



The PE curriculum at Dovers Green is based upon the Primary National Curriculum which provides a clear framework and outlines the knowledge and skills taught in the foundation stage and key stage one.

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### Curriculum Enhancements for Dovers Green

1. Year 2 children to take part in community Dance Festival
2. KS1 children to take part in Multi-Sports events with Active Surrey
3. Whole school Sponsored Walk
4. Bike It
5. The Big Pedal
6. Daily Skipping
7. Maypole and Country Dancing
8. After school clubs - yoga, football, dance, rounders, benchball, circuits, running, tennis
9. Commando Joe
10. Sports Day
11. Community 'Walk to School' days

### The development of SMSC and the promotion of British Values within PE

<p><b>SMSC</b></p>	<ul style="list-style-type: none"> <li>• Children given opportunities to celebrate their own and others values, beliefs and spiritual awareness when dancing and expressing themselves through performance</li> <li>• Children encouraged to have their own high standards of personal behaviour during their PE lessons</li> <li>• Children work collaboratively to develop their skills and team spirit</li> <li>• Children have positive, caring attitude towards other people during their PE lessons and celebrate each other when achieving or taking part</li> <li>• Children have an understanding of their social and cultural traditions and how they may differ from others during PE lessons</li> </ul>
<p><b>British Values</b></p>	<p><b>Democracy;</b> elected team captains, team games, team selection, sports representatives at Multi-Sport events, Dance Festival</p> <p><b>Rule of Law;</b> following the rules of sports, rules of games, abiding to team etiquette, working collaboratively with peers</p> <p><b>Respect and Tolerance;</b> respecting peers or teachers skills and abilities within PE lessons, respecting peers for their attitude towards PE, respecting and tolerating the skills and abilities of others and what they have to offer and how they may differ from ourselves</p> <p><b>Individual Liberty;</b> freedom of expression when performing and dancing, freedom with movement styles, expressing feelings and emotions when dancing and performing, listening to and accepting the thoughts and views of others during team games</p>

## Early Years Foundation Stage Framework

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

### Reception Skills and Knowledge

#### Multi-skills

Revise and refine the fundamental movement skills he/she has already acquired; rolling  
crawling  
walking  
jumping  
running  
hopping  
skipping  
climbing (PD GM)

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming (PD GM)

Develop overall body strength, balance, co-ordination and agility (PD GM)

Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG) (PD GM)

Able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG) (PD GM)

#### Dance

Progress towards a more fluent style of moving, with developing control and grace (PD GM)

Able to combine different movements with ease and fluency (PD GM)

Listens attentively, moves to and talks about music, expressing his/her feelings and responses (EAD BIE)

Watches and talks about dance and performance art, expressing his/her feelings and responses (EAD BIE)

Explores and engages in music making and dance, performing solo or in groups (EAD BIE)

#### Gymnastics

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group (PD GM)

#### Ball skills

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (PD GM)

	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (PD GM)	
<b>Class time</b>	Use his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (PD GM)	
	Knows and can talk about the different factors that support his/her overall health and wellbeing; being a safe pedestrian (PD GM)	
	Further developing the skill he/she needs to manage the school day successfully: lining up and queuing mealtimes personal hygiene (PD GM)	
	Demonstrates strength, balance and coordination when playing (ELG) (PD GM)	
<b>By the end of the reception year the children at Dovers Green are expected to be able to:</b>		
<b>Skills</b>	<b>Knowledge</b>	
Children will be able to jump and land from two feet to two feet. Children will learn to use a skipping rope. Children will begin to be able to throw and catch a ball.	Children will be begin to understand the importance of warming up before exercise. Children will be able to discuss the effects on their body after exercising.	

## KS1 National Curriculum

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.

