



Physical Education Rationale

Intent

At Guilden we believe that PE is a vital part of educating the whole child, ensuring that they have the skills, knowledge and understanding to lead a healthy life now and in the future. We believe that PE provides children with the opportunity to learn about physiology, health, well-being, relationships and personal target setting and challenges. This could be within competitive sports, PE lessons, fitness activities or a range of other outdoor activities. We aim to provide a PE curriculum that children from EYFS to Year 6 enjoy and fully participate in but which also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for children 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, teamwork, resilience and respect. As a school, we recognise that children come to PE with a range of experiences and abilities and make sure that all children are fully supported within PE whatever their needs medical, physical, SEND or well-being. PE at Guilden is fully inclusive and recognises and supports everyone.

Implementation

Staff teaching PE, which includes our external dance teacher, will plan and teach PE lessons using the Complete PE scheme of work. The Complete PE programme provides fun and simple to follow units of work and support across the school from Early Years Foundation Stage, Key Stage 1 and Key Stage 2 that gives staff the confidence and skills to deliver outstanding PE. Complete PE is fully aligned to the proposed National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. The foundations of the units are based on fundamental movement skills of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal skills). At Guilden, we have mapped out our progressive and well sequenced PE curriculum using units from Complete PE to cater for our mixed year groups over a two-year cycle, which includes swimming lessons for all pupils from Reception onwards in the last summer term, in our own swimming pool at school.

Impact

Pupils should demonstrate confidence in a broad range of PE and Sporting skills, evident in lessons and also (for many) in participation in inter-schools and external events. Success in PE should also be evident in their social and personal skills, resilience and sense of team-work.



Physical Education National Curriculum Coverage

Key Stage 1

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.

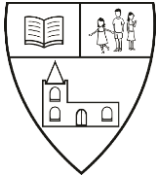
Pupils should be taught to:

- ♣ 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.

Key Stage 2

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.

Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

(We provide it for the whole school)

In particular, pupils should be taught to:

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations



Physical Education Curriculum Map

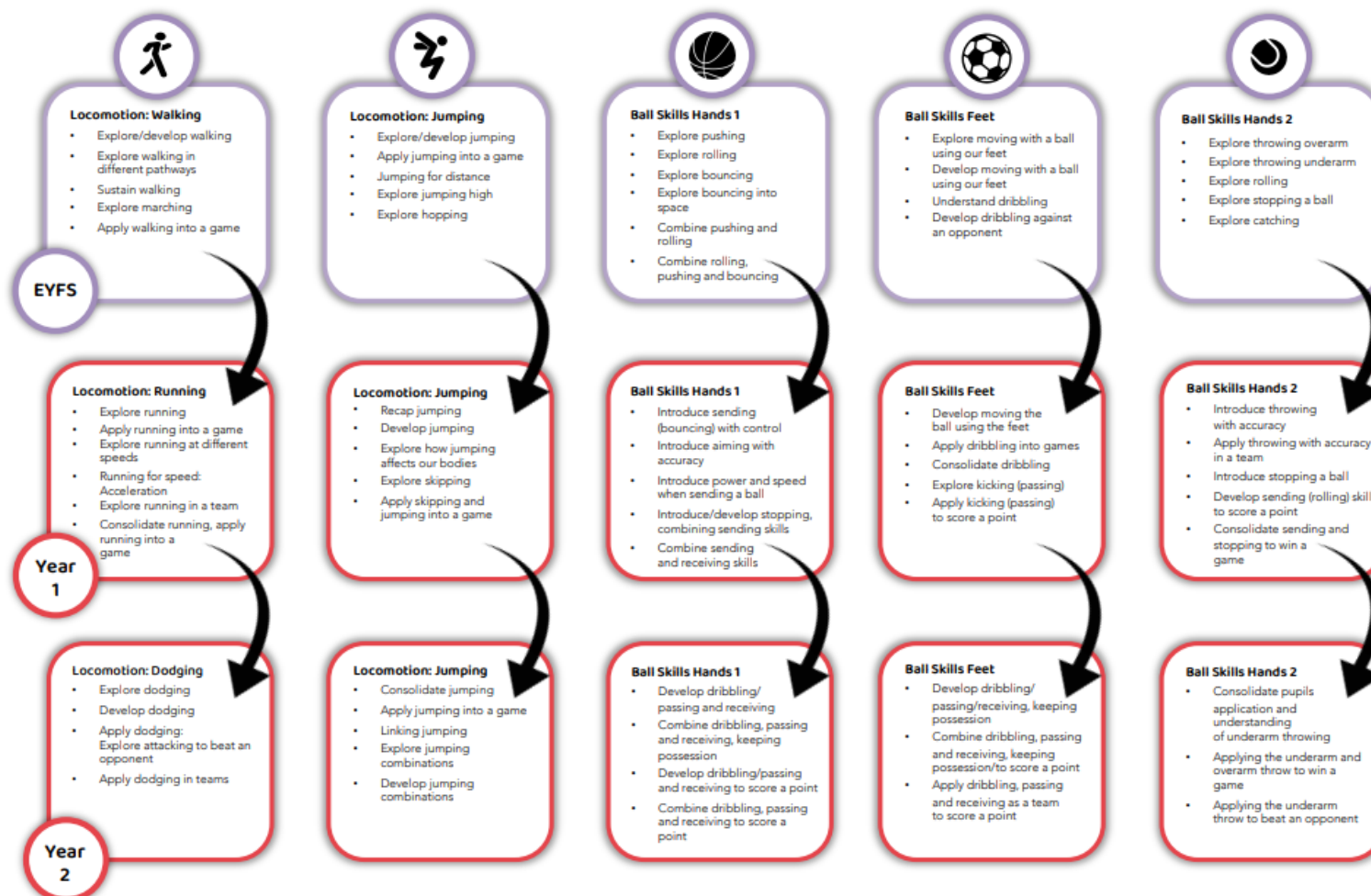
CYCLE A 2024 - 2025	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	Locomotion: Walking	Gymnastics: High, Low, Over, Under	Games: Learning Through Play	Dance: Customised Unit	Ball Skills: Hands 1	Gymnastics: Moving	Ball Skills: Feet 1	Dance: Customised Unit	Ball Skills: Hands 2	Rackets, Bats, Balls & Balloons	Swimming & Water Safety	Locomotion Jumping
Year 1 & 2	Locomotion: Running Year 1	Gymnastics: Body Parts Year 1	Ball Skills: Hands 1 Year 1	Dance: Customised Unit	Games For Understanding Year 1 and 2 Customised Lessons	Gymnastics: Pathways Year 2	Locomotion: Dodging Year 2	Dance: Customised Unit	Ball Skills: Hands 1 Year 2	Rackets, Bats & Balls (Customised Lessons Year 1 and 2)	Swimming & Water Safety	Health & Well Being (Customised Lessons Year 1 and 2)
Year 3, 4, 5 & 6	Running / Throwing & Jumping Generic Units Customised Lessons	Gymnastics: Canon and Unison (Year 3)	Games: Handball Year 3 & 4	Dance: Customised Unit	Games: Hockey Year 3 & 4	Gymnastics: Levels & Direction (Year 4)	Games Dodgeball Year 3 & 4	Dance: Customised Unit	Striking & Fielding Cricket Rounders	OAA Problem Solving	Swimming & Water Safety	Health and Well Being Mindfulness Year 3



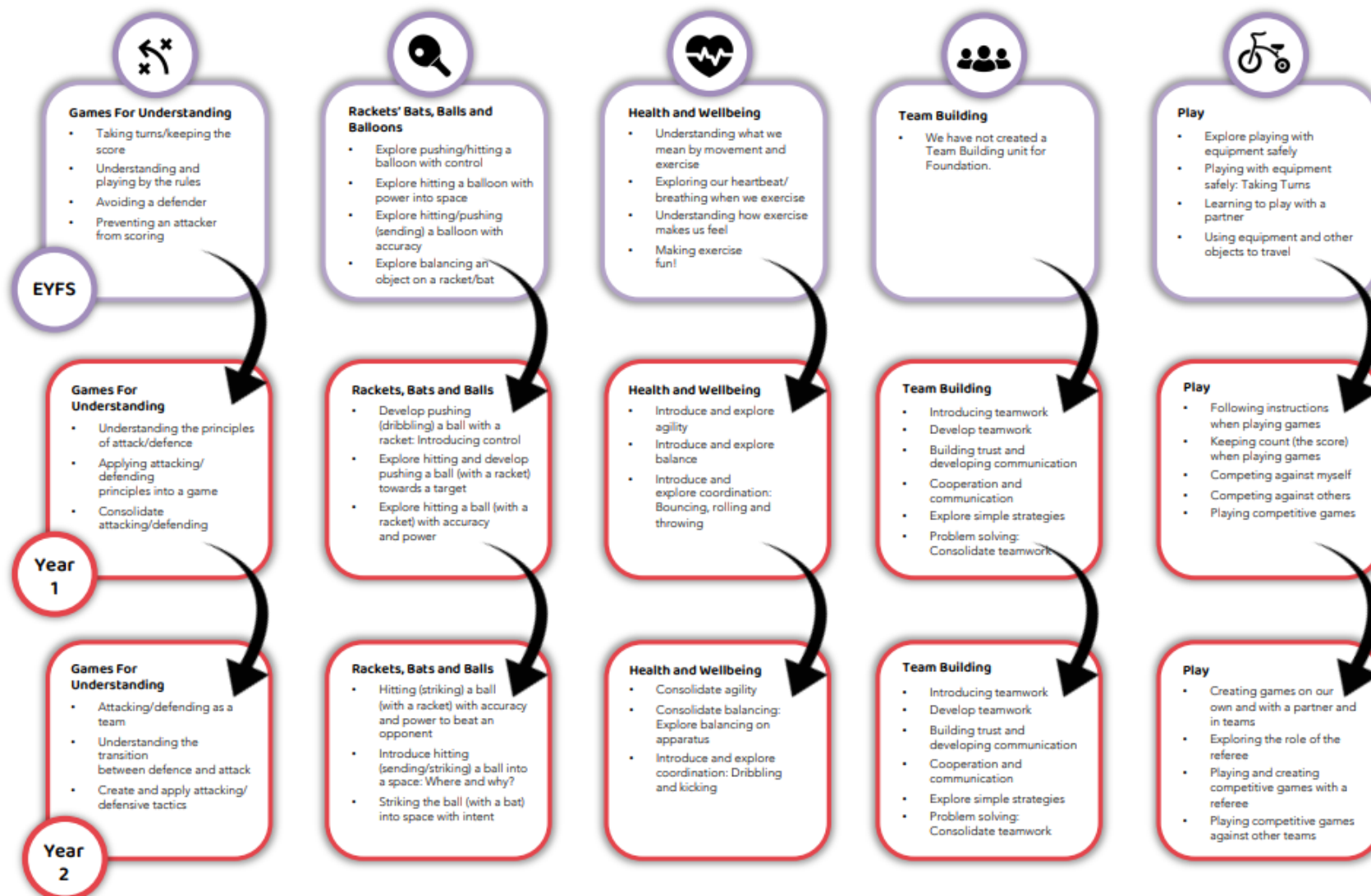
CYCLE B 2025 - 2026	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	Locomotion: Walking	Gymnastics: High, Low, Over, Under	Games: Learning Through Play	Dance: Customised Unit	Ball Skills: Hands 1	Gymnastics: Moving	Ball Skills: Feet 1	Dance: Customised Unit	Ball Skills: Hands 2	Rackets, Bats, Balls & Balloons	Swimming & Water Safety	Locomotion Jumping
Year 1 & 2	Locomotion: Jumping Year 1	Gymnastics: Wide, Narrow, Curled Year 1	Ball Skills: Hands 2 Year 1	Dance: Customised Unit	Ball Skills Feet (Customised Lessons Year 1 and 2)	Gymnastics: Linking Year 2	Locomotion: Jumping Year 2	Dance: Customised Unit	Ball Skills: Hands 2 Year 2	Rackets, Bats & Balls (Customised Lessons Year 1 and 2)	Swimming & Water Safety	Team Building (Customised Lessons Year 1 and 2)
Year 3, 4, 5 & 6	Running / Throwing & Jumping Generic Units Customised Lessons	Gymnastics: Symmetry & Asymmetry (Year 3)	Games Netball Year 3 & 4	Dance: Customised Unit	Games Tag Rugby Year 3 & 4	Gymnastics: Bridges (Year 4)	OAA Communication and Tactics	Dance: Customised Unit	Striking & Fielding Cricket Rounders	Game Sense: Net/Wall Customised Lessons	Swimming & Water Safety	Health and Well Being Mindfulness Year 4



