with control  I can catch large ball thrown away from body with control  I can catch small ball thrown close to and away from body with control  I can lunge walk forwards, bringing opposite elbow up to a 90° angle with control  I can jump 1 foot to other forwards and backwards, freezing on landing with control  I can hop sideways, raising knee and freezing on landing with control  I can stand on 1 leg while holding on to partner  I can throw 2 tennis balls against a wall in a circuit, in both directions with control  I can move ball around waist and then around alternate legs 12 times with control  I can stand with legs apart and perform 24 criss-crosses, with and then without a bounce with control  I can move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with control  I can roll and chase a tennis ball, stopping it with a knee sideways onto the ball (long barrier) facing the opposite directions with control  From 2 metres I can react and step across body, bring hand across body and catch tennis ball after 1 bounce.</p> </td> </tr> </table>	<p><b>KS1</b>  <b>By the end of their time at Lindfield children will be able to:</b></p> <p><b>Fundamental movement skills:</b></p> <p>I can compete 5 mini squats on one leg  I can pick up a cone from one side, swap hands and place it on the other side in a seated position with legs and arms off the floor.  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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Real PE Unit 1</b>	<b>Real PE Unit 2</b>	<b>Real PE Unit 3</b>	<b>Real PE Unit 4</b>	<b>Real PE Unit 5</b>	<b>Real PE Unit 6</b>
	<p><b><u>Gymnastics</u></b> Develop basic movements such as jumping, changing direction, moving at speed and balancing.</p> <p>Accurately replicate basic movements and enjoy participating in a broad range of activities.</p>	<p><b><u>Dance</u></b> To accurately replicate basic dance movements and enjoy participating in a broad range of activities.</p>	<p><b><u>Body Management</u></b> Developing balance, flexibility and body management.</p> <p>Gaining confidence in a variety of gross motor skills.</p> <p>Working with others.</p>	<p><b><u>Speed Agility Travel</u></b> Developing speed and agility in travel and movement</p>	<p><b><u>Manipulation and Coordination</u></b> Developing speed and agility in travel and movement</p>	<p><b><u>Cooperate and Solve Problems</u></b> Preparing for cooperative physical activities</p>
1	<b>Real PE Unit 1</b>	<b>Real PE Unit 2</b>	<b>Real PE Unit 3</b>	<b>Real PE Unit 4</b>	<b>Real PE Unit 5</b>	<b>Real PE Unit 6</b>
	<p><b><u>Attack Defend Shoot</u></b> Develop fundamental movement skills in a variety of games</p> <p>Engage in competitive situations with some attacking and defending skills</p>	<p><b><u>Dance</u></b> Extend coordination, flexibility and balance.</p> <p>Perform short, simple movement patterns.</p> <p>Watch others and say what they liked about a performance.</p>	<p><b><u>Gymnastics</u></b> Mastering basic movements and developing agility, balance and coordination (ABCs)</p> <p>To extend performance in movement patterns and sequences</p>	<p><b><u>Hit Catch Run</u></b> Extend agility and coordination through throwing, catching and retrieving.</p> <p>Participate in simple hit, catch and run games.</p> <p>Score points through sending balls and running.</p>	<p><b><u>Send and Return</u></b> Extend co-ordination for hitting.</p> <p>Participate in simple sending and receiving games.</p> <p>Score points through sending balls using hitting skills to correct areas.</p>	<p><b><u>Run Jump Throw</u></b> Engage in competitive activities against self and others.</p> <p>Master basic running, jumping and throwing skills.</p>
2	<b>Real PE Unit 1</b>	<b>Real PE Unit 2</b>	<b>Real PE Unit 3</b>	<b>Real PE Unit 4</b>	<b>Real PE Unit 5</b>	<b>Real PE Unit 6</b>
					<b><u>Golf</u></b>	