### Year 1 - Skills and Knowledge Best Fit Profile

<b>Dance Working Towards</b>	<b>Dance Expected</b>	<b>Dance Greater Depth</b>
Explore simple movements  Explore movements in their own space	Explore movement ideas  Respond imaginatively  Move confidently and safely in their own space  Change speed, level and direction  Choose movements to make	Copy, remember and repeat simple skills  Link several movements together  Repeat short dance phrase
<b>Gymnastics Working Towards</b>	<b>Gymnastics Expected</b>	<b>Gymnastics Greater Depth</b>
Perform simple gymnastic actions (travel & jump)  Manage space safely  Repeat basic actions	Perform basic gymnastic actions (travel, roll, jump)  Manage space safely with good awareness  Link & repeat basic actions	Move from a position of stillness to a travel movement  Move smoothly in a movement  Use apparatus smoothly
<b>Games Working Towards</b>	<b>Games Expected</b>	<b>Games Greater Depth</b>
Throw and catch a ball  Show control with basic actions	Throw and catch a ball with a partner	Perform simple rolls, throws, striking and kicking skills

Can roll, throw underarm, strike a ball and kick	<p>Move fluently, change direction and speed easily</p> <p>Show control and accuracy with basic actions</p> <p>Can roll, throw underarm, strike a ball and kick</p> <p>Use skills in different games</p> <p>Change the way they use skills in response to opponents actions</p>	
Evaluating Working Towards	Evaluating Expected	Evaluating Greater Depth
	<p>Know where their heart is and understand why it beats faster when exercising</p> <p>Talk about how to exercise safely</p>	<p>Know where their heart is and understand why it beats faster when exercising</p> <p>Talk about how to exercise safely</p>
By the end of Year 1 the children at Dovers Green will be expected to be able to:		
Skills	Knowledge	
<p>Children will dance in a performances.</p> <p>Children will be able to throw and catch a ball with a partner and independently.</p> <p>Children will use a skipping rope successfully.</p>	<p>Children will understand the importance of warming up before exercise.</p> <p>Children will point out where their heart is and understand why it beats faster during exercise.</p>	

**Year 2 - Skills and Knowledge  
Best Fit Profile**

<b>Dance Working Towards</b>	<b>Dance Expected</b>	<b>Dance Greater Depth</b>
<p>Explore movement ideas</p> <p>Respond imaginatively</p> <p>Move confidently and safely in their own space</p> <p>Change speed, level and direction</p> <p>Choose movements to make</p>	<p>Copy, remember and repeat simple skills</p> <p>Link several movements together</p> <p>Repeat short dance phrase</p> <p>Show greater control, coordination and spatial awareness</p>	<p>Explore ideas, moods and feelings by experimenting with actions</p> <p>Explore dynamics of movement</p> <p>Explore direction, levels and other possible movements</p>
<b>Gymnastics Working Towards</b>	<b>Gymnastics Expected</b>	<b>Gymnastics Greater Depth</b>
<p>Move from a position of stillness to a travel movement</p> <p>Move smoothly in a movement</p> <p>Use apparatus smoothly</p>	<p>Perform a variety of actions with increasing control</p> <p>Repeat accurately sequences of gymnastic actions</p> <p>Decide, repeat and perform a short sequence</p> <p>Use apparatus or a partner with control</p>	<p>Movement smoothly in a controlled way from one position of stillness to another</p> <p>Choose, use and vary simple compositional ideas to create and perform a sequence</p> <p>Adapt a sequence, using apparatus or a partner with control, accuracy and fluency.</p>
<b>Games Working Towards</b>	<b>Games Expected</b>	<b>Games Greater Depth</b>
<p>Perform simple rolls, throws, striking and kicking skills</p>	<p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</p> <p>Vary skills and show some understanding of simple tactics</p> <p>Choose the correct tactic to suit the situation</p>	<p>Pass a ball accurately to a partner over a variety of distances</p> <p>Show good awareness of others in running, chasing and avoiding games</p> <p>React to situations in a way that helps partner</p>
<b>Evaluating Working Towards</b>	<b>Evaluating Expected</b>	<b>Evaluating Greater Depth</b>

	<p>Understand how to exercise</p> <p>Describe how their bodies feel during activities</p> <p>Talk about their own and others' performance</p> <p>Suggest improvements</p>	<p>Talk about their own and others' performance</p> <p>Suggest improvements for others' performances</p>
--	---	--

**By the end of Year 2 the children at Dovers Green will be expected to be able to:**

<b>Skills</b>	<b>Knowledge</b>
<p>Children will dance confidently in a range of performances.</p> <p>Children will be able to throw and catch a small ball with a partner and independently.</p> <p>Children will use a skipping rope successfully and be able to skip for a prolonged period without stopping.</p>	<p>Children will understand the importance of warming up before exercise and know how to exercise in different ways.</p> <p>Children will point out where their heart is and understand why it beats faster during exercise and how their body feels and the effects exercise has on it.</p>