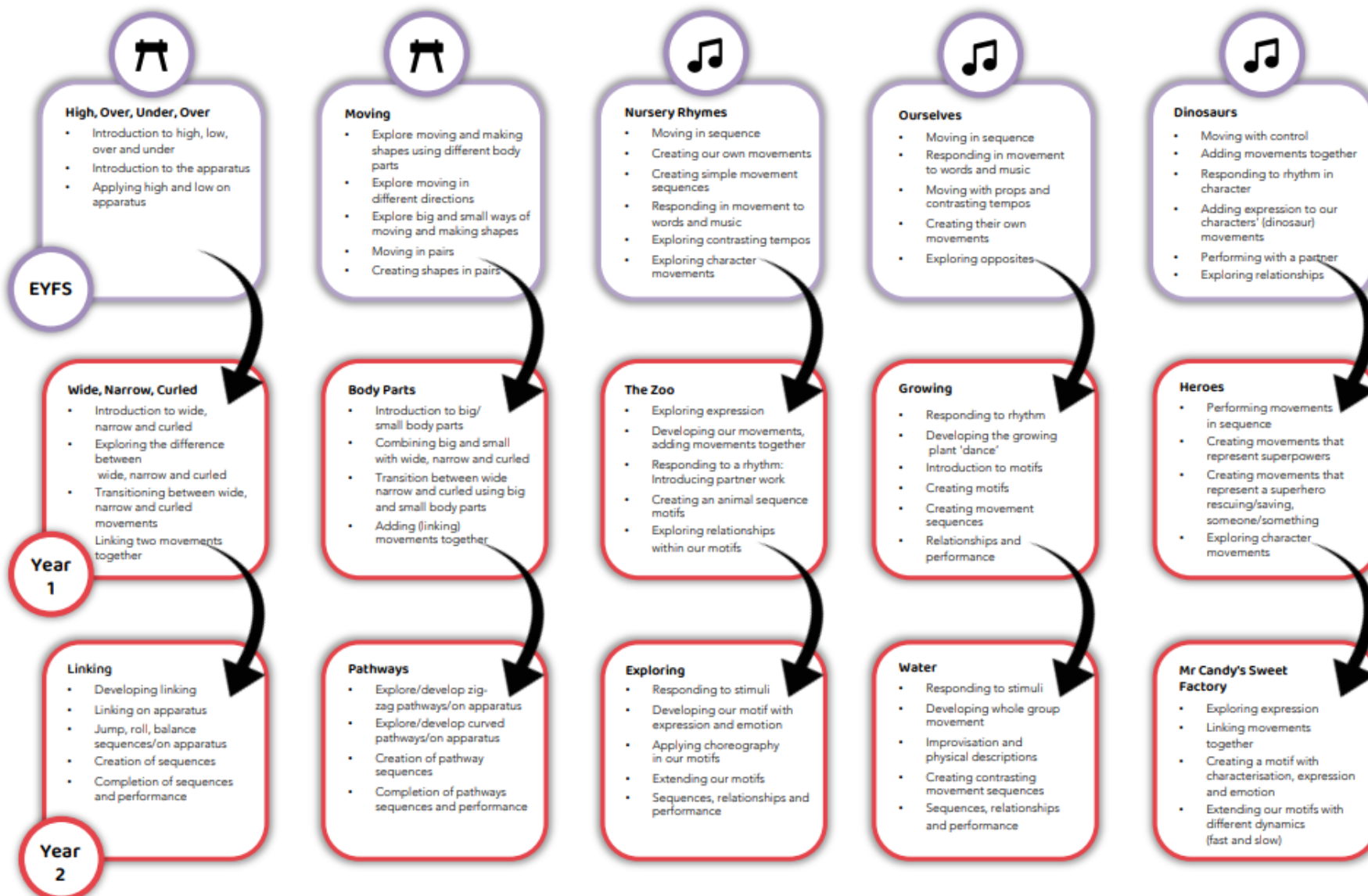
Foundation and KS1 Progression of Skills



