Northaw CE Primary School

The Northaw Curriculum

Physical education

For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come.

1 Timothy 4:8
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

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.

Added value

At Northaw, we believe God intelligently designed us to be active. We have customised a scheme of work based on the curriculum from Get Set 4 PE. Teachers know that physical education is not synonymous with physical activity or sport, they share similarities but also have important differences. All pupils feel included and able to succeed within the subject. We aim to complete The Daily Mile and celebrate sport during Be Active Week. We join in with both the Hertford and Ware School Sports Partnership, and School Games. We also host a range of extracurricular physical activities and sports. Ofsted's research review series and subject report series, and non-statutory guidance, *Enhancing physical education provision and improving access to sport and physical activity in school* (March 2024), have informed our practice in this area.

Aims

The Northaw 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.

Early years foundation stage – nursery and reception

Physical development

Gross motor skills

Children at the expected level of development will:

- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills

Children at the expected level of development will:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- use a range of small tools, including scissors, paint brushes and cutlery
- begin to show accuracy and care when drawing.

Children in nursery will be learning to:	Examples of how we support this:
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.
Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.
Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.

Children in reception will be learning to:	Examples of how we support this:
Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing	Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Give children experience of carrying things up and down on different levels (slopes, hills and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.

	Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionality, and encourage children to use it.
Progress towards a more fluent style of moving, with developing control and grace.	Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:	Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	• that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists independently Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture. Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top

	of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.
Combine different movements with ease and fluency.	Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.
Develop the foundations of a handwriting style which is fast, accurate and efficient.	Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

	Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.
Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.
Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.

Early years foundation stage learning sequence

In the early years foundation stage, physical education is taught discreetly. Physical education is timetabled for at least 90 minutes every week. Knowledge organisers are shared online. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to PE: Unit 1 Gymnastics: Unit 1	Introduction to PE: Unit 2 Gymnastics: Unit 2	Dance: Unit 1 Fundamentals: Unit 1	Dance: Unit 2 Fundamentals: Unit 2	Games: Unit 1 Ball skills: Unit 1	Games: Unit 2 Ball skills: Unit 2

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 – years 1 and 2

Key stage 1 programme of study

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 1 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Gymnastics Y1 Fundamentals Y2	Regulated movement Y2 Parkour 1	Dance Y1 Team building Y2	Ball skills Y2 Striking and fielding games Y1	Net and wall games Y1 Sending and receiving games Y2	Athletics Y1 Invasion games Y2
Year B	Gymnastics Y2 Fundamentals Y1	Fitness Y1 Regulated movement Y1	Dance Y2 Team building Y1	Ball skills Y1 Striking and fielding games Y2	Net and wall games Y2 Sending and receiving games Y1	Athletics Y2 Invasion games Y1

Physical education is timetabled for at least 90 minutes every week. Knowledge organisers are shared online. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Key stage 2 – years 3 to 6

Key stage 2 programme of study

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 and water safety

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.

Lower key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Swimming Gymnastics Y3	Swimming Dance Y4	Regulated movement Y3 Land Based Water Safety Y4	Netball Y3 Parkour Y3	OAA Y3 Hockey Y3	Athletics Y3 Tag rugby Y3
Year B	Swimming OAA Y4	Swimming Dance Y3	Gymnastics Y4 Regulated movement Y4	Tennis Y3 Basketball Y4	Athletics Y4 Dodgeball Y4	Football Y3 Rounders Y3

Physical education is timetabled for at least 90 minutes every week. Knowledge organisers are shared online. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Upper key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Badminton Y5 Netball Y5	Gymnastics Y5 Fitness Y5	Dance Y6 Regulated movement Y5	Hockey Y5 Tennis Y6	Tag rugby Y5 Athletics Y5	OAA Y5 Land Based Water Safety Y6
Year B	Tennis Y5 Basketball Y6	Gymnastics Y6 Regulated movement Y6	Dodgeball Y6 Dance Y5	Football Y5 Parkour Y5	Rounders Y5 OAA Y6	Athletics Y6 Cricket Y5

Physical education is timetabled for at least 90 minutes every week. Knowledge organisers are shared online. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

This is an example of a progression journey:

