

PE

THE FOXTON CURRICULUM



Foxton
Primary School

2023/24



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Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing.

– James MacAllister

At Foxton Primary School, we are athletes.



Our Physical Education Curriculum

Physical Education (PE) at Foxton Primary School gives children the knowledge and understanding in order to become competent, confident and motivated in sport and other physically-demanding activities for the rest of their life. This links directly with our Global Goals in prompting good health and wellbeing, as well as our school and British values such as the fairness and respect needed to compete competitively. We enter a wide range of sporting competitions including small schools football, Unihoc, basketball, dodgeball, badminton, tag rugby, cricket, athletics and rounders!

We aim for all children to:

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

At Foxton, we are lucky to have our own Sports Coach who delivers high-quality PE lessons. The children receive two PE lessons a week. We also offer a range of extra-curricular sports clubs and opportunities to compete in a range of sporting events against children from other local schools. As part of the curriculum, we also take children swimming with the aim of every child being able to swim at least 25 metres, perform safe self-rescue and use a range of strokes effectively before they leave for secondary school.

The overview and progression documents below show how each class revisits and develops knowledge and skills in the key areas of dance, games and gymnastics at Foxton.

Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fox Cubs	Lesson 1	Big Moves	Dance	Gymnastics	Dance	Games	Games
	Lesson 2	Yoga	Big Moves	Yoga	Beanbags & Parachute	Dance	Multi-skills
Class 1	Lesson 1	Gymnastics	Dance	Gymnastics	Circuit training	Dance	Multi-skills
	Lesson 2	Basketball	Hockey	Football	Rugby	Athletics	Bat & Ball
Class 2	Lesson 1	Gymnastics	Fitness	Gymnastics	Games Netball / Tag	Athletics	Cricket
	Lesson 2	Dance	Unihoc	Games Netball / Tag	Dodgeball	Dance	Games
Class 3	Lesson 1	Gymnastics	Netball / Dance	Dodgeball	Netball	Dance	Cricket
	Lesson 2	Basketball	Hockey	Football	Rugby	Athletics	Rounders

Progression of Skills in Dance

Fox Cubs	Class 1	Class 2	Class 3
Dance Skills			
<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p>

		<p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Use more complex dance vocabulary to compare and improve work.</p> <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p>
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			<p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
Compete and Perform			
Control my body when performing a sequence of movements.	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

Evaluate			
Talk about what they have done.	Watch and describe performances.	Watch, describe and evaluate the effectiveness of a performance.	Choose and use criteria to evaluate own and others' performances.
Talk about what others have done.	Begin to say how they could improve.	Describe how their performance has improved over time.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.
	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
	Talk about the differences between their work and that of others.	Modify their use of skills or techniques to achieve a better result.	

Progression of Skills in Games

Fox Cubs	Class 1	Class 2	Class 3
Using Space			
Move safely around the space and equipment.	Use different ways of travelling in different directions or pathways.	Find a useful space and get into it to support teammates.	Demonstrate an increasing awareness of space.
Travel in different ways, including sideways and backwards.	Run at different speeds. Begin to use space in a game. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Make the best use of space to pass and receive the ball.	Demonstrate a good awareness of space.

Striking and Hitting a Ball			
Hit a ball with a bat or racquet.	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>
Throwing and Catching a Ball			
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p>

	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p> <p>Develop different ways of throwing and catching.</p>	
Travelling with a Ball			
<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
Passing a Ball			
<p>Kick an object at a target.</p>	<p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Know how to pass the ball in different ways.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g.</p>

			passing and receiving the ball on the move.
Possession			
		<p>Know how to keep and win back possession of the ball in a team game.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>	<p>Keep and win back possession of the ball effectively in a team game.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>
Attacking and Defending			
Play a range of chasing games.	<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
Tactics and Rules			
Follow simple rules.	<p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>

	<p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p>
Complete and Perform			
<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Evaluate			
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p> <p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>

	Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Progression of Skills in Gymnastics

Fox Cubs	Class 1	Class 2	Class 3
Acquiring and Developing Skills in Gymnastics (General)			
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p>