Foundation and KS1 Progression of Skills Overview



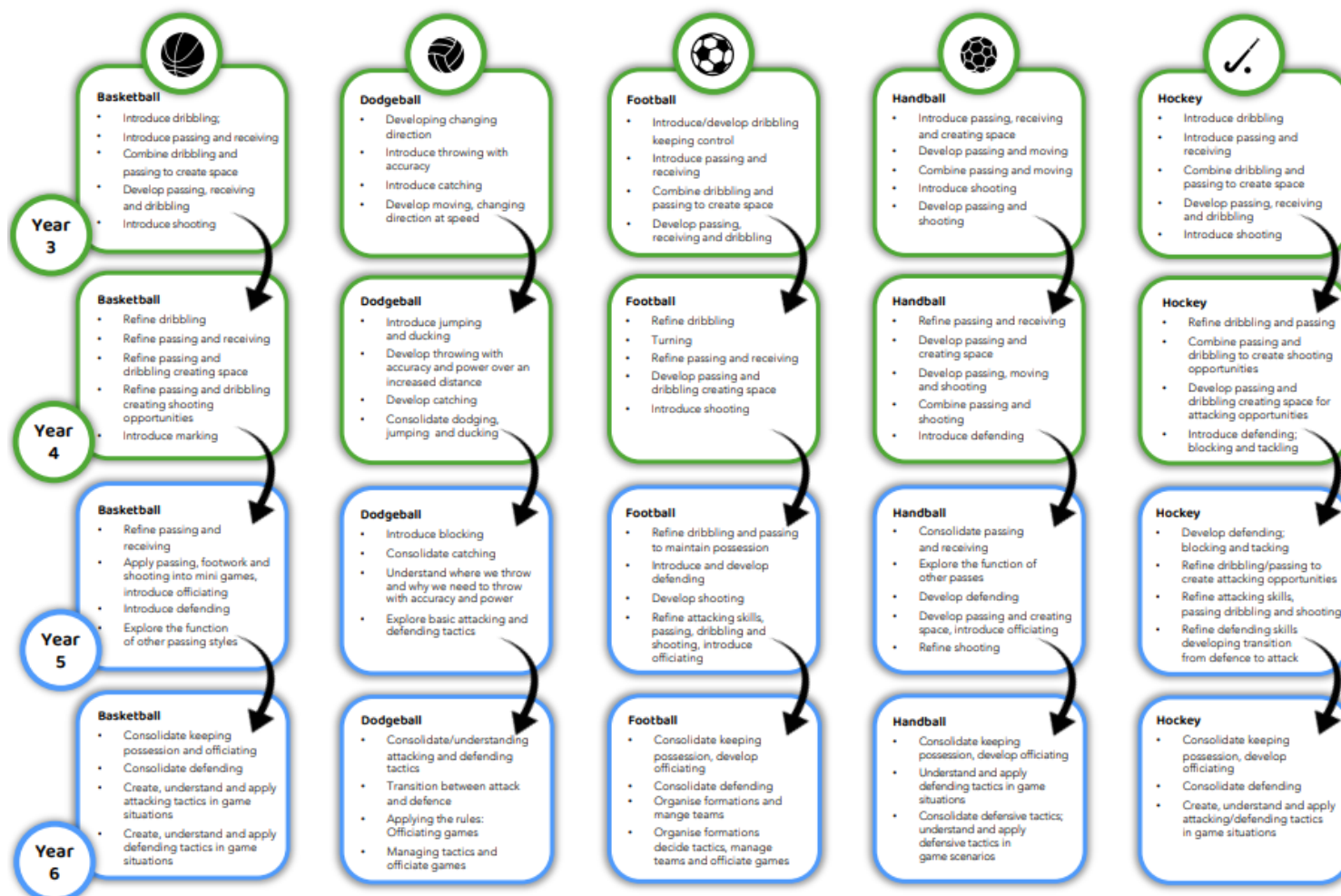
Foundation and KS1 Progression of Skills Overview