	<p><b><u>Dance</u></b> Become increasingly competent and confident in fundamental basic ABC in relation to dance activity.</p> <p>Develop and perform simple movement patterns.</p>	<p><b><u>Attack, Defend Shoot (Hockey)</u></b> Apply agility, balance and coordination to a range of ball skills</p> <p>Participate in increasingly challenging games situations</p> <p>Participate in team games development simple tactics for attacking and defending</p>	<p><b><u>Run, Jump, Throw (Athletics)</u></b> Develop agility in running</p> <p>Participate in competitions for running, jumping and throwing</p> <p>Build competence in a range of athletic type activities including running, jumping and throwing</p> <p>Compete as an individual and participate in team games</p>	<p><b><u>Gymnastics</u></b> Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity</p> <p>Develop and perform simple sequences</p>		<p><b><u>Striking and Fielding</u></b> Develop eye to hand coordination for hitting.</p> <p>Participate in striking and fielding game situations.</p>
3	<b>Real PE Unit 1</b>	<b>Real PE Unit 2</b>	<b>Real PE Unit 3</b>	<b>Real PE Unit 4</b>	<b>Real PE Unit 5</b>	<b>Real PE Unit 6</b>
	<p><b><u>Indoor Athletics</u></b> Compete against self and others developing simple technique</p> <p>Master basic movements including running, throwing and jumping</p> <p>Work collaboratively and individually to help improve self and others</p>	<p><b><u>Invasion games (Netball)</u></b> Play in competitive games developing simple tactics.</p> <p>Master basic movements including running, throwing and catching.</p> <p>Work collaboratively to use basic tactics for attacking play.</p>	<p><b><u>Gymnastics</u></b> Devise simple sequences using compositional ideas</p> <p>Master basic movements including leaping, jumping, balancing and stretching</p> <p>Work collaboratively to adapt, change and improve individual sequence</p>	<p><b><u>Tennis</u></b> Play in competitive games developing simple tactics</p> <p>Master basic movements including hitting, returning, moving to return</p> <p>Work collaboratively to use basic tactics</p>	<p><b><u>Swimming</u></b> Develop basic movements in water such as propelling, walking, pushing and pulling.</p>	<p><b><u>Swimming</u></b> Confident taking part in a range of water-based activity as an individual and collaborating with a group.</p> <p>Be increasingly confident with a variety of stroke technique and use with control and fluency.</p>

4	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	<p><b><u>Invasion games (Football)</u></b> Play in competitive games developing stamina and endurance.</p> <p>Practice and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics for defending and attacking.</p>	<p><b><u>Indoor Athletics</u></b></p>	<p><b><u>Dance</u></b> Perform routines to audiences</p> <p>Perform using a range of movement patterns and set phrases</p> <p>Work collaboratively in groups</p>	<p><b><u>Tennis</u></b> Play competitively against others</p> <p>Work hard to challenge self to improve the consistency of shots</p> <p>Implement basic tactics</p>	<p><b><u>Athletics</u></b> Compete against self and others developing simple technique</p> <p>Master basic movements including running, throwing and jumping</p> <p>Work collaboratively and individually to help improve self and others</p>	<p><b><u>Striking and Fielding (Rounders)</u></b> Play in competitive games developing stamina and endurance</p> <p>Practice and use running, sprinting and dynamic balance in games</p> <p>Work collaboratively to use basic tactics and strategies for batting and fielding</p>
5	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5	Real PE Unit 6
	<p><b><u>Indoor Athletics</u></b> Master basic movements including running, throwing and jumping and identify ways to improve</p> <p>Compete against self and others selecting and applying simple techniques effectively</p> <p>Work collaboratively and individually to help improve self and others</p>	<p><b><u>Dance</u></b> Perform routines to audiences</p> <p>Perform in a variety of dance styles</p> <p>Work collaboratively in groups</p>	<p><b><u>Basketball / Hockey</u></b> Play in competitive games developing strength and technique</p> <p>Able to recognise where improvements could be made in their work</p> <p>Select and combine more complex skills in game situations</p>	<p><b><u>Cricket</u></b> Play in competitive games developing power, flexibility and cardiovascular endurance</p> <p>Able to recognise where improvements could be made in their work.</p> <p>Select and combine more complex skills in game situations.</p>	<p><b><u>Athletics (Quad Kids)</u></b></p>	<p><b><u>Tag Rugby</u></b> Able to recognise where improvements could be made in their work</p> <p>Develop, select and combine more complex skills in competitive environments</p> <p>Play in games developing strength and technique</p>

6	<p><b><u>Indoor Athletics</u></b>          Compete developing fluency in skills and techniques individually and as part of a team</p> <p>Work in collaboration to apply strategies for maximising speed and distance</p> <p>Compare and contrast team and individual performances across a range of activities</p>	<p><b><u>Gymnastics</u></b>          Work collaboratively with a partner and in small groups to perform</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best</p> <p>Develop flexibility, balance, strength, and control</p>	<p><b><u>Hockey</u></b>          Work collaboratively as a team to score in a variety of game situations.</p> <p>Develop fluency in techniques including long corner routine. Work collaboratively to mark as part of a team.</p> <p>Implement individual strategies in a game situation. Develop fluency in the self-hit and efficiently use in a game.</p>	<p><b><u>Cricket</u></b>          Implement a range of techniques in a competitive situation.</p> <p>Develop and apply skills in a game situation including the high catch.</p> <p>Use attacking tactics while bowling to get players out.</p> <p>Implement a range of techniques in a competitive situation including defensive fielding. Developing specific batting techniques for a game situation.</p>	<p><b><u>Athletics (Quad Kids)</u></b></p>	<p><b><u>OAA</u></b>          Make improvements in own performance from feedback</p> <p>Use increasingly sophisticated problem-solving skills</p>