	<p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p> <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>confidence.</p> <p>Begin to show flexibility in movements</p> <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
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Rolls			
Curled side roll (egg roll)	Log roll (controlled)	Crouched forward roll	Forward roll from standing
Log roll (pencil roll)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll
Teddy bear roll	Teddy bear roll (controlled)	Tucked backward roll	Pike forward roll
	Log roll (controlled)	Forward roll from standing	Tucked backward roll
	Curled side roll (egg roll) (controlled)	Straddle forward roll	Backward roll to straddle
	Teddy bear roll (controlled)	Tucked backward roll	Forward roll from standing
	Rocking for forward roll	Backward roll to straddle	Straddle forward roll
	Crouched forward roll		Pike forward roll
			Dive forward roll
			Tucked backward roll
			Backward roll to straddle
			Backward roll to standing pike
			Pike backward roll
Jumps			
Straight jump	Straight jump	Straight jump	Straight jump
Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping Jack	Jumping jack	Jumping jack	Jumping jack
Half turn jump	Half turn jump	Star jump	Star jump

	Cat spring	Straddle jump	Straddle jump
	Straight jump	Pike jump	Pike jump
	Tuck jump	Straight jump half-turn	Stag jump
	Jumping jack	Cat leap	Straight jump half-turn
	Half turn jump	Straight jump	Straight jump full-turn
	Cat spring	Tuck jump	Cat leap
	Cat spring to straddle	Jumping jack	Cat leap half-turn
		Star jump	Split leap
		Straddle jump	Straight jump
		Pike jump	Tuck jump
		Straight jump half-turn	Jumping jack
		Straight jump full-turn	Star jump
		Cat leap	Straddle jump
		Cat leap half-turn	Pike jump
			Stag jump
			Straight jump half-turn
			Straight jump full-turn

			Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table			
	Straight jump off springboard Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off

			Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands, Cartwheels and Round-offs			
Bunny hop	Bunny hop Front support wheelbarrow with partner Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Travelling and Linking Actions			
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Tiptoe, step, jump and hop Hopscotch	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn

	<p>Skipping</p> <p>Galloping</p> <p>Straight jump half-turn</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Cat leap half turn</p> <p>Pivot</p>	<p>Cat leap</p> <p>Cat leap half turn</p> <p>Pivot</p> <p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Cat leap half turn</p> <p>Cat leap full turn</p> <p>Pivot</p>
Shapes and Balances			
<p>Standing balances</p>	<p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Standing balances</p>	<p>Large and small body part balances, including standing and kneeling balances</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Part body weight partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p>

	<p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Balances with and against a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Front and back support</p> <p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>
Compete and Perform			
<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>

Evaluate

Talk about what they have done.	Watch and describe performances.	Watch, describe and evaluate the effectiveness of a performance.	Choose and use criteria to evaluate own and others' performance.
Talk about what others have done.	Begin to say how they could improve.	Describe how their performance has improved over time.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.
	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	
	Talk about the differences between their work and that of others.	Modify their use of skills or techniques to achieve a better result.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Knowing more and remembering more

PE lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning and skills, when appropriate, as well as relevant units taught previously. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Our Sports Coach uses a summative assessment tick sheet to provide teacher assessment information for class teachers. Children not yet working at the expected standard are identified and support is put in place, often through extensive modelling and coaching, in subsequent units.

A Global Curriculum

PE at Foxton serves as a direct conduit to the realisation of Goal 3: Good Health and Wellbeing within the UN Sustainable Development Goals (SDGs). As an integral component of our curriculum, PE plays a pivotal role in ensuring healthy lives and promoting well-being for all individuals. Our commitment to this goal is evident in our regular reference to its principles and the enrichment we provide through a range of extra-curricular and competitive sporting opportunities.

Through PE, students embark on a journey towards improved physical fitness and overall wellness, mirroring the objectives of Goal 3. By engaging in a variety of physical activities, students not only cultivate their physical health but also develop essential life skills such as teamwork, discipline, and resilience. This holistic approach resonates with the core tenets of the SDGs, contributing to the development of well-rounded individuals who are equipped to lead healthy and fulfilling lives.

The provision of extra-curricular and competitive sporting opportunities aligns with Goal 4: Quality Education. By offering diverse avenues for physical engagement beyond the classroom, we enhance students' educational experiences and foster a lifelong appreciation for physical activity. These opportunities also contribute to Goal 10: Reduced Inequalities by ensuring that every child, regardless of their background, has access to the benefits of regular physical exercise and competitive sports.

Appendix 1

National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils 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 and respect.

Aims

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.

Subject content

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.