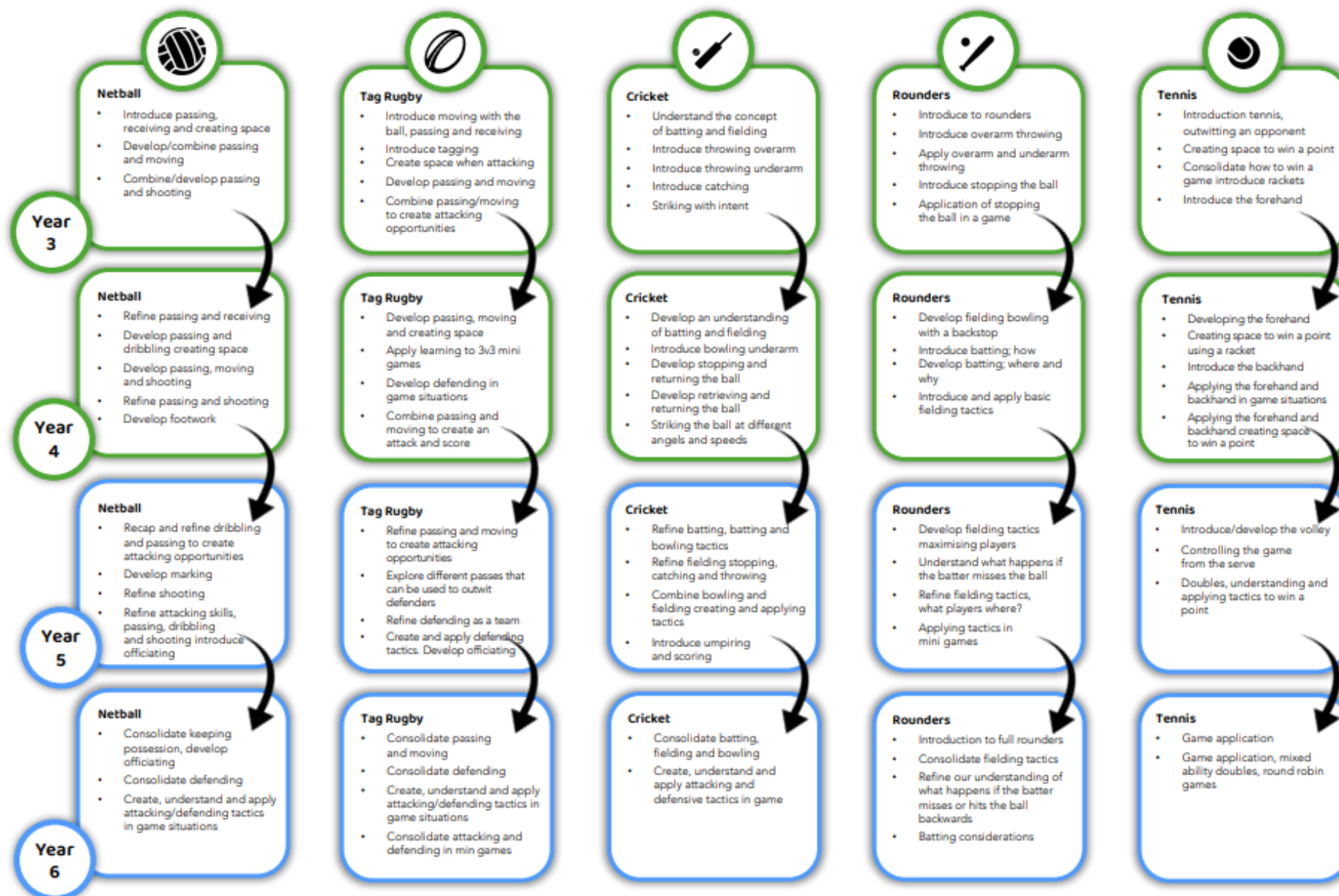
Foundation and KS1 Progression of Skills Overview



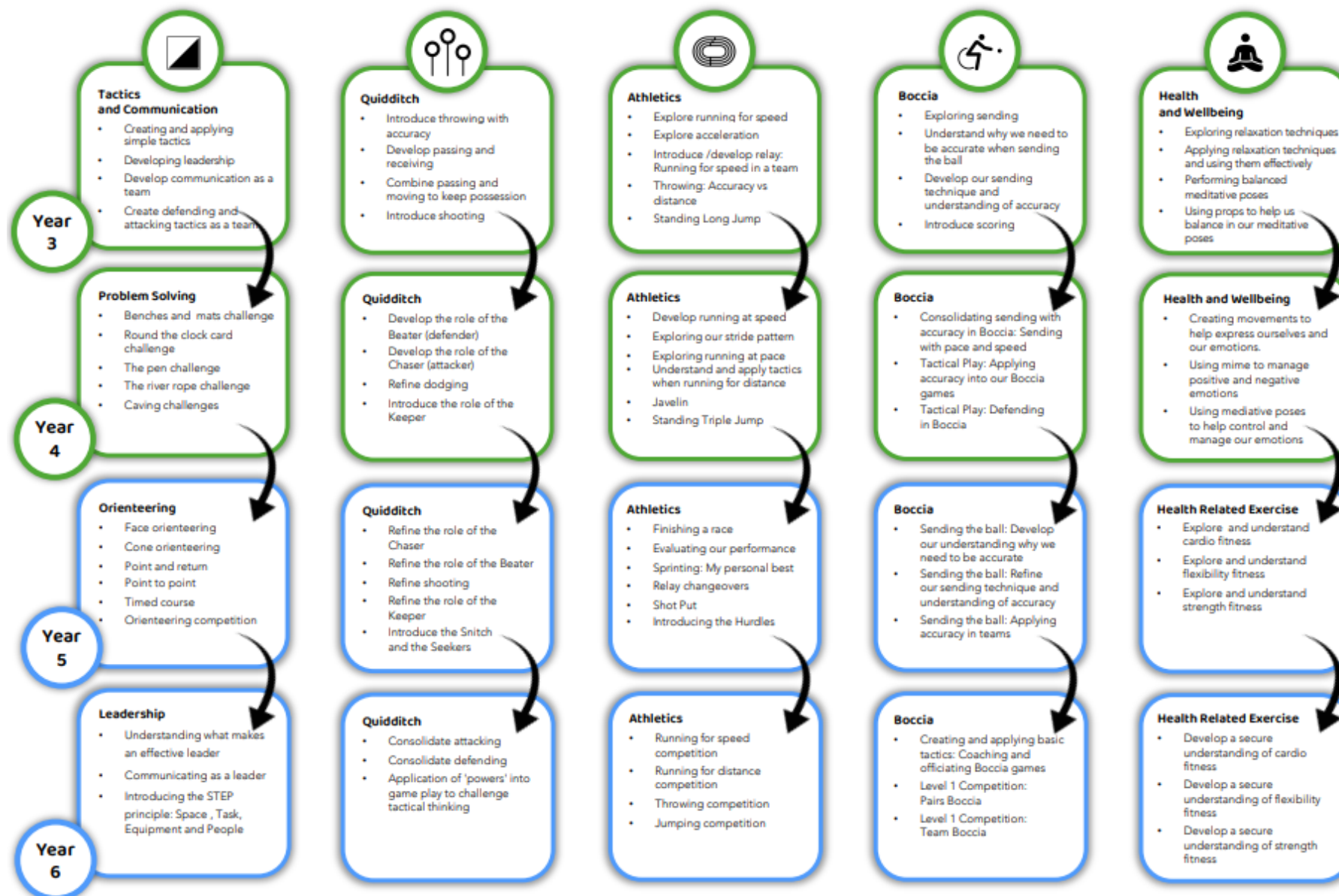
KS2 Progression of Skills



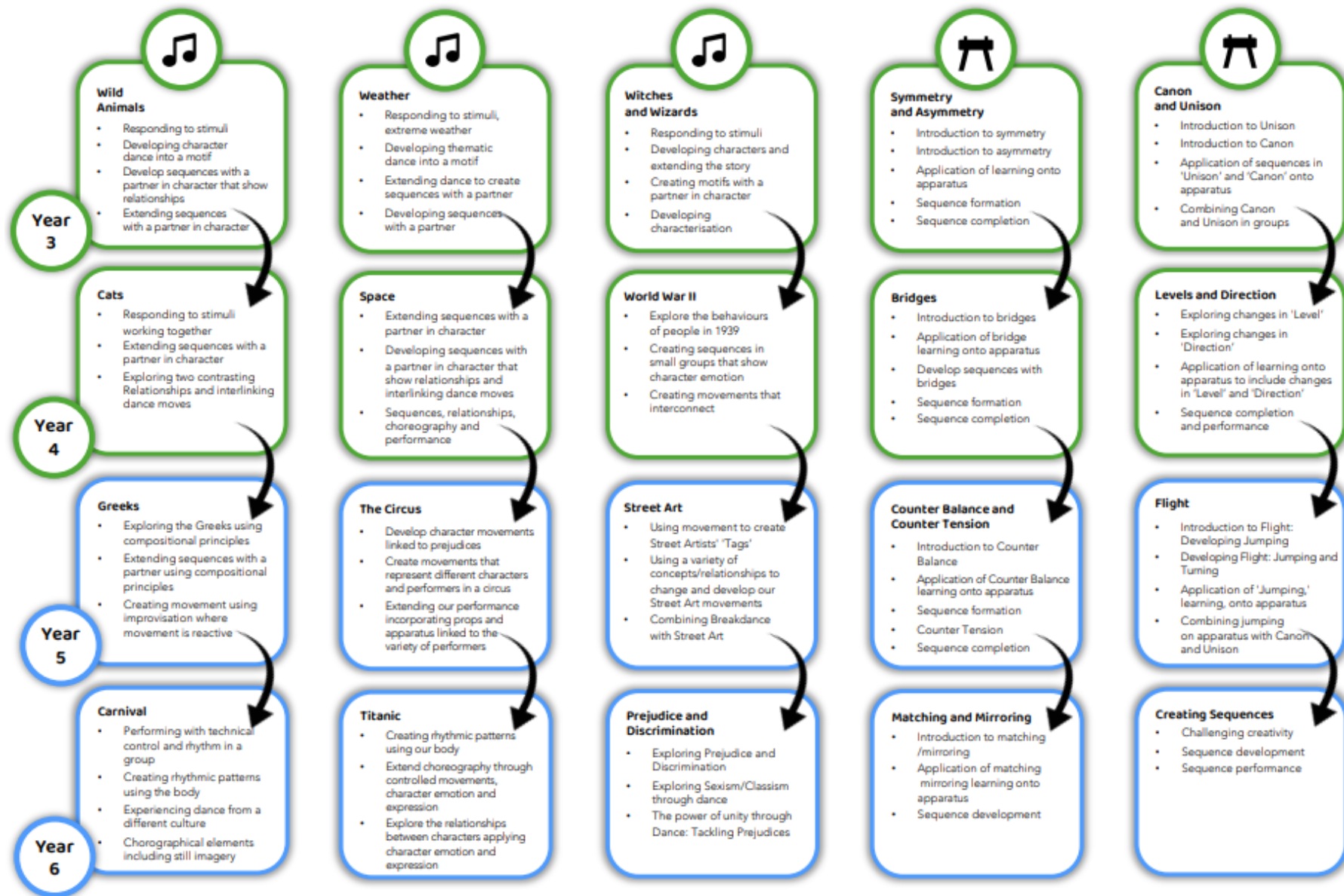
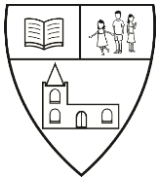
KS2 Progression of Skills Overview



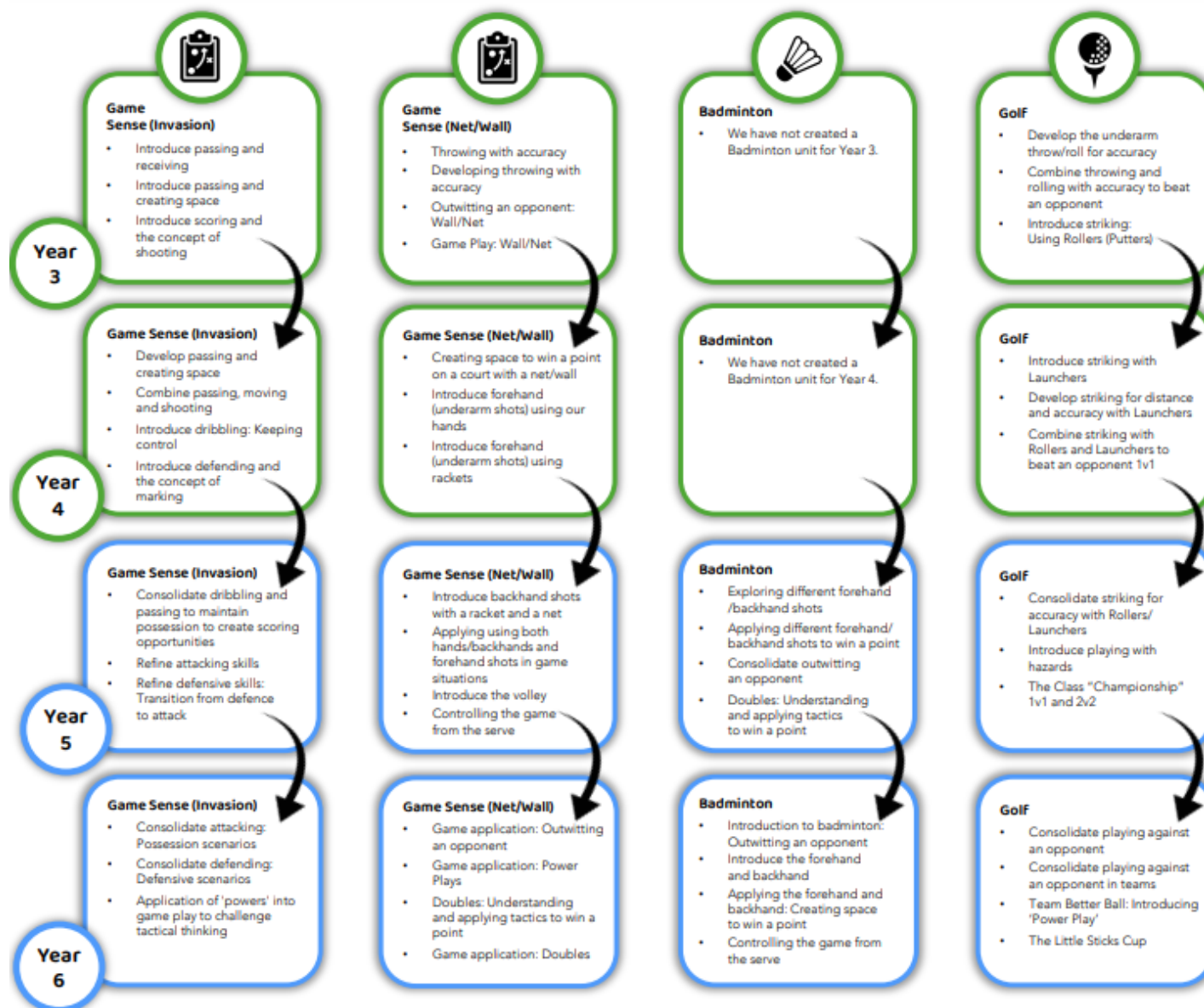
KS2 Progression of Skills Overview



KS2 Progression of Skills Overview



KS2 Progression of Skills Overview



KS2 Progression of Skills Overview



Dance Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Skills						
Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still



						demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
Performance						
Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Swimming Progression of Skills

Overall learning outcomes from the National Curriculum to be taught:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
1. Enter the water safely. 2. Move forwards for a distance of 5m. 3. Move backwards for a distance of 5m. 4. Move sideways for a distance of 5m. 5. Scoop the water and wash face. 6. Be at ease with water showered from overhead. 7. Move into a stretched floating position using aids, equipment, or support.	1. Jump in from poolside safely. 2. Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged. 3. Regain upright position from the back without support. 4. Regain an upright position from the front with support. 5. Push from wall and glide on the back. 6. Push from wall and glide on the front.	1. Jump in from poolside and submerge. 2. Sink, push away from wall and maintain a streamlined position. 3. Push and glide on the front with arms extended and log roll onto the back. 4. Push and glide on the back with arms extended and log roll onto the front. 5. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.	1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. 2. Push and glide from the wall towards the pool floor. 3. Kick 10 metres backstroke (one item of equipment optional). 4. Kick 10 metres front crawl (one item of equipment optional).	1. Perform a flat stationary scull on the back. 2. Perform a feet first sculling action for 5 metres in a flat position on the back. 3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. 4. Tread water for 30 seconds. 5. Perform three different shaped jumps into deep water. 6. Push and glide and swim 10 metres backstroke	1. Give two examples of how to prepare for exercise and understand why it is important. 2. Sink, push off on side from the wall, glide, kick and rotate into backstroke. 3. Sink, push off on side from the wall, glide, kick and rotate into front crawl. 4. Swim 10 metres wearing clothes. 5. Push and glide and swim front crawl to include at least six rhythmical breaths.	1. Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). 2. Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). 3. Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards). 4. Push and glide and swim 25 metres butterfly (performed to Swim



<p>8. Regain an upright position from on the back, with support.</p> <p>9. Regain an upright position from on the front, with support.</p> <p>10. Push and glide in a horizontal position to or from a wall.</p> <p>11. Take part in a teacher led partner oriented game.</p> <p>12. Demonstrate an understanding of pool rules.</p> <p>13. Exit the water safely.</p>	<p>7. Travel on the back for 5m, aids or equipment may be used.</p> <p>8. Travel on the front for 5m, aids or equipment may be used.</p> <p>9. Perform a rotation from the front to the back to gain an upright position.</p> <p>10. Perform a rotation from the back to the front to gain an upright position.</p>	<p>6. Fully submerge to pick up an object.</p> <p>7. Correctly identify three of the four key water safety messages.</p> <p>8. Push and glide and travel 10 metres on the back.</p> <p>9. Push and glide and travel 10 metres on the front.</p> <p>10. Perform a tuck float and hold for three seconds.</p> <p>11. Exit the water without using steps.</p>	<p>5. Kick 10 metres butterfly on the front or on the back.</p> <p>6. Kick 10 metres breaststroke on the front (one item of equipment optional).</p> <p>7. Perform a head first sculling action for 5 metres in a flat position on the back.</p> <p>8. Travel on back and log roll in one continuous movement onto front.</p> <p>9. Travel on front and log roll in one continuous movement onto back.</p> <p>10. Push and glide and swim 10 metres, choice of stroke is optional.</p>	<p>(performed to Swim England expected standards).</p> <p>7. Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).</p> <p>8. Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).</p> <p>9. Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).</p> <p>10. Perform a handstand and hold for a minimum of three seconds.</p> <p>11. Perform a forward somersault.</p> <p>12. Demonstrate an action for getting help.</p>	<p>6. Push and glide and swim breaststroke to include at least six rhythmical breaths.</p> <p>7. Push and glide and swim butterfly to include at least three rhythmical breaths.</p> <p>8. Push and glide and swim backstroke to include at least six regular breaths.</p> <p>9. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).</p> <p>10. Perform a 'shout and signal' rescue.</p> <p>11. Perform a surface dive.</p>	<p>England expected standards).</p> <p>5. Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbeater: Moving, lifting one or both arms out of the water</p> <p>6. Perform a sitting dive or dive.</p> <p>7. Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).</p> <p>8. Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).</p>
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						<p>9. Tread water using eggbeater action for 30 seconds.</p> <p>10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.</p>
